The Art Institute of Las Vegas

2018 - 2019 Catalog
Version 2
The Art Institute of Las Vegas reserves the right to change the information contained in this catalog, including, but not limited to, program offerings, curriculum, admission requirements, tuition and fees, graduation requirements, and other policies, at any time. Notice is not required for a new policy to take effect; however, The Art Institute of Las Vegas will make reasonable attempts to notify students of any changes through Web site or email postings, mail distribution, or other methods deemed appropriate by the administration.

Photographs
Photographs and imagery within this catalog accurately depict the equipment, facilities and general population found at The Art Institute of Las Vegas but may not have been taken at the exact campus location.

Publication Date:  February 06, 2019

© 2019 by The Art Institute of Las Vegas

See aiprograms.info for program duration, tuition, fees, and other costs, median debt, alumni success, and other important info.
# Table of Contents

ABOUT THE ART INSTITUTE OF LAS VEGAS.................................................................................................................. 4
ADMINISTRATOR LISTING .............................................................................................................................................. 7
PROGRAM OFFERINGS .................................................................................................................................................... 8
COURSE WORK .................................................................................................................................................................. 72
ADMISSIONS INFORMATION ........................................................................................................................................... 118
TRANSFER CREDIT ......................................................................................................................................................... 124
FINANCIAL PLANNING .................................................................................................................................................... 129
FINANCIAL AID PROGRAMS ........................................................................................................................................... 131
REFUND POLICIES .......................................................................................................................................................... 132
SCHOLARSHIPS ............................................................................................................................................................... 138
ACADEMIC AFFAIRS POLICIES AND PROCEDURES ................................................................................................. 143
STUDENT LIFE ............................................................................................................................................................... 161
STUDENT LIFE ............................................................................................................................................................... 162
GENERAL INFORMATION ................................................................................................................................................. 163
TUITION AND FEES .......................................................................................................................................................... 193
ACADEMIC CALENDAR .................................................................................................................................................... 195
FACULTY........................................................................................................................................................................... 196
ABOUT THE ART INSTITUTE OF LAS VEGAS

Introduction
The Art Institute of Las Vegas (“The Art Institute”) is conveniently located at I-215 and Green Valley Parkway on Corporate Circle in Henderson, Nevada. Anyone who looks beyond the luxurious hotels, dazzling entertainment, and nonstop excitement will quickly discover that Las Vegas is also a great place in which to live, work, and play.

Visitors and residents can explore the newest mega-resort and try out the latest thrill ride, but there are also many non-casino attractions — museums, libraries, parks, gift shops and historical sights. Just outside Las Vegas, there are spectacular scenic destinations. Some of the world’s most beautiful natural wonders surround Las Vegas, including the Grand Canyon, Hoover Dam, Lake Mead, Death Valley, and the Valley of Fire State Park.

New housing developments, schools, parks and shopping centers have transformed the once-barren desert landscape surrounding Las Vegas into an oasis of prosperity. A bustling hospitality industry, sunny climate, and a variety of recreational opportunities are just a few of the many reasons why more than 2 million people who live in the Las Vegas valley enjoy such an outstanding quality of life.

The Art Institute of Las Vegas educates and prepares design related graduates, using quality educational programs created to instruct students in skills useful in everyday performance in the workplace. The Art Institute of Las Vegas faculty achieves this purpose by bringing professional knowledge to their instruction. Students graduating from The Art Institute of Las Vegas are prepared for entry-level positions in their chosen fields.

The Art Institute of Las Vegas occupies approximately 45,000 square feet at 2350 Corporate Circle, encompassing 23 classrooms and studios, 36 administrative offices, print and service bureaus, a photography lab, a student lounge, a supply store, a dining lab, and a learning resource center. The instruction resources within the space include lecture rooms, an art room, computer labs, specialty kitchen facilities, a dining lab, and audio and video production facilities. Additional space allocations meet the needs for the Library, Student Life space, a school supply store, meeting spaces, and student recreation facilities. Equipment within the facility is allocated according to program specifications and managed by the Technology Department. Equipment within the computer labs includes Mac and PC platforms and peripherals.

Each program is offered on a year-round basis, allowing students to work continuously toward their degrees. An impressive faculty, many of whom are working professionals, strive to strengthen students’ skills and cultivate their talents through well-designed curricula. Programs are carefully defined with the support and contributions of leading members of the professional community. Curricula are reviewed periodically to ensure they meet the needs of a changing marketplace and prepare graduates for entry-level positions in their chosen fields.

Each student is expected to gain an understanding of a body of theoretical and practical knowledge appropriate to his or her degree objective. This understanding is demonstrated through measurable student learning outcomes specified in the outline of each course for each program. In The Art Institute of Las Vegas programs, students are expected to complete specific courses and develop critical and analytical learning abilities, along with educational values that contribute to lifelong learning.
Vision
The Art Institute of Las Vegas, as an institution of higher learning, strives to be the leader in providing the best art and design, culinary arts and fashion education in the city of Las Vegas, the state of Nevada, and the Midwest.

Mission Statement
The mission of The Art Institute of Las Vegas is to provide students with a liberal undergraduate education in the arts of design, fashion, media, and culinary. The college prepares students for entry-level positions by offering courses taught by faculty who are working professionals fostering both creative and critical thinking in an environment that encourages academic freedom. Our student-centered college is responsive to the needs of both our local and regional communities. We are professional educators educating creative professionals.

The objectives of the mission are:

- Involving employers in the development of curricula that is responsive to industry needs through Program Advisory Committees.
- Employing faculty who possess appropriate academic credentials, industry-related experience, and who exhibit excellence in teaching.
- Enhancing institutional effectiveness by consistently assessing and improving student retention, employment assistance, learning outcomes, and graduate and employer satisfaction.
- Fostering a culture of learning and collaboration that assures academic freedom, professional development and encourages responsible decision-making and critical thinking among students, faculty, and staff.
- Assisting graduates in obtaining career-related employment.
- Serving the community as a creative and educational resource through the active participation of students, faculty, and staff in a variety of outreach opportunities.

Values

- We believe in excellence in higher education that prepares graduates for careers, reflects the needs of the business community and fosters personal growth and professional success.
- We believe the student is an active participant in the educational process.
- We believe that student satisfaction contributes to our success.
- We believe in civic and professional service.
- We believe in mutual respect, active participation and collaboration.
- We believe that employee development, satisfaction, engagement and responsibility are essential to productivity, growth and excellence.
- We believe in continual institutional improvement and effective management of change.
- We are committed to operate and cultivate with integrity.
- We seek to do the right thing.
Accreditation and Licensing

The Accrediting Agency (Accrediting Council for Independent Colleges and Schools) listed below is not recognized by the United States Department of Education as an approved accrediting agency. Therefore, if you enroll in this institution, you may not be eligible for Title IV federal financial assistance, state student financial assistance, or professional certification. In addition, credits earned at this institution may not be accepted for transfer to another institution, and may not be recognized by employers.

The Art Institute of Las Vegas is accredited by the Accrediting Council for Independent Colleges and Schools to award bachelor's degrees, associate's degrees and diplomas. The Accrediting Council for Independent Colleges and Schools is recognized by the Council for Higher Education Accreditation. ACICS can be contacted at 750 First Street NE, Suite 980, Washington, D.C. 20002. Telephone: 1-202-336-6780.

The Associate of Science in Baking & Pastry, Associate of Science in Culinary Arts and Bachelor of Science in Culinary Management programs are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

The Interior Design program leading to the Bachelor of Arts degree is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Ave., Ste. 350, Grand Rapids, MI 49503.

The Art Institute of Las Vegas is licensed to operate by the Commission on Postsecondary Education; 8778 South Maryland Parkway, Suite 115, Las Vegas, Nevada 89123, 1.702.486.7330, http://cpe.nv.gov.
ADMINISTRATOR LISTING

<table>
<thead>
<tr>
<th>Executive Committee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Hossn</td>
<td>Lauri Perdue</td>
</tr>
<tr>
<td>Campus Leader</td>
<td>Director of Enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directors/Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris Houston Registrar</td>
<td>Susan Jarvis</td>
</tr>
<tr>
<td></td>
<td>Director of Library Services</td>
</tr>
<tr>
<td></td>
<td>MLS, Syracuse University</td>
</tr>
<tr>
<td></td>
<td>New York</td>
</tr>
</tbody>
</table>

Statement of Ownership
The Art Institute of Las Vegas is owned by The Art Institute of Las Vegas, LLC, which through various intermediary companies is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222

Dream Center Education Holdings, LLC Board of Managers

<table>
<thead>
<tr>
<th>Board of Managers/Directors</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Barnett</td>
<td>Brent Richardson, Chief Executive Officer</td>
</tr>
<tr>
<td>Randall K. Barton</td>
<td>Randall K. Barton, Chief Development Officer</td>
</tr>
<tr>
<td>Brent Richardson</td>
<td>John Crowley, Chief Operations Officer</td>
</tr>
<tr>
<td>Jack DeBartolo</td>
<td>Chris Richardson, SVP, Secretary and General Counsel</td>
</tr>
<tr>
<td>Dr. Rufus Glasper</td>
<td>Chad M. Garrett, Chief Financial Officer</td>
</tr>
<tr>
<td>Timothy P. Slottow</td>
<td>Dr. Cynthia Baum, Chancellor, Argosy University</td>
</tr>
<tr>
<td></td>
<td>Claude H. Brown, President, The Art Institutes</td>
</tr>
<tr>
<td></td>
<td>Steven Yoho, Interim Chancellor, South University</td>
</tr>
<tr>
<td></td>
<td>Susan Minahan, Asst. Secretary</td>
</tr>
</tbody>
</table>
PROGRAM OFFERINGS

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.

Design, Media Arts and Fashion
Bachelor of Science in Advertising
Bachelor of Science in Audio Production
Bachelor of Science in Digital Filmmaking & Video Production*
Associate of Science in Digital Photography
Bachelor of Science in Digital Photography*
Associate of Science in Drafting Technology & Design*
Bachelor of Arts in Fashion Design
Bachelor of Science in Fashion & Retail Management
Bachelor of Science in Game Art & Design
Bachelor of Science in Graphic Design
Bachelor of Science in Instructional Technology & Design
Bachelor of Arts in Interior Design
Bachelor of Science in Marketing & Entertainment Management*
Bachelor of Science in Media Arts & Animation*
Bachelor of Science in Professional Writing for Creative Arts
Bachelor of Science in Software Development for Creative Technologies
Bachelor of Science in Visual Effects & Motion Graphics
Bachelor of Science in Web Design & Interactive Media
Associate of Science in Baking & Pastry
Associate of Science in Culinary Arts
Bachelor of Science in Culinary Management
Diploma in Baking & Pastry
Diploma in Culinary Arts
Diploma in Digital Image Management
Diploma in Fashion Retailing
Diploma in Web Design & Development
Diploma in Web Design & Interactive Communications

*This program is no longer accepting new enrollments.
Advertising
Bachelor of Science: 180 credits; 12 11-week quarters

The Bachelor of Science degree program in Advertising is a twelve-quarter program. The program is designed to provide students with skills in conceptual thinking, copywriting, design, marketing and public relations, developing advertising campaigns, the business side of advertising, and account and strategic planning. The program is also designed to provide a balance of liberal arts courses as well as to educate the student in the application of advertising principles in order to evolve communication channels (interactive media) and with the life skills needed to develop and sustain a career in advertising and related fields.

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

- 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.
- Apply industry knowledge and critical thinking skills to analyze, develop, and implement effective advertising solutions that meet professional standards.
- Develop concepts as well as analyze and incorporate aesthetics and layout in the design process for advertising campaigns and marketing communications.
- Possess the competencies that will prepare graduates to seek entry-level employment opportunities within design studios, advertising agencies, both traditional and interactive, as well as in other related communication companies.

Entry-Level Employment Opportunities
Graduates of the Bachelor of Science in Advertising program are prepared to seek entry-level positions with advertising agencies, both traditional and interactive, boutique service agencies, advertising departments in companies, and media sales companies and departments. The Bachelor of Science degree program in Advertising is designed to prepare graduates to seek entry-level positions such as Junior Copywriter, Junior Art Director, Junior Account Planner or Assistant Media Buyer, Advertising Account Executive, Display Advertising Sales Representative, Inside Sales Advertising Executive, or Outside Sales Advertising Executive.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/3505 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Advertising program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Advertising Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
</tr>
<tr>
<td>ADV110</td>
</tr>
<tr>
<td>ADV130</td>
</tr>
<tr>
<td>ADV300</td>
</tr>
<tr>
<td>ADV350</td>
</tr>
<tr>
<td>ADV400</td>
</tr>
<tr>
<td>ADV440</td>
</tr>
<tr>
<td>ADV450</td>
</tr>
<tr>
<td>ADV460</td>
</tr>
<tr>
<td>ART102</td>
</tr>
<tr>
<td>ART103</td>
</tr>
<tr>
<td>ART110</td>
</tr>
<tr>
<td>BUS110</td>
</tr>
<tr>
<td>BUS121</td>
</tr>
<tr>
<td>BUS125</td>
</tr>
<tr>
<td>BUS220</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>BUS221</td>
</tr>
<tr>
<td>BUS302</td>
</tr>
<tr>
<td>BUS321</td>
</tr>
<tr>
<td>DFVP226</td>
</tr>
<tr>
<td>FRM204</td>
</tr>
<tr>
<td>FRM221</td>
</tr>
<tr>
<td>FRM225</td>
</tr>
<tr>
<td>FRM232</td>
</tr>
<tr>
<td>GD106</td>
</tr>
<tr>
<td>GD107</td>
</tr>
<tr>
<td>GD121</td>
</tr>
<tr>
<td>GD123</td>
</tr>
<tr>
<td>GD202</td>
</tr>
<tr>
<td>GD211</td>
</tr>
<tr>
<td>GD221</td>
</tr>
<tr>
<td>GD311</td>
</tr>
<tr>
<td>GD316</td>
</tr>
<tr>
<td>GD402</td>
</tr>
<tr>
<td>GD489</td>
</tr>
<tr>
<td>GD499</td>
</tr>
<tr>
<td>IMD210</td>
</tr>
<tr>
<td>MMA123</td>
</tr>
<tr>
<td>PHG110</td>
</tr>
<tr>
<td>VEMG200</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Liberal Studies Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

* Any 7 Liberal Studies courses not specified above
Audio Production
Bachelor of Science: 180 credits; 12 11-week quarters

Audio production is an integral part of multimedia, web, software, film, video, A/V presentations, and music and studio production. With new tools for recording, editing, designing and broadcasting audio constantly evolving, today’s professional audio engineer or production technician must have a solid understanding of the basic principles of sound theory and know how to use the appropriate technology and software.

This program is designed to offer a creative, structured environment that includes a combination of hands-on experience and technical knowledge using the kind of equipment used by the industry today.

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

- Describe the physical properties of sound waves and how those properties are related to the human perception of sound.
- Describe the behavior of sound in indoors and outdoors and how the acoustical characteristics of an environment affect sound properties.
- Explain the concepts of transformers and how transformers can be used to solve signal manipulation problems.
- Articulate the causes and types of audio signal distortion and the methods for distortion measurement.
- Create, read, and explain block diagrams of basic audio systems used in live sound and mixing applications.
- Demonstrate safe building and repair techniques for audio equipment which utilizes thermionic tubes.
- Analyze and express the structure and production elements of a musical recording.
- Perform typical MIDI functions in an industry standard software sequencer.
- Work with speed and efficiency when using industry standard audio editing software.
- Gain a strong theoretical understanding for how audio is used in interactive media and software applications.
- Set up and troubleshoot a professional digital audio workstation.
- Demonstrate the ability to create original sounds using both hardware and software synthesizers for typical music and audio/visual contexts.
- Set up and operate audio equipment for a typical live sound reinforcement.
- Demonstrate a clear understanding of legal ramifications in mass media work and the obligations of a responsible audio professional.

Entry-Level Employment Opportunities
Graduates of the Bachelor of Science in Audio Production program are prepared to seek entry-level positions with production companies, radio and TV stations, recording studios, CD and DVD manufacturing facilities, mastering studios, audio post production for film and video, and sound design for game and the Internet. The Bachelor of Science degree program in Audio Production is designed to prepare graduates to seek entry-level positions such as audio-visual production specialist, event AV operator, event crew technician, multimedia production assistant, video control operator, video equipment technician, video production assistant, audio recording engineer, disc recordist, dub room engineer, play back operator, public address technician, recording engineer, sound assistant, sound cutter, sound designer, sound editor, sound effects technician, or sound engineering technician.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/1694 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Audio Production program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Audio Production</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>AUD101</td>
<td>Survey of the Audio Industry</td>
</tr>
<tr>
<td>AUD102</td>
<td>Introduction to Sound</td>
</tr>
<tr>
<td>AUD110</td>
<td>Audio Technology I</td>
</tr>
<tr>
<td>AUD111</td>
<td>Digital Audio I</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>AUD112</td>
<td>Music Theory I</td>
</tr>
<tr>
<td>AUD113</td>
<td>Audio Technology II</td>
</tr>
<tr>
<td>AUD115</td>
<td>Music Theory II</td>
</tr>
<tr>
<td>AUD116</td>
<td>Audio Recording I</td>
</tr>
<tr>
<td>AUD125</td>
<td>Voice Acting</td>
</tr>
<tr>
<td>AUD201</td>
<td>Physics of Sound</td>
</tr>
<tr>
<td>AUD210</td>
<td>Acoustics</td>
</tr>
<tr>
<td>AUD211</td>
<td>Digital Audio II</td>
</tr>
<tr>
<td>AUD212</td>
<td>Listening &amp; Analysis</td>
</tr>
<tr>
<td>AUD214</td>
<td>Electronics I</td>
</tr>
<tr>
<td>AUD216</td>
<td>Audio Recording II</td>
</tr>
<tr>
<td>AUD218</td>
<td>Live Sound Reinforcement</td>
</tr>
<tr>
<td>AUD225</td>
<td>Broadcasting</td>
</tr>
<tr>
<td>AUD301</td>
<td>Digital Audio III</td>
</tr>
<tr>
<td>AUD304</td>
<td>Electronics II</td>
</tr>
<tr>
<td>AUD309</td>
<td>Synthesis &amp; MIDI Systems</td>
</tr>
<tr>
<td>AUD311</td>
<td>Electronics III</td>
</tr>
<tr>
<td>AUD313</td>
<td>Advanced Recording Techniques</td>
</tr>
<tr>
<td>AUD314</td>
<td>Digital Audio IV</td>
</tr>
<tr>
<td>AUD399</td>
<td>Internship II</td>
</tr>
<tr>
<td>AUD403</td>
<td>Special Topics</td>
</tr>
<tr>
<td>AUD411</td>
<td>Portfolio Preparation</td>
</tr>
<tr>
<td>AUD421</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>BUS118</td>
<td>Broadcast &amp; Copyright Law</td>
</tr>
<tr>
<td>BUS121</td>
<td>Fundamentals of Marketing</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
</tr>
<tr>
<td>DFVP110</td>
<td>History of Broadcasting</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
</tr>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
</tr>
<tr>
<td>DFVP203</td>
<td>Field Sound Production</td>
</tr>
<tr>
<td>DFVP220</td>
<td>Fundamentals of Editing</td>
</tr>
<tr>
<td>DFVP221</td>
<td>Intermediate Editing</td>
</tr>
<tr>
<td>DFVP226</td>
<td>Scriptwriting- Commercial</td>
</tr>
<tr>
<td>DFVP301</td>
<td>Advanced Editing</td>
</tr>
<tr>
<td>DFVP321</td>
<td>Media Delivery Systems &amp; Distribution</td>
</tr>
<tr>
<td>DFVP415</td>
<td>Post Production Workshop</td>
</tr>
<tr>
<td>DFVP420</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>MMA420</td>
<td>Web Portfolio</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits**: 126

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong>:</td>
<td></td>
<td>54</td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong>:</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

*Any 7 Liberal Studies courses not specified above*
Digital Filmmaking & Video Production

Bachelor of Science: 180 credits; 12 11-week quarters

This program is no longer accepting new enrollments.

New tools for video content creation are continually rising on the digital landscape. Today’s video content developer must be able to navigate this world with confidence. The evolution of mass communication as related to advances in broadcasting, the Internet and other converging technologies offers content artists, designers, storytellers, and managers new avenues to express their ideas. The Bachelor of Science in Digital Filmmaking & Video Production program is designed to address the needs of corporate, television, e-business, and other media distribution outlets for existing markets and to prepare the student for the next generation of digital production and delivery. It provides students with the opportunity to create compelling and accessible media content to be delivered on CD, DVD, videotape, Internet, or with other emerging distribution methods and is designed to prepare them to seek entry-level career opportunities.

Digital Filmmaking & Video Production is a program that is designed to attract students with interest in video production for new media communication such as World Wide Web applications, and broadband cable, along with those interested in traditional mass communication media. Many faculty members are industry professionals committed to helping students combine their creative abilities with technical skills. Digital Filmmaking & Video Production program students are artistically oriented, have aptitude for learning various technologies, are familiar with computers, the Internet, are interested in mass communication and in media arts, have good interpersonal skills, have a desire for life-long learning, have an aptitude for analysis and organization, and demonstrate aptitude for academic achievement in secondary education.

PROGRAM OBJECTIVES

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

- Apply critical thinking, problem-solving, and organizational skills.
- Create graphics using image manipulation software.
- Apply color theory and photographic principles in the composition of digital media.
- Utilize raster and/or vector animation tools for content development.
- Identify and discuss the various theories and approaches for digital filmmaking and video production.
- Develop and manage a production schedule.
- Operate and utilize camera equipment to compose visual elements to convey meaning.
- Exercise proper audio recording techniques for media production.
- Apply motion and broadcast graphics to media content design.
- Utilize 2D animation applications for content development.
- Construct a web page with dynamic media content.
- Demonstrate advanced compositing skills with raster-imaging software for image manipulation
- Maintain and calibrate video quality to meet broadcast standards.
- Articulate and apply fundamental editing principles.
- Integrate animated, video, audio, and graphic components into a media production project.
- Manage and facilitate the transfer of digital media files across a variety of platforms.
- Utilize special effects techniques to enhance the storytelling process.
- Identify and comply with regulations pertaining to permits, licenses, releases, and labor laws.

Entry-Level Employment Opportunities

Students who complete the Bachelor of Science in Digital Filmmaking & Video Production degree program will have been provided the opportunity to obtain the tools for producing a portfolio and are prepared to seek entry-level positions such as broadcast producer, casting director, film maker, independent film maker, independent video producer, motion picture director, movie producer, music video director, music video producer, news production supervisor, newscast director, newscast producer, on-air director, pageant director, radio producer, radio television technical director, stage manager, television news producer, television newscast director, state manager, television news producer, television newscast director, television producer, television program director, video producer, broadcast producer, casting director, film maker, independent film maker, independent video producer, motion picture director, movie producer, music video director, justice video producer, news production supervisor,
Gainful Employment Information
Please visit ge.artinstitutes.edu\programoffering\514 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Digital Filmmaking & Video Production program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Digital Filmmaking &amp; Video Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum Requirements</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>ART102</td>
</tr>
<tr>
<td>BUS118</td>
</tr>
<tr>
<td>BUS299</td>
</tr>
<tr>
<td>DFVP110</td>
</tr>
<tr>
<td>DFVP111</td>
</tr>
<tr>
<td>DFVP112</td>
</tr>
<tr>
<td>DFVP131</td>
</tr>
<tr>
<td>DFVP132</td>
</tr>
<tr>
<td>DFVP151</td>
</tr>
<tr>
<td>DFVP203</td>
</tr>
<tr>
<td>DFVP204</td>
</tr>
<tr>
<td>DFVP213</td>
</tr>
<tr>
<td>DFVP214</td>
</tr>
<tr>
<td>DFVP220</td>
</tr>
<tr>
<td>DFVP221</td>
</tr>
<tr>
<td>DFVP223</td>
</tr>
<tr>
<td>DFVP226</td>
</tr>
<tr>
<td>DFVP230</td>
</tr>
<tr>
<td>DFVP241</td>
</tr>
<tr>
<td>DFVP242</td>
</tr>
<tr>
<td>DFVP301</td>
</tr>
<tr>
<td>DFVP303</td>
</tr>
<tr>
<td>DFVP311</td>
</tr>
<tr>
<td>DFVP321</td>
</tr>
<tr>
<td>DFVP323</td>
</tr>
<tr>
<td>DFVP326</td>
</tr>
<tr>
<td>DFVP330</td>
</tr>
<tr>
<td>DFVP331</td>
</tr>
<tr>
<td>DFVP402</td>
</tr>
<tr>
<td>DFVP411</td>
</tr>
<tr>
<td>DFVP415</td>
</tr>
<tr>
<td>DFVP420</td>
</tr>
<tr>
<td>DFVP421</td>
</tr>
<tr>
<td>GD106</td>
</tr>
<tr>
<td>GD107</td>
</tr>
<tr>
<td>HUM202</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>IMD130</td>
</tr>
<tr>
<td>MMA126</td>
</tr>
<tr>
<td>MMA420</td>
</tr>
<tr>
<td>PHG103</td>
</tr>
<tr>
<td>PHG110</td>
</tr>
<tr>
<td>VEMG200</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Studies Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
</tr>
<tr>
<td>COM101</td>
</tr>
<tr>
<td>COM140</td>
</tr>
<tr>
<td>COM443</td>
</tr>
<tr>
<td>ENG110</td>
</tr>
<tr>
<td>HUM201</td>
</tr>
<tr>
<td>MTH105</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* Any 8 Liberal Studies courses not specified above
Digital Photography

Associate of Science: 90 credits; 6 11-week quarters

Photography is a major medium of communication. It shapes our perception of the world and impacts our lives in many ways. The program is meant for those with creativity, imagination, an eye for color, attention to detail, and a degree of selective critical judgment. Because graduates of the program will have the opportunity to work with diverse subject matter and many types of people, they must be able to work as a member of a creative team, have excellent communication skills, and have good business skills. Additionally, a graduate of this program must negotiate, sell, coordinate work with others, operate equipment, use tools, follow directions, plan, make decisions, and create spatial visualization.

The Associate of Science in Digital Photography program is designed to prepare graduates to seek entry-level positions in photography. Emphasis is placed on the development of fundamental industry skills needed to produce compelling imagery, as well as communication and business skills appropriate to market needs.

PROGRAM OBJECTIVES

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

- Demonstrate skill and expertise in the areas of digital color management, digital asset management, lighting, composition, and Image manipulation.
- Exhibit skill in HTML, web, and video that supplement and enhance photographic foundations.
- Prove a sound knowledge of business fundamentals, business operations, marketing, communication, ethics, and professional behavior needed by photographers.
- Utilize numerous professional photographic formats and associated technical equipment and software.
- Display increased skills through the cultivation, research, development, and execution of an extensive body of photographic work.

Entry-Level Employment Opportunities

Graduates of the Associate of Science in Digital Photography program are prepared to seek entry-level positions with commercial and free-lance clients. The Associate of Science in Digital Photography degree program is designed to prepare graduates to seek entry-level positions such as advertising photographer, aerial photographer, industrial photographer, marine photographer, medical photographer, news photographer, newspaper photojournalist, photojournalist, portrait photographer, school photographer, wedding photographer, digital imaging technician, digital photo printer, digital photo technician, digital retoucher, film developing machine operator, film printer, film process operator, film processor, photo lab specialist, photo lab technician, photo machine operator, photo print specialist, photo retoucher, and print retoucher.

Gainful Employment Information

Please visit ge.artinstitutes.edu/programoffering/3506 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Associate of Science in Digital Photography program.
## Associate of Science in Digital Photography
### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>BUS121</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GD413</td>
<td>Digital Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>PHG103</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHG110</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG115</td>
<td>Intermediate Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG120</td>
<td>Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PHG130</td>
<td>Survey of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG150</td>
<td>Photographic Design</td>
<td>3</td>
</tr>
<tr>
<td>PHG160</td>
<td>History of Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHG220</td>
<td>Advanced Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PHG230</td>
<td>Editorial Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG260</td>
<td>Business of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG313</td>
<td>Photo Art Direction</td>
<td>3</td>
</tr>
<tr>
<td>PHG330</td>
<td>Studio Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG340</td>
<td>Location Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG350</td>
<td>Portrait Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHG455</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>PHG475</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits** 66

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

*Elective Liberal Studies Courses 8

**Total Required Liberal Studies Credits** 24

**Total Credits Required for Graduation** 90

* Any 2 Liberal Studies courses not specified above.
Digital Photography

Bachelor of Science: 180 credits; 12 11-week quarters

This program is no longer accepting new enrollments.

Photographers shoot from the hip, with a combination of artistry and technical skills. Photography is all about combining the artistry and the expertise needed to present the images we see in catalogs and newspapers and on web sites. Photographers also capture personal memories in portraiture, wedding, and life’s milestone moments. It involves composition and light, plus a wide array of technical skills, including utilizing 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 jobs and venues is impressive. Wherever you land, you will have the opportunity to communicate without saying a word.

At The Art Institute of Las Vegas, you can get your start with the basics: composition, lighting, and the appropriate equipment. From there, you will have the opportunity to learn about color and design, take pictures on location and in a studio, immerse yourself in portraits, advertising projects, as well as editorial and digital–imaging software programs. You will have the opportunity to develop your business skills, along with your résumé and interviewing technique. You will also have the opportunity to examine legal concerns, gain an understanding of small-business accounting, and learn the fundamentals of Web-page design by constructing your own personal web site. You will be required to produce an advertising campaign, photographic essays, and shoot conventions, weddings, and portraits. Then, finish up with a comprehensive portfolio that shows perspective employers exactly what you do best.

PROGRAM OBJECTIVES

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

- Demonstrate proficiency with professional capture formats
- Apply advanced principles of color management
- Utilize raster-imaging software for image manipulation and output
- Demonstrate proficiency with HTML and motion software for webpage design
- Demonstrate effective communication skills when speaking to a client, model or photographic team
- Work effectively in a team environment while assisting on a photography shoot
- Work effectively in a team environment
- Demonstrate intellectual curiosity
- Define and enrich a concept using the results of a problem solving process
- Exhibit conviction and commitment to quality in all work
- Demonstrate lighting skills in the studio and on location
- Use tungsten and electronic-flash equipment
- Identify and apply basic concepts of running a business
- Develop a sense of business and personal ethics
- Determine a career track
- Demonstrate creativity on demand
- Use acquired skills to define personal style and vision
- Assemble a portfolio
- Explore non-traditional methods of photography and image production
- Develop an understanding of modern critical thought and the effects of photography on society and culture
- Author innovative concepts
- Examine the legal concerns and challenges of professional photography
- Create a business and marketing plan
- Identify and adapt to current market and trends
- Execute concepts to multiple platforms
Entry-Level Employment Opportunities
After graduating, graduates may seek freelance work or own their own studio. They may specialize in news, sports, product, portrait, or fashion, and work in a studio, or at advertising agencies, publishing houses, photo labs, production companies, or at a newspaper or magazine company.

Graduates of the Bachelor of Science in Digital Photography will be prepared to seek entry-level positions such as advertising photographer, aerial photographer, industrial photographer, marine photographer, medical photographer, news photographer, newspaper photojournalist, portrait photographer, school photographer, wedding photographer, digital imaging technician, digital photo printer, digital photo technician, digital retoucher, film developing machine operator, film printer, film process operator, film processor, photo lab specialist, photo lab technician, photo machine operator, photo print specialist, photo retoucher, and print retoucher.

Gainful Employment Information
Please visit [ge.artinstitutes.edu/programoffering/1412](http://ge.artinstitutes.edu/programoffering/1412) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Digital Photography program.

### Bachelor of Science in Digital Photography

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>BUS121</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS225</td>
<td>Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>GD106</td>
<td>Typography – Traditional</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GD121</td>
<td>Design Layout</td>
<td>3</td>
</tr>
<tr>
<td>GD215</td>
<td>Typography - Hierarchy</td>
<td>3</td>
</tr>
<tr>
<td>GD413</td>
<td>Digital Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>IMD121</td>
<td>Web Scripting</td>
<td>3</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>PHG103</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHG110</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG115</td>
<td>Intermediate Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG120</td>
<td>Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PHG130</td>
<td>Survey of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG150</td>
<td>Photographic Design</td>
<td>3</td>
</tr>
<tr>
<td>PHG160</td>
<td>History of Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHG207</td>
<td>Digital Darkroom</td>
<td>3</td>
</tr>
<tr>
<td>PHG217</td>
<td>Digital Darkroom II</td>
<td>3</td>
</tr>
<tr>
<td>PHG220</td>
<td>Advanced Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PHG230</td>
<td>Editorial Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG240</td>
<td>Photo Criticism</td>
<td>3</td>
</tr>
<tr>
<td>PHG260</td>
<td>Business of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG313</td>
<td>Photo Art Direction</td>
<td>3</td>
</tr>
<tr>
<td>PHG320</td>
<td>History of Photography II</td>
<td>3</td>
</tr>
<tr>
<td>PHG330</td>
<td>Studio Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG340</td>
<td>Location Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG350</td>
<td>Portrait Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PHG355</td>
<td>Portrait Photography II</td>
<td>3</td>
</tr>
<tr>
<td>PHG360</td>
<td>Marketing &amp; Promotions</td>
<td>3</td>
</tr>
</tbody>
</table>
PHG370  Photo Essay I  3  
PHG380  Photojournalism  3  
PHG420  Fashion Photography  3  
PHG430  Photo Essay II  3  
PHG440  Architectural Photography  3  
PHG450  Exhibition Printing  3  
PHG455  Portfolio Preparation  3  
PHG470  Business Operations & Management  3  
PHG475  Portfolio Presentation  3  

**Total Required Core Curriculum Credits**  126  

<table>
<thead>
<tr>
<th>Liberal Studies Requirements</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td></td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

* Any 8 Liberal Studies courses not specified above
Drafting Technology & Design

Associate of Science: 90 credits; 6 11-week quarters
This program is no longer accepting new enrollments.

Everything that is manufactured, constructed or remodeled involves charts, plans or drawings. The drafter puts on paper the designs that are essential to managers, financiers, engineers, and manufacturers.

The Associate of Science in Drafting Technology & Design degree program was developed for the student who desires to gain the skills and knowledge required to work in entry-level architectural drafting positions; all of which have varying levels of responsibility and job titles. Depending on the drafter’s skill, the entry-level jobs can range from preparing drawings from notes and instructions of engineers and architects to designing products, detailing and selecting materials, and preparing specifications.

PROGRAM OBJECTIVES
Upon completion of the program, graduates should be able to:
- Apply the basic principles of design to drafting technology
- Develop entry-level drafting skills focusing on building construction
- Understand the basics of drafting such as lettering, line work, and drafting principles
- Understand codes, systems, and methods of building technology and construction
- Understand the basics of building information modeling
- Operate Computer Aided Drafting (CAD) software
- Understand how to produce designs using REVIT software

Entry-Level Employment Opportunities
The goal of the Associate of Science in Drafting Technology & Design program is to prepare the graduate with residential and commercial project drafting knowledge and experience as well as additional business and Liberal Studies, to seek entry-level employment options such as architectural drafter, building drafter, drafting technician, plans checker, planner, detailer, or designer.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/515 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Associate of Science in Drafting Technology & Design program.
### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ID116</td>
<td>Drafting I</td>
<td>3</td>
</tr>
<tr>
<td>ID125</td>
<td>Drafting II</td>
<td>3</td>
</tr>
<tr>
<td>ID132</td>
<td>Programming &amp; Space Planning I</td>
<td>3</td>
</tr>
<tr>
<td>ID209</td>
<td>CAD I</td>
<td>3</td>
</tr>
<tr>
<td>ID215</td>
<td>Residential Design I</td>
<td>3</td>
</tr>
<tr>
<td>ID219</td>
<td>CAD II</td>
<td>3</td>
</tr>
<tr>
<td>ID240</td>
<td>Commercial Design I</td>
<td>3</td>
</tr>
<tr>
<td>ID242</td>
<td>Codes &amp; Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ID308</td>
<td>Construction Drawings &amp; Contract Documents</td>
<td>3</td>
</tr>
<tr>
<td>ID317</td>
<td>3D Digital Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ID324</td>
<td>Advanced CAD II</td>
<td>6</td>
</tr>
<tr>
<td>ID325</td>
<td>Environmental &amp; Sustainable Design</td>
<td>3</td>
</tr>
<tr>
<td>ID328</td>
<td>3D Digital Rendering</td>
<td>3</td>
</tr>
<tr>
<td>ID403</td>
<td>Advanced CAD III</td>
<td>6</td>
</tr>
<tr>
<td>ID407</td>
<td>Building &amp; Mechanical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ID431</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits** 66

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td><em>Elective Liberal Studies Courses</em></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Total Required Liberal Studies Credits** 24

**Total Credits Required for Graduation** 90

* Any 2 Liberal Studies courses not specified above.
Fashion Design
Bachelor of Arts: 180 credits; 12 11-week quarters

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

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

- Integrate the art of fashion design with the knowledge of apparel production processes from concept development through finished product.
- Integrate advanced skills in construction, textiles, draping, fitting and patternmaking, product and concept development in relation to a production setting.
- Use industry software to develop advanced knowledge of technical sketching and computer design skills and produce specification sheets.
- Critically evaluate and solve problems involving historical perspectives, forecasting, design and color to create products relevant to the fashion industry business trends.
- Articulate the nature and culture of the fashion industry, present innovative design concepts, and exemplify professional ethics and standards.

Entry-Level Employment Opportunities
Graduates of the Bachelors of Art in Fashion Design program are prepared to seek entry-level positions within the Fashion Design industry such as Assistant Designers, Design Technicians, Textile Designers, Fashion Illustrators, Sourcing Specialists, Merchandise Managers, and Product Development Specialists.

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.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/4443 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Arts in Fashion Design program.

<table>
<thead>
<tr>
<th>Bachelor of Arts in Fashion Design</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
</tr>
<tr>
<td>ART104</td>
<td>Observational Drawing</td>
</tr>
<tr>
<td>BUS119</td>
<td>Introduction to Retailing</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
</tr>
<tr>
<td>FD101</td>
<td>Concepts of Garment Construction</td>
</tr>
<tr>
<td>FD103</td>
<td>Survey of Manufacturing &amp; Product Development</td>
</tr>
<tr>
<td>FD108</td>
<td>Textile Applications</td>
</tr>
<tr>
<td>FD113</td>
<td>Fundamentals of Patternmaking</td>
</tr>
<tr>
<td>FD121</td>
<td>Fundamentals of Construction</td>
</tr>
<tr>
<td>FD131</td>
<td>Intermediate Construction</td>
</tr>
<tr>
<td>FD201</td>
<td>Advanced Construction</td>
</tr>
<tr>
<td>FD202</td>
<td>Technical Drawing</td>
</tr>
</tbody>
</table>
### Core Curriculum Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FD203</td>
<td>Intermediate Patternmaking</td>
<td>3</td>
</tr>
<tr>
<td>FD212</td>
<td>Advanced Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FD213</td>
<td>Advanced Patternmaking</td>
<td>3</td>
</tr>
<tr>
<td>FD223</td>
<td>Computer Patternmaking</td>
<td>3</td>
</tr>
<tr>
<td>FD233</td>
<td>Draping</td>
<td>3</td>
</tr>
<tr>
<td>FD243</td>
<td>Specialized Sewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FD302</td>
<td>Fit Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FD303</td>
<td>Advanced Computer Patternmaking</td>
<td>3</td>
</tr>
<tr>
<td>FD312</td>
<td>Sourcing &amp; Technical Design</td>
<td>3</td>
</tr>
<tr>
<td>FD313</td>
<td>Computer Production Systems</td>
<td>3</td>
</tr>
<tr>
<td>FD322</td>
<td>Senior Collection Concept</td>
<td>3</td>
</tr>
<tr>
<td>FD332</td>
<td>Surface Design</td>
<td>3</td>
</tr>
<tr>
<td>FD402</td>
<td>Digital Textile Design</td>
<td>3</td>
</tr>
<tr>
<td>FD403</td>
<td>Senior Collection Technical</td>
<td>3</td>
</tr>
<tr>
<td>FD413</td>
<td>Senior Collection Production</td>
<td>3</td>
</tr>
<tr>
<td>FRM101</td>
<td>Survey of the Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>FRM111</td>
<td>Fashion History I</td>
<td>3</td>
</tr>
<tr>
<td>FRM125</td>
<td>Fashion Sketching &amp; Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FRM135</td>
<td>Textiles for the Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>FRM211</td>
<td>Fashion History II</td>
<td>3</td>
</tr>
<tr>
<td>FRM223</td>
<td>Trends &amp; Concepts in Apparel</td>
<td>3</td>
</tr>
<tr>
<td>FRM287</td>
<td>Event &amp; Fashion Show Production</td>
<td>3</td>
</tr>
<tr>
<td>FRM489</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FRM499</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>PHG103</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>Design Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Design Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Design Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>126</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>* Elective Liberal Studies Courses</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td><strong>Total required Liberal Studies Credits</strong></td>
<td><strong>54</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td><strong>180</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Design Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS121</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS125</td>
<td>Fundamentals of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS220</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS341</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>FRM225</td>
<td>Brand Strategy</td>
<td>3</td>
</tr>
<tr>
<td>FRM337</td>
<td>Current Designers</td>
<td>3</td>
</tr>
</tbody>
</table>

* Any 7 Liberal Studies courses not specified above
**Fashion & Retail Management**

**Bachelor of Science: 180 credits; 12 11-week quarters**

Fashion and retail management is the business that sets the trends and moves the world’s fashion and merchandise from the designer’s mind to the showroom and department store floors and into the hands of consumers. This fast-paced industry requires talented, creative professionals who have a strong business sense and an eye for style.

The Bachelor of Science degree program in Fashion & Retail Management at The Art Institute of Las Vegas is designed to provide knowledge and training in marketing and design.

Courses are designed to develop a student’s passion for the fashion and retail industry through training in business, sales, and marketing. Students have the opportunity to learn how to develop effective sales strategies. Working with designers, managing fashion events, and influencing trends are an important element of the curriculum. Internet and international components of the program are designed to give students a competing edge in the changing world of retail.

**PROGRAM OBJECTIVES**

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

- Analyze fashion concepts and design cycles to forecast future trends
- Demonstrate a basic foundation in drawing and design
- Develop an understanding of the history of fashion
- Employ modern fashion illustration concepts and techniques
- Apply basic business principles including retail math, sales and event promotion
- Identify how to effectively bridge the gap between designers and the retail market
- Develop the decision-making skills needed to insure that the preferred consumer goods are in stock at the appropriate time
- Demonstrate knowledge of fashion industry trends and manufacturing, general business, management, operations and compliance, retailing, marketing, advertising, and design

**Entry-Level Employment Opportunities**

Graduates of the Bachelor of Science in Fashion & Retail Management degree program are prepared to seek entry-level positions such as, merchandise buyer, retail buyer, tie buyer, wholesale buyer, menswear salesperson, shoe salesperson, women’s apparel salesperson, hotel supplies salesperson.

**Gainful Employment Information**

Please visit [ge.artinstitutes.edu/programoffering/1411](ge.artinstitutes.edu/programoffering/1411) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Fashion & Retail Management program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Fashion &amp; Retail Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum Requirements</strong></td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>ART101</td>
</tr>
<tr>
<td>ART102</td>
</tr>
<tr>
<td>ART103</td>
</tr>
<tr>
<td>BUS119</td>
</tr>
<tr>
<td>BUS121</td>
</tr>
<tr>
<td>BUS125</td>
</tr>
<tr>
<td>BUS220</td>
</tr>
<tr>
<td>BUS221</td>
</tr>
<tr>
<td>BUS250</td>
</tr>
<tr>
<td>BUS299</td>
</tr>
<tr>
<td>BUS321</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>BUS341</td>
</tr>
<tr>
<td>FRM101</td>
</tr>
<tr>
<td>FRM111</td>
</tr>
<tr>
<td>FRM122</td>
</tr>
<tr>
<td>FRM125</td>
</tr>
<tr>
<td>FRM131</td>
</tr>
<tr>
<td>FRM135</td>
</tr>
<tr>
<td>FRM140</td>
</tr>
<tr>
<td>FRM141</td>
</tr>
<tr>
<td>FRM204</td>
</tr>
<tr>
<td>FRM211</td>
</tr>
<tr>
<td>FRM220</td>
</tr>
<tr>
<td>FRM221</td>
</tr>
<tr>
<td>FRM223</td>
</tr>
<tr>
<td>FRM225</td>
</tr>
<tr>
<td>FRM228</td>
</tr>
<tr>
<td>FRM232</td>
</tr>
<tr>
<td>FRM234</td>
</tr>
<tr>
<td>FRM287</td>
</tr>
<tr>
<td>FRM303</td>
</tr>
<tr>
<td>FRM321</td>
</tr>
<tr>
<td>FRM323</td>
</tr>
<tr>
<td>FRM325</td>
</tr>
<tr>
<td>FRM331</td>
</tr>
<tr>
<td>FRM337</td>
</tr>
<tr>
<td>FRM402</td>
</tr>
<tr>
<td>FRM406</td>
</tr>
<tr>
<td>FRM441</td>
</tr>
<tr>
<td>FRM489</td>
</tr>
<tr>
<td>FRM499</td>
</tr>
<tr>
<td>ID225</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits** 126

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>28</td>
</tr>
</tbody>
</table>

**Total Required Liberal Studies Credits** 54

**Total Credits Required for Graduation** 180

* Any 7 Liberal Studies courses not specified above.
Game Art & Design
Bachelor of Science: 180 credits; 12 11-week quarters

The process of designing and producing computer/video 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: creating 3D models, 3D animation, and texture mapping for 3D using industry-related software, and photo manipulation and original creation of 2D art for backgrounds and characters using image editing and painting software. Some of these skills are managerial: determining budgets and schedules for project completion and assembling the right group of creative people. Game designers may be specialists in one or two aspects of the total design process, but their value as participants in that process is enhanced by a comprehensive knowledge of the entire operation.

In pursuing the Bachelor of Science degree in Game Art & Design, students are first introduced to hand skills through a rich variety of fundamental art courses. They then have the opportunity to learn to use 2D and 3D design tools to create characters, backgrounds, animations and textures used in producing computer/video games and multimedia. In addition, they have the opportunity to acquire a level of knowledge in programming and scripting to be able to intelligently converse with programmers.

PROGRAM OBJECTIVES

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

- Articulate and solve basic problems of form and function.
- Define the processes for developing interactive games from concept to final product.
- Generate technically accurate and aesthetically pleasing drawings using perspective.
- Apply anatomical structure in drawings of both human and non-human forms.
- Demonstrate proficiency in image manipulation software.
- Create a game concept, back story, character biographies, concept bible, and script.
- Demonstrate proficiency in written communication.
- Apply industry-standard capture techniques, such as image scanning, video capture and pencil test in the creation of 2D animation.
- Create character sheets with turn-arounds.
- Create three-dimensional sculptures from clay and other media.
- Apply industry-standard storyboard and scripting techniques to the game development process.
- Demonstrate basic illustration skills.
- Analyze and evaluate texture mapping and lighting strategies.
- Conceptualize 3D coordinate systems and construct 3D models.
- Define the process for developing interactive games from concept to final product.
- Analyze and evaluate texture mapping and lighting strategies.
- Apply traditional animation concepts and techniques within a 3D environment.
- Assess business needs and prepare a budget proposal.
- Identify the legal and business issues specific to the game industry.
- Create game levels.
- Operate image manipulation and 3D animation software.
- Apply interface design principles.
- Utilize digital audio recording and playback devices.

Entry-Level Employment Opportunities

Graduates of this program are prepared to seek entry-level positions such as 3D animator, animator, multimedia artist, or special effects artist.

Gainful Employment Information

Please visit [ge.artinstitutes.edu/programoffering/516](ge.artinstitutes.edu/programoffering/516) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Game Art & Design program.
### Bachelor of Science in Game Art & Design

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART104</td>
<td>Observational Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART105</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GAD101</td>
<td>Introduction to Game Development</td>
<td>3</td>
</tr>
<tr>
<td>GAD201</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>GAD202</td>
<td>Texture Mapping for Games</td>
<td>3</td>
</tr>
<tr>
<td>GAD203</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GAD211</td>
<td>Game Design &amp; Game Play</td>
<td>3</td>
</tr>
<tr>
<td>GAD213</td>
<td>Materials &amp; Lighting</td>
<td>3</td>
</tr>
<tr>
<td>GAD214</td>
<td>Game Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GAD215</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>GAD216</td>
<td>Background Design &amp; Layout</td>
<td>3</td>
</tr>
<tr>
<td>GAD217</td>
<td>Interior Spaces &amp; Worlds</td>
<td>3</td>
</tr>
<tr>
<td>GAD218</td>
<td>Hard Surface &amp; Organic Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GAD305</td>
<td>Level Design</td>
<td>3</td>
</tr>
<tr>
<td>GAD306</td>
<td>Lighting &amp; Texture</td>
<td>3</td>
</tr>
<tr>
<td>GAD307</td>
<td>Programming for Artists</td>
<td>3</td>
</tr>
<tr>
<td>GAD308</td>
<td>Character Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GAD310</td>
<td>Advanced Level Design</td>
<td>3</td>
</tr>
<tr>
<td>GAD311</td>
<td>Game Prototyping</td>
<td>3</td>
</tr>
<tr>
<td>GAD313</td>
<td>3D Scripting</td>
<td>3</td>
</tr>
<tr>
<td>GAD314</td>
<td>3D Character Rigging</td>
<td>3</td>
</tr>
<tr>
<td>GAD390</td>
<td>Team Production Planning</td>
<td>3</td>
</tr>
<tr>
<td>GAD402</td>
<td>Advanced Game Prototyping</td>
<td>3</td>
</tr>
<tr>
<td>GAD404</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>GAD405</td>
<td>Advanced 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>GAD406</td>
<td>Sound Design for Games</td>
<td>3</td>
</tr>
<tr>
<td>GAD413</td>
<td>Game Production Team</td>
<td>3</td>
</tr>
<tr>
<td>GAD414</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>GAD422</td>
<td>Advanced Game Production Team</td>
<td>3</td>
</tr>
<tr>
<td>GAD423</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
<tr>
<td>GAD442</td>
<td>Team Post-Production and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
<td>3</td>
</tr>
<tr>
<td>MMA150</td>
<td>Principles of Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA161</td>
<td>Drawing &amp; Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>MMA213</td>
<td>Advanced Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>MMA235</td>
<td>Character Ideation</td>
<td>3</td>
</tr>
<tr>
<td>MMA420</td>
<td>Web Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits**: 126

#### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

* Any 8 Liberal Studies courses not specified above
Graphic Design
Bachelor of Science: 180 credits; 12 11-week quarters

Some of today’s most dynamic industries are based on graphic design. The fields of advertising, publishing, television, and graphic design offer opportunities for trained visual communicators, especially designers and artists. Advertising agencies require the talents of many professionals. Art directors work with writers to develop original concepts. They also supervise a creative process that relies on the expertise of layout artists, production artists, illustrators, photographers, and printers. In the field of publishing, art directors and designers work with editors and journalists to design and produce magazines, books, and newspapers.

Graphic designers create a vast range of visual communications, including corporate identity programs, consumer package designs, annual reports, exhibit materials, direct mail, brochures, and multimedia presentations. The television industry employs trained visual artists who use conventional and computer technology to create innovative television commercials, sophisticated titling, and graphics.

The Art Institute of Las Vegas is the first step toward a career in graphic design. Initially, students have the opportunity to develop basic skills in design, illustration, painting and typography, and are trained in creative problem solving and the ability to offer solutions that are successful in the business of commercial graphics. Emphasis is placed on learning the skills and techniques of both computer graphics and traditional design and production tools, such as the drawing board and drawing instruments. Advanced training includes the execution of assignments encountered by professionals in the field.

The Bachelor of Science in Graphic Design program is designed to provide a foundation of knowledge and skills together with training in industry-related practices. Students have the opportunity to engage in both conceptual and applied coursework, as well as in hands-on technological applications. The mission of the Graphic Design program is to deliver a market-driven curriculum in a learner-centered environment. The curriculum is designed to develop a broad foundation in advertising design, graphic design, and illustration, and is designed to teach the production skills that are needed to pursue entry-level careers in design. The goal is to guide and enhance a student’s creative and professional development by providing the skills and basis for lifelong learning.

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

- Understand and practice the characteristics of basic design elements such as: line, shape, volume, space, value, texture, color, scale/proportion, unity, contrast, repetition/variation, and rhythm.
- Identify, analyze, and apply the critical thinking process to the design challenges of specific problems.
- Demonstrate the principles and effective solution and use of type.
- Apply appropriate software solutions to design problems.
- Articulate and solve basic problems of form and function.
- Exhibit knowledge of color theory and perception.
- Apply knowledge gained through research into design trends and styles to appropriate design assignments.
- Integrate design concepts with materials, skills, and technology.
- Use effective file and time management skills in the production of projects.
- Develop the ability to critique, defend, and support the integrity of a chosen project.
- Relate printing terms, concepts, and processes to the preparation of electronic documents.
- Demonstrate craftsmanship (organization, neatness, precision).
- Develop a professional work ethic.
- Assess personal strengths and weaknesses.
- Assemble a final portfolio with a variety of design projects.
- Develop an awareness of graphic design business practices including the ability to negotiate with clients, produce proposals, conduct research, solicit work, and manage time and budget resources.
- Participate as a member or leader of a creative team.
- Develop a knowledge base in the history of graphic design.
- Create a web-based project using appropriate scripting language and software.
- Identify, select, and use various media and styles to achieve desired results.
Entry-Level Employment Opportunities
Graduates of the Bachelor of Science in Graphic Design degree program are prepared to seek entry-level positions in the profession, including positions such as advertising designer, freelance artist, art director, magazine designer, graphic designer, or visual designer.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/517 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Graphic Design program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Graphic Design</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
</tr>
<tr>
<td>ART104</td>
<td>Observational Drawing</td>
</tr>
<tr>
<td>ART124</td>
<td>Design History</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
</tr>
<tr>
<td>CIS112</td>
<td>Introduction to Design Applications</td>
</tr>
<tr>
<td>GD106</td>
<td>Typography – Traditional</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>GD121</td>
<td>Design Layout</td>
</tr>
<tr>
<td>GD123</td>
<td>Design Concepts</td>
</tr>
<tr>
<td>GD202</td>
<td>Electronic Design</td>
</tr>
<tr>
<td>GD203</td>
<td>3D Design</td>
</tr>
<tr>
<td>GD204</td>
<td>Media Design</td>
</tr>
<tr>
<td>GD205</td>
<td>Conceptual Imagery</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>GD213</td>
<td>Marketing Design</td>
</tr>
<tr>
<td>GD214</td>
<td>Corporate Identity</td>
</tr>
<tr>
<td>GD215</td>
<td>Typography – Hierarchy</td>
</tr>
<tr>
<td>GD221</td>
<td>Print Production</td>
</tr>
<tr>
<td>GD223</td>
<td>Digital Pre-Press</td>
</tr>
<tr>
<td>GD301</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>GD302</td>
<td>Design Production Team</td>
</tr>
<tr>
<td>GD311</td>
<td>Advertising Design</td>
</tr>
<tr>
<td>GD313</td>
<td>Publication Design</td>
</tr>
<tr>
<td>GD314</td>
<td>Collateral Design</td>
</tr>
<tr>
<td>GD315</td>
<td>Typography – Expressive &amp; Experimental</td>
</tr>
<tr>
<td>GD316</td>
<td>Copywriting</td>
</tr>
<tr>
<td>GD321</td>
<td>Package Design</td>
</tr>
<tr>
<td>GD330</td>
<td>Environmental Design</td>
</tr>
<tr>
<td>GD402</td>
<td>Art Direction</td>
</tr>
<tr>
<td>GD411</td>
<td>Advanced Digital Imaging</td>
</tr>
<tr>
<td>GD412</td>
<td>Advanced Design</td>
</tr>
<tr>
<td>GD413</td>
<td>Digital Portfolio</td>
</tr>
<tr>
<td>GD415</td>
<td>Graphic Design Capstone</td>
</tr>
<tr>
<td>GD489</td>
<td>Portfolio Preparation</td>
</tr>
<tr>
<td>GD499</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>IMD121</td>
<td>Web Scripting</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
</tr>
<tr>
<td>IMD210</td>
<td>Web Authoring I</td>
</tr>
</tbody>
</table>
### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

*Any 8 Liberal Studies courses not specified above*
**Instructional Technology & Design**

**Bachelor of Science: 180 credits; 12 11-week quarters**

**Program Description**
The Bachelor of Science degree in Instructional Technology & Design program is a twelve-quarter, 180-credit program designed to educate students in the creation of digital learning environments, merging digital design and curriculum development. Students have the opportunity to design effective and innovative learning solutions and environments intended to facilitate optimum learning opportunities for a range of audiences and purposes.

The Instructional Technology & Design degree program emphasizes hands-on learning and utilizes industry-related technology and software. Topics covered in the Technology & Design degree program include learning theories, instructional strategies, curriculum development, learning management systems, typography, interface design, user experience design and web development.

The Instructional Technology & Design program is designed to prepare graduates to seek entry-level employment in the creative development of learning and training resources. Initially, students have the opportunity to develop an understanding of the elements of learning theory and its practical application, instructional design, curriculum development, learning management system design and emerging technology. Students are trained in creative problem solving and have the opportunity to learn to offer solutions that are effective in the instructional design field applicable on various mediums. Throughout the program students can gain an understanding of the analysis, design, development, implementation, and evaluation of training and instructional materials.

With an Instructional Technology & Design degree, graduates are prepared to pursue entry-level jobs such Instructional Technologist and Instructional Designer.

**Program Mission**
The mission of the Instructional Technology & Design degree program is to provide a focus on the design and creation of effective learning delivery systems while developing skills in curriculum development and web development. The Instructional Technology & Design program is designed to prepare graduates to meet the challenges of the continually changing marketplace and profession.

**Program Objectives**
The Bachelor of Science degree in Instructional Technology & Design program is designed to give students the opportunity to:

- Learn to utilize existing and emerging learning technologies to creative technology-based learning environments
- Gain an understanding of User Experience Design (UXD) and how it applies to online educational formats
- Possess an advanced understanding of elements of learning theory and its practical application
- Know how to develop and implement instructional strategies intended to meet the educational needs of specific audiences
- Learn advanced competencies for the integration of various multimedia components and materials into online instructional frameworks
- Learn essential skills in the development of course and program curricula

**Gainful Employment Information**
Please visit [ge.artinstitutes.edu/programoffering/5295](ge.artinstitutes.edu/programoffering/5295) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Instructional Technology & Design program.
# Bachelor of Science in Instructional Technology & Design

## Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFVA208</td>
<td>Media Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FND135</td>
<td>Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>FND150</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>GADA302</td>
<td>Mobile &amp; Social Game Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA101</td>
<td>Applications &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td>GWDA111</td>
<td>Introduction to Layout Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA112</td>
<td>Typography- Traditional</td>
<td>3</td>
</tr>
<tr>
<td>GWDA122</td>
<td>Typography- Hierarchy</td>
<td>3</td>
</tr>
<tr>
<td>GWDA132</td>
<td>Information Architecture</td>
<td>3</td>
</tr>
<tr>
<td>GWDA133</td>
<td>Fundamentals of Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA202</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA204</td>
<td>Introduction to Writing for Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>GWDA243</td>
<td>Object-Oriented Scripting</td>
<td>3</td>
</tr>
<tr>
<td>GWDA273</td>
<td>Intermediate Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA303</td>
<td>Interactive Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GWDA353</td>
<td>Server-Side Scripting</td>
<td>3</td>
</tr>
<tr>
<td>INSA103</td>
<td>Instructional Technology Integration</td>
<td>3</td>
</tr>
<tr>
<td>INSA105</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>INSA115</td>
<td>Learning Theories &amp; Strategies</td>
<td>3</td>
</tr>
<tr>
<td>INSA125</td>
<td>Foundations of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA202</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA205</td>
<td>Developing Instructional Materials I</td>
<td>3</td>
</tr>
<tr>
<td>INSA207</td>
<td>Evaluation, Assessment &amp; Analysis of Learning</td>
<td>3</td>
</tr>
<tr>
<td>INSA212</td>
<td>Advanced Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA215</td>
<td>Developing Instructional Materials II</td>
<td>3</td>
</tr>
<tr>
<td>INSA217</td>
<td>Interaction Management</td>
<td>3</td>
</tr>
<tr>
<td>INSA302</td>
<td>User Experience Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA303</td>
<td>Digital Media Production</td>
<td>3</td>
</tr>
<tr>
<td>INSA305</td>
<td>Foundations of Game-Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>INSA307</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>INSA313</td>
<td>Learning Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>INSA317</td>
<td>Instructional Technology &amp; Design Project Management</td>
<td>3</td>
</tr>
<tr>
<td>INSA327</td>
<td>Instructional Technology &amp; Design Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>INSA402</td>
<td>Instructional Technology &amp; Design Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>INSA412</td>
<td>Special Topics in Instructional Technology &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA409</td>
<td>Portfolio</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective V</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 126
### General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**  
54

**Program Credits**  
126

**General Education Credits**  
54

**Total Credits**  
180

* Any Liberal Studies courses not specified above for a total of 32 credits

### Liberal Studies Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM115</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>COM160</td>
<td>Conversational German</td>
<td>4</td>
</tr>
<tr>
<td>COM170</td>
<td>Conversational Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>COM180</td>
<td>Conversational French I</td>
<td>4</td>
</tr>
<tr>
<td>COM190</td>
<td>Conversational Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>COM270</td>
<td>Conversational French II</td>
<td>4</td>
</tr>
<tr>
<td>COM290</td>
<td>Conversational Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>ENG311</td>
<td>Creative Writing-Fiction</td>
<td>4</td>
</tr>
<tr>
<td>HUM111</td>
<td>History of Animation</td>
<td>3</td>
</tr>
<tr>
<td>HUM112</td>
<td>US History I</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM131</td>
<td>Modern &amp; Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>HUM132</td>
<td>History of Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM133</td>
<td>History of Rock n Roll</td>
<td>4</td>
</tr>
<tr>
<td>HUM157</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HUM212</td>
<td>US History II</td>
<td>4</td>
</tr>
<tr>
<td>HUM220</td>
<td>World Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HUM251</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM252</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM255</td>
<td>Theater</td>
<td>4</td>
</tr>
<tr>
<td>HUM265</td>
<td>Comparative Religions</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>HUM310</td>
<td>Mythology</td>
<td>4</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HUM320</td>
<td>World Civilization II</td>
<td>4</td>
</tr>
<tr>
<td>HUM333</td>
<td>American Art History</td>
<td>3</td>
</tr>
<tr>
<td>HUM334</td>
<td>Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>MTH301</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SBS160</td>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS200</td>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SBS210</td>
<td>The Psychology of Personality and Social Adjustment</td>
<td>4</td>
</tr>
<tr>
<td>SBS250</td>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SBS270</td>
<td>The Psychology of Film</td>
<td>4</td>
</tr>
<tr>
<td>SBS360</td>
<td>Research &amp; Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>SBS361</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS461</td>
<td>Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SCI150</td>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>SCI151</td>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SCI305</td>
<td>Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Elective Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>GWDA123</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>GWDA372</td>
<td>Content Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>GWDA283</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>INSA406</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Interior Design
Bachelor of Arts Degree: 180 credits; 12 11-week quarters

The Interior Design Bachelor of Arts program at The Art Institute of Las Vegas has been placed on student achievement show-cause by their accreditor, The Accrediting Council for Independent Colleges and Schools (ACICS), due to material noncompliance with its retention rate standard of 60%.

Interior designers often change the world around them by creating well-designed environments that affect where we live, work and play. Interior Design students will study various aspects of architecture, furnishings, textiles, and areas of specialty in both residential and commercial interior spaces. They blend artistic and technical skills in the process of creating spaces that incorporate function, aesthetics and environmentally sustainable products. Interior Design students need to have great attention to detail, an ability to work in teams, enjoy business and project management, and be enthusiastic. Being open-minded and ready to explore many possibilities with regard to an environment are also qualities of the successful interior designer.

The Bachelor of Arts in Interior Design degree program combines art and design, science, technology, regulatory issues, ethics, historical references, psychology and sociology. These disciplines can help students create interior spaces that enhance life, facilitate functional activity and support client objectives while performing the health, safety and welfare of the public. The student can also share further development of the designer’s responsibility to advance the practice of “green design” and advocate the socially responsible design and involvement. A student will also share in studying two quarters of hospitality courses, additional 3D modeling and rendering and a two quarter graduate project. Obtaining a Bachelor of Arts degree in Interior Design is the first step in becoming a National Council for Interior Design Qualification (NCIDQ) certified interior designer.* The NCIDQ is the nationally recognized examination for interior designers.

PROGRAM OBJECTIVES
Upon completion of the program, graduates should be able to:
- Apply the basic principles of design to Interior Design.
- Analyze a client profile and program requirements.
- Develop design solutions from concept through final presentation.
- Select appropriate materials, furnishings, and color palettes for each specific design problem.
- Understand the codes, systems, and methods of building technology and construction.
- Generate hand and computer graphics that appropriately illustrate a design in 2 and 3-dimensions.
- Convey design concepts in a verbal presentation.
- Administer ethical and professional business practices.
- Adapt to a changing profession in response to global issues and technological innovations.
- Research and develop a client profile and program solution for a specific design problem.
- Demonstrate an awareness of building codes and regulations that govern interior design.

Entry-Level Employment Opportunities
Graduates of the Bachelor of Arts in Interior Design degree program are prepared to seek entry-level positions as assistant designer, facility and space planner, junior designer, showroom representative, CAD technician, facility and space planner, interior designer, junior designer, kitchen and bath designer, project designer, or showroom manager.

*The Art Institute of Las Vegas does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to The Art Institute of Las Vegas.
# Bachelor of Arts in Interior Design

## Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART110</td>
<td>Rapid Visualization</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ID115</td>
<td>Drafting I</td>
<td>3</td>
</tr>
<tr>
<td>ID117</td>
<td>Introduction to Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID125</td>
<td>Drafting II</td>
<td>3</td>
</tr>
<tr>
<td>ID132</td>
<td>Programming &amp; Space Planning I</td>
<td>3</td>
</tr>
<tr>
<td>ID133</td>
<td>Design Basics 3D</td>
<td>3</td>
</tr>
<tr>
<td>ID134</td>
<td>Sketching &amp; Rendering</td>
<td>3</td>
</tr>
<tr>
<td>ID135</td>
<td>History of Architecture, Interiors &amp; Furniture I</td>
<td>3</td>
</tr>
<tr>
<td>ID207</td>
<td>Programming &amp; Space Planning II</td>
<td>3</td>
</tr>
<tr>
<td>ID208</td>
<td>Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>ID209</td>
<td>CAD I</td>
<td>3</td>
</tr>
<tr>
<td>ID215</td>
<td>Residential Design I</td>
<td>3</td>
</tr>
<tr>
<td>ID217</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>ID219</td>
<td>CAD II</td>
<td>3</td>
</tr>
<tr>
<td>ID225</td>
<td>Presentation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ID234</td>
<td>Kitchen &amp; Bath Design</td>
<td>3</td>
</tr>
<tr>
<td>ID240</td>
<td>Commercial Design I</td>
<td>3</td>
</tr>
<tr>
<td>ID241</td>
<td>Materials &amp; Specifications</td>
<td>3</td>
</tr>
<tr>
<td>ID242</td>
<td>Codes &amp; Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ID244</td>
<td>Lighting Design</td>
<td>3</td>
</tr>
<tr>
<td>ID307</td>
<td>History of Architecture, Interiors &amp; Furniture II</td>
<td>3</td>
</tr>
<tr>
<td>ID308</td>
<td>Construction Drawings &amp; Contract Documents</td>
<td>3</td>
</tr>
<tr>
<td>ID315</td>
<td>Residential Design II</td>
<td>3</td>
</tr>
<tr>
<td>ID317</td>
<td>3D Digital Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ID325</td>
<td>Environmental &amp; Sustainable Design</td>
<td>3</td>
</tr>
<tr>
<td>ID327</td>
<td>Furniture Design</td>
<td>3</td>
</tr>
<tr>
<td>ID328</td>
<td>3D Digital Rendering</td>
<td>3</td>
</tr>
<tr>
<td>ID340</td>
<td>Commercial Design II</td>
<td>3</td>
</tr>
<tr>
<td>ID405</td>
<td>Interior Detailing</td>
<td>3</td>
</tr>
<tr>
<td>ID407</td>
<td>Building &amp; Mechanical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ID408</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td>ID409</td>
<td>Hospitality Design I</td>
<td>3</td>
</tr>
<tr>
<td>ID410</td>
<td>Hospitality Design II</td>
<td>3</td>
</tr>
<tr>
<td>ID421</td>
<td>Facilities &amp; Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ID422</td>
<td>NCIDQ</td>
<td>3</td>
</tr>
<tr>
<td>ID431</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
<tr>
<td>ID434</td>
<td>Graduate Project I</td>
<td>3</td>
</tr>
<tr>
<td>ID444</td>
<td>Graduate Project II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits**: 126

## Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

*Any 7 Liberal Studies courses not specified above.
Marketing & Entertainment Management  
**Bachelor of Science Degree: 180 credits; 12 11-week quarters**  
This program is no longer accepting new enrollments.

**Program Description**  
The Bachelor of Science degree in Marketing & Entertainment Management program is a twelve-quarter, 180-credit, program designed to provide students interested in entry-level employment in the entertainment industry with the opportunity to learn about the management of entertainment professionals, projects, and personnel as well as key skills in messaging, branding, and marketing of events and individuals. The program also incorporates key business management competencies.

The Marketing & Entertainment Management degree program emphasizes hands-on learning and utilizes industry-related technology and software. Topics covered in the Marketing & Entertainment Management degree program include business communications and practices, marketing and public relations, event management, copywriting, networking and client management, online community management and brand strategy.

The Marketing & Entertainment Management program is designed to prepare graduates to seek entry-level employment in the development of creative messaging, branding, and marketing solutions. Initially, students have the opportunity to develop an understanding of fundamental business concepts and practices and begin to develop written and verbal communication skills. Students can learn aspects of consumer outreach and engagement and learn how to market to and target messages at specific audiences. Throughout the Marketing & Entertainment Management program students can gain in-depth knowledge of industry-specific news, developments, trends, and key players and can also gain strong knowledge of finances and logistics related to specific entertainment industries and events. Students also have the opportunity to gain experience in working with and communicating effectively to the press and various media outlets.

With a Marketing & Entertainment Management degree, graduates are prepared to pursue entry-level jobs such as Communications Specialist, Marketing and Promotions Manager, Marketing Director, Marketing Manager, Promotions Director, and Project Manager.

**Program Mission**  
The mission of Marketing & Entertainment Management degree program is to provide a focus on the development of creative messaging, branding, and marketing of institutions, individuals and events. The Marketing & Entertainment Management program is designed to prepare graduates to meet the challenges of the continually changing marketplace and profession.

**Program Objectives**  
The Bachelor of Science in Marketing & Entertainment Management program is designed to give students the opportunity to:
- Gain a strong understanding of fundamental business concepts and practices and their application in a variety of entertainment-related career options
- Learn to write press releases and prepare information for media distribution
- Become aware of legal issues relevant to the entertainment industry, including aspects of intellectual property and copyright considerations
- Become proficient in aspects of consumer outreach and engagement, learning how to market to and target messages at specific audiences
- Understand the delivery of effective communication in representation of an individual, event, or organization
- Understand management techniques related to both for-profit and not-for-profit organizations

**Gainful Employment Information**  
Please visit ge.artinstitutes.edu/programoffering/5296 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Marketing & Entertainment Management program.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVA101</td>
<td>Fundamentals of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>ADVA201</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ADVA204</td>
<td>Consumer Behavior &amp; Persuasive Sales Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ADVA208</td>
<td>Principles of Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>ADVA214</td>
<td>Advertising Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>ADVA303</td>
<td>Interactive Advertising</td>
<td>3</td>
</tr>
<tr>
<td>ADVA307</td>
<td>Brand Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ADVA322</td>
<td>Digital Media Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>ADVA328</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>ADVA402</td>
<td>Online Community Management</td>
<td>3</td>
</tr>
<tr>
<td>DFVA208</td>
<td>Media Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>FADA308</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>GWDA101</td>
<td>Applications &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td>MRKA101</td>
<td>Survey of Marketing &amp; Entertainment Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKA104</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MRKA111</td>
<td>Office Systems</td>
<td>3</td>
</tr>
<tr>
<td>MRKA121</td>
<td>Networking &amp; Client Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKA141</td>
<td>Entertainment Business Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MRKA203</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKA204</td>
<td>Scriptwriting for Event Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKA205</td>
<td>Marketing &amp; Promotions in the Entertainment Industry</td>
<td>3</td>
</tr>
<tr>
<td>MRKA213</td>
<td>Preproduction</td>
<td>3</td>
</tr>
<tr>
<td>MRKA214</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>MRKA223</td>
<td>Producing &amp; Production</td>
<td>3</td>
</tr>
<tr>
<td>MRKA233</td>
<td>Artist Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKA305</td>
<td>Business for the Entrepreneur I</td>
<td>3</td>
</tr>
<tr>
<td>MRKA306</td>
<td>Event Management I: Music &amp; Theater</td>
<td>3</td>
</tr>
<tr>
<td>MRKA315</td>
<td>Business for the Entrepreneur II</td>
<td>3</td>
</tr>
<tr>
<td>MRKA316</td>
<td>Event Management II: Television &amp; Film</td>
<td>3</td>
</tr>
<tr>
<td>MRKA326</td>
<td>Event Management III: Conferences</td>
<td>3</td>
</tr>
<tr>
<td>MRKA336 OR MRKA346</td>
<td>Internship OR Marketing &amp; Entertainment Workshop</td>
<td>3</td>
</tr>
<tr>
<td>MRKA406</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>MRKA408</td>
<td>Advanced Promotions</td>
<td>3</td>
</tr>
<tr>
<td>MRKA409</td>
<td>Portfolio I</td>
<td>3</td>
</tr>
<tr>
<td>MRKA418</td>
<td>Media Business Practices II</td>
<td>3</td>
</tr>
<tr>
<td>MRKA419</td>
<td>Portfolio II</td>
<td>3</td>
</tr>
<tr>
<td>PHOA101</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOA222</td>
<td>Web Design for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Program Elective IV</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>126</td>
</tr>
</tbody>
</table>
# General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
</tbody>
</table>

| TOTAL CREDITS | 54 |

- Any Liberal Studies courses not specified above for a total of 32 credits

# Liberal Studies Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM115</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>COM160</td>
<td>Conversational German</td>
<td>4</td>
</tr>
<tr>
<td>COM170</td>
<td>Conversational Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>COM180</td>
<td>Conversational French I</td>
<td>4</td>
</tr>
<tr>
<td>COM190</td>
<td>Conversational Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>COM270</td>
<td>Conversational French II</td>
<td>4</td>
</tr>
<tr>
<td>COM290</td>
<td>Conversational Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>ENG311</td>
<td>Creative Writing-Fiction</td>
<td>4</td>
</tr>
<tr>
<td>HUM111</td>
<td>History of Animation</td>
<td>3</td>
</tr>
<tr>
<td>HUM112</td>
<td>US History I</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM131</td>
<td>Modern &amp; Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>HUM132</td>
<td>History of Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM133</td>
<td>History of Rock n Roll</td>
<td>4</td>
</tr>
<tr>
<td>HUM157</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HUM212</td>
<td>US History II</td>
<td>4</td>
</tr>
<tr>
<td>HUM220</td>
<td>World Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HUM251</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM252</td>
<td>World Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

<p>| Program Credits | 126 |
| General Education Credits | 54 |
| Total Credits    | 180 |</p>
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM255</td>
<td>Theater</td>
<td>4</td>
</tr>
<tr>
<td>HUM265</td>
<td>Comparative Religions</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>HUM310</td>
<td>Mythology</td>
<td>4</td>
</tr>
<tr>
<td>HUM320</td>
<td>World Civilization II</td>
<td>4</td>
</tr>
<tr>
<td>HUM333</td>
<td>American Art History</td>
<td>3</td>
</tr>
<tr>
<td>HUM334</td>
<td>Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>MTH301</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SBS160</td>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS200</td>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SBS210</td>
<td>The Psychology of Personality and Social Adjustment</td>
<td>4</td>
</tr>
<tr>
<td>SBS250</td>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SBS270</td>
<td>The Psychology of Film</td>
<td>4</td>
</tr>
<tr>
<td>SBS360</td>
<td>Research &amp; Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>SBS361</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS461</td>
<td>Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SCI150</td>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>SCI151</td>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SCI305</td>
<td>Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Elective Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVA205</td>
<td>History of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP303</td>
<td>Production Management</td>
<td>3</td>
</tr>
<tr>
<td>FND135</td>
<td>Image Manipulation</td>
<td>3</td>
</tr>
</tbody>
</table>
Media Arts & Animation
Bachelor of Science Degree: 180 credits; 12 11-week quarters
This program is no longer accepting new enrollments.

The Media Arts & Animation Bachelor of Science program at The Art Institute of Las Vegas has been placed on student achievement show-cause by their accreditor, The Accrediting Council for Independent Colleges and Schools (ACICS), due to material noncompliance with its placement rate standard of 60%.

Television (both network and cable), major corporations, commercial postproduction facilities, and film production companies are among the industries that make use of skills taught in the Media Arts & Animation degree program.

The program begins with a focus on foundation in drawing, color, design, video production, and computer applications. From this foundation, students have the opportunity to develop advanced skills in various aspects of computer graphics and animation. Students will have the opportunity to learn to use the tools of the computer animation profession, ranging from computer operating systems to 3D modeling and desktop video production. These tools are designed to enhance a students’ flexibility and creativity, and give them the opportunity to produce individualized digital portfolios that demonstrate their practical and technical abilities to potential employers.

PROGRAM OBJECTIVES
Upon completion of the program, graduates should be able to:
- Demonstrate basic principles of animation.
- Analyze real-world observations and apply to animation.
- Produce life drawings that depict gesture, motion, and utilize economy of line.
- Produce images that display differences in lighting and value that express moods and emotions.
- Apply the principles of design and typography.
- Identify various animation processes in their historical contexts.
- Produce stories and illustrate concepts through sequential images and storyboards.
- Produce traditional and computer animation.
- Produce 2D and 3D animation for a variety of applications.
- Integrate audio with animated compositions.
- Demonstrate compositing techniques using various animation sequences.
- Compose critical ideas for surface treatment, lighting, and motion of 3D models.
- Use computerized paint, titling, modeling and animation software programs to create images.
- Discuss and apply principles of lighting and camera techniques in computer animation.
- Formulate production schedules as part of the project management process.
- Determine compliance with copyright/trademark law, and obtain appropriate releases and permissions as necessary.
- Capture, manipulate, and edit an image using digital processes.
- Create and/or transform objects in a 3D environment.
- Create a reel and self-promotional package according to current industry standards.

Entry-Level Employment Opportunities
Graduates are prepared to seek entry-level employment opportunities such as 3D animator, animator, multimedia artist, and special effects artist.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/522 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Media Arts & Animation program.
# Bachelor of Science in Media Arts & Animation

## Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART104</td>
<td>Observational Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART105</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GAD201</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GD411</td>
<td>Advanced Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
<td>3</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>MMA123</td>
<td>Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMA126</td>
<td>Conceptual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MMA150</td>
<td>Principles of Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA161</td>
<td>Drawing &amp; Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>MMA201</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MMA202</td>
<td>Computer Paint</td>
<td>3</td>
</tr>
<tr>
<td>MMA211</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA212</td>
<td>Camera &amp; Lighting Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MMA213</td>
<td>Advanced Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>MMA225</td>
<td>Hard Surface &amp; Organic Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MMA230</td>
<td>Audio for Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA235</td>
<td>Character Ideation</td>
<td>3</td>
</tr>
<tr>
<td>MMA240</td>
<td>Intermediate Traditional Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA250</td>
<td>Advanced Traditional Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA305</td>
<td>Background Design &amp; Layout</td>
<td>3</td>
</tr>
<tr>
<td>MMA306</td>
<td>Character Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MMA307</td>
<td>Materials &amp; Lighting</td>
<td>3</td>
</tr>
<tr>
<td>MMA314</td>
<td>Character Rigging</td>
<td>3</td>
</tr>
<tr>
<td>MMA316</td>
<td>Character Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA321</td>
<td>Compositing</td>
<td>3</td>
</tr>
<tr>
<td>MMA325</td>
<td>Pre-Production Team</td>
<td>3</td>
</tr>
<tr>
<td>MMA327</td>
<td>Intermediate 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA328</td>
<td>Advanced Lighting &amp; Texturing</td>
<td>3</td>
</tr>
<tr>
<td>MMA405</td>
<td>3D Visual Effects</td>
<td>3</td>
</tr>
<tr>
<td>MMA406</td>
<td>Advanced 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA412</td>
<td>Animation Production Team</td>
<td>3</td>
</tr>
<tr>
<td>MMA416</td>
<td>Computer Animation Studio</td>
<td>3</td>
</tr>
<tr>
<td>MMA420</td>
<td>Web Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>MMA440</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>MMA450</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
<tr>
<td>VEMG200</td>
<td>Broadcast and Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

## Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

*Any 8 Liberal Studies courses not specified above.
**Professional Writing for Creative Arts**

Bachelor of Science Degree: 180 credits; 12 11-week quarters

**Program Description**

The Bachelor of Science degree in Professional Writing for Creative Arts program is a twelve-quarter, 180-credit program designed to cultivate in students the necessary skills and competencies for; writing engaging and captivating content and narratives, ably identifying target audiences and the specific message requirements needed to reach these audiences, and writing and creating messages in a way that captures the audience.

The Professional Writing for Creative Arts degree program emphasizes the development of content for advertisements, books, magazines, websites, performing arts scripts, and other publications. Topics covered in the Professional Writing for Creative Arts degree program include business writing, technical writing, marketing and corporate communications, quantitative and qualitative research methods, copyediting, scriptwriting and social media management.

The Professional Writing for Creative Arts program is designed to prepare graduates for entry-level employment in writing creativity. Initially, students have the opportunity to develop advanced competencies in English composition and learn the fundamentals of narrative and storytelling structure and technique. The program is designed to train students in the application of writing in various industries to meet specific needs and purposes of those industries. Students will have the opportunity to focus on writing, editing, and critiquing content for specific purposes, and learn to write creatively in different styles and techniques to achieve different results, emotions, audience relations, etc.

With a Professional Writing for Creative Arts degree, graduates are prepared to pursue entry-level jobs such as Advertising Copy Writer, Advertising Writer, Communications Specialist, Copy Writer, Freelance Copy Writer, Narrative Writer, Technical Communicator, Technical Writer, and Web Content Writer.

**Program Mission**

The mission of the Professional Writing for Creative Arts degree program is to provide a focus on the development, strategy, marketing and curation of content and to enable students to successfully write narrative or informative content for multiple media platforms and purposes. The Professional Writing for Creative Arts program is designed to prepare graduates to meet the challenges of the continually changing marketplace and profession.

**Program Objectives**

The Bachelor of Science degree in Professional Writing for Creative Arts program is designed to give students the opportunity to:

- Gain advanced competencies in English composition
- Learn the fundamentals of narrative and storytelling structure and technique
- Understand the application of writing in various industries to meet specific needs and purposes
- Learn research techniques required to obtain information relevant to their topic
- Write, edit, and critique content for specific purposes
- Learn to write creatively in different styles and techniques to achieve different results, emotions, audience relations, etc.
- Successfully write narrative or informative content for multiple media platforms and purposes

**Gainful Employment Information**

Please visit [ge.artinstitutes.edu/programoffering/5297](http://ge.artinstitutes.edu/programoffering/5297) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Professional Writing for Creative Arts program.
### Bachelor of Science in Professional Writing for Creative Arts

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVA201</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ADVA214</td>
<td>Advertising Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>ADVA215</td>
<td>Advertising Storyboarding &amp; Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>ADVA328</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>DFVA201</td>
<td>Fundamentals of Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>DFVA214</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>GWDA101</td>
<td>Applications &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td>GWDA132</td>
<td>Information Architecture</td>
<td>3</td>
</tr>
<tr>
<td>GWDA133</td>
<td>Fundamentals of Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA204</td>
<td>Introduction to Writing for Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>INSA307</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PRWA101</td>
<td>Principles of Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>PRWA102</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>PRWA103</td>
<td>Foundations of Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRWA104</td>
<td>Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>PRWA107</td>
<td>Myth &amp; Symbol</td>
<td>4</td>
</tr>
<tr>
<td>PRWA111</td>
<td>Introduction to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>PRWA121</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>PRWA202</td>
<td>The Language of Business</td>
<td>3</td>
</tr>
<tr>
<td>PRWA203</td>
<td>Introduction to Copyediting</td>
<td>3</td>
</tr>
<tr>
<td>PRWA212</td>
<td>Story Writing</td>
<td>4</td>
</tr>
<tr>
<td>PRWA213</td>
<td>Content Management for Web Media</td>
<td>3</td>
</tr>
<tr>
<td>PRWA222</td>
<td>Lifestyle Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRWA302</td>
<td>The Editorial Process</td>
<td>3</td>
</tr>
<tr>
<td>PRWA303</td>
<td>The Publication Process</td>
<td>3</td>
</tr>
<tr>
<td>PRWA304</td>
<td>Communication in the Global Marketplace</td>
<td>3</td>
</tr>
<tr>
<td>PRWA305</td>
<td>Senior Thesis: Concept &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>PRWA307</td>
<td>Ethics in Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRWA312</td>
<td>Creative Nonfiction Writing</td>
<td>4</td>
</tr>
<tr>
<td>PRWA322</td>
<td>Grant &amp; Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PRWA402</td>
<td>Writing for Health, Science &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>PRWA403</td>
<td>Senior Thesis: Content Creation</td>
<td>3</td>
</tr>
<tr>
<td>PRWA408</td>
<td>The Writers Marketplace</td>
<td>3</td>
</tr>
<tr>
<td>PRWA409</td>
<td>Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>PRWA413</td>
<td>Senior Thesis: Revision &amp; Defense</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective V</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 126
### General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

54

---

### Program Credits

- **General Education Credits**: 54
- **Total Credits**: 180

*Any Liberal Studies courses not specified above for a total of 32 credits*

### Liberal Studies Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM115</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>COM160</td>
<td>Conversational German</td>
<td>4</td>
</tr>
<tr>
<td>COM170</td>
<td>Conversational Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>COM180</td>
<td>Conversational French I</td>
<td>4</td>
</tr>
<tr>
<td>COM190</td>
<td>Conversational Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>COM270</td>
<td>Conversational French II</td>
<td>4</td>
</tr>
<tr>
<td>COM290</td>
<td>Conversational Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>ENG311</td>
<td>Creative Writing-Fiction</td>
<td>4</td>
</tr>
<tr>
<td>HUM111</td>
<td>History of Animation</td>
<td>3</td>
</tr>
<tr>
<td>HUM112</td>
<td>US History I</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM131</td>
<td>Modern &amp; Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>HUM132</td>
<td>History of Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM133</td>
<td>History of Rock n Roll</td>
<td>4</td>
</tr>
<tr>
<td>HUM157</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HUM212</td>
<td>US History II</td>
<td>4</td>
</tr>
<tr>
<td>HUM220</td>
<td>World Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HUM251</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM252</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM255</td>
<td>Theater</td>
<td>4</td>
</tr>
<tr>
<td>HUM265</td>
<td>Comparative Religions</td>
<td>4</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>HUM310</td>
<td>Mythology</td>
<td>4</td>
</tr>
<tr>
<td>HUM320</td>
<td>World Civilization II</td>
<td>4</td>
</tr>
<tr>
<td>HUM333</td>
<td>American Art History</td>
<td>3</td>
</tr>
<tr>
<td>HUM334</td>
<td>Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>MTH301</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SBS160</td>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS200</td>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SBS210</td>
<td>The Psychology of Personality and Social Adjustment</td>
<td>4</td>
</tr>
<tr>
<td>SBS250</td>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SBS270</td>
<td>The Psychology of Film</td>
<td>4</td>
</tr>
<tr>
<td>SBS360</td>
<td>Research &amp; Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>SBS361</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS461</td>
<td>Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SCI150</td>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>SCI151</td>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SCI305</td>
<td>Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Elective Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVA205</td>
<td>History of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>GWDA273</td>
<td>Intermediate Web Design</td>
<td>3</td>
</tr>
<tr>
<td>PHG110</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>DFVP420</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>PRWA406</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Software Development for Creative Technologies
Bachelor of Science Degree : 180 credits; 12 11-week quarters

Program Description
The Bachelor of Science degree in Software Development for Creative Technologies program is a twelve-quarter, 180-credit, program designed to educate students in skills necessary to create, modify, and test programming codes and scripts utilized in the functional operation of computer systems and applications as well as the implementation of these codes in the design and development of various software solutions. Specific emphasis will be applied to programming and development skills for creative media, technologies, and software.

The Software Development for Creative Technologies degree program emphasizes hands-on learning and utilizes industry-related technology and software. Topics covered in the Software Development for Creative Technologies degree program include software design, user interface design, mobile device programming, computer networking, artificial intelligence, design patterns and data structures, e-commerce and operating and file systems.

The Software Development for Creative Technologies program is designed to prepare graduates to seek entry-level employment in the creative development of unique software and programming solutions. Initially, students have the opportunity to develop an understanding of numerous programming languages and their uses. Students can learn to apply programming and development abilities to various multimedia projects and learn about the uses of various software solutions for different creative industry goals. Throughout the Software Development for Creative Technologies program students can gain an understanding of the scope of the software development process, including planning, design and development, programming and testing, and maintenance and develop strong knowledge of math and physics skills required to program code and algorithms for multimedia and digital design programming.

With a Software Development for Creative Technologies degree, graduates are prepared to pursue entry-level jobs such as an Applications Developer, Computer Programmer, Java Developer, Programmer, Software Developer, Web Programmer, and Web Developer.

Program Mission
The mission of the Software Development for Creative Technologies degree program is to provide a focus on the development of unique software and programming solutions utilizing creative thinking skills. The Software Development for Creative Technologies program is designed to prepare graduates to meet the challenges of the continually changing marketplace and profession.

Program Objectives
The Bachelor of Science degree in Software Development for Creative Technologies program is designed to give students the opportunity to:

- Learn the use of one or more common programming languages (C++, C#, Java, etc.)
- Gain an understanding of numerous additional programming languages (Python, PHP, SQL, etc.) and their uses
- Learn to apply programming and development abilities to various multimedia projects
- Understand the software development process, including planning, design and development, programming and testing, and maintenance
- Learn about the uses of various software solutions for different creative industry goals and to understand how to implement them appropriately
- Develop knowledge of math and physics skills required to program code and algorithms required for multimedia and digital design programming
- Learn to utilize creative thinking skills in development of unique software and programming solutions

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/5298 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Software Development for Creative Technologies program.
### Bachelor of Science in Software Development

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWDA123</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>GWDA133</td>
<td>Fundamentals of Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA243</td>
<td>Object-Oriented Scripting</td>
<td>3</td>
</tr>
<tr>
<td>GWDA273</td>
<td>Intermediate Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GWDA283</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>MAAA213</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MAAA232</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>SDVA101</td>
<td>Survey of Software Development</td>
<td>3</td>
</tr>
<tr>
<td>SDVA102</td>
<td>Design for Programmers</td>
<td>3</td>
</tr>
<tr>
<td>SDVA103</td>
<td>C++ Programming I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA202</td>
<td>Software Design &amp; User Interface I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA203</td>
<td>C++ Programming II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA212</td>
<td>Software Design &amp; User Interface II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA213</td>
<td>C++ Programming III</td>
<td>3</td>
</tr>
<tr>
<td>SDVA223</td>
<td>Databases I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA233</td>
<td>Databases II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA243</td>
<td>Secondary Languages I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA303</td>
<td>Team Management &amp; Software Lifecycle</td>
<td>3</td>
</tr>
<tr>
<td>SDVA306</td>
<td>Team Production I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA313</td>
<td>Mobile Device Programming I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA316</td>
<td>Team Production II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA323</td>
<td>Computer Networking I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA333</td>
<td>Secondary Languages II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA343</td>
<td>Mobile Device Programming II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA353</td>
<td>Computer Networking II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA363</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>SDVA373</td>
<td>Software Instrumentation &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SDVA383</td>
<td>Alternative Languages I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA393</td>
<td>Operating Systems &amp; File Systems Programming</td>
<td>3</td>
</tr>
<tr>
<td>SDVA403</td>
<td>Game Engine Scripting</td>
<td>3</td>
</tr>
<tr>
<td>SDVA409</td>
<td>Portfolio I</td>
<td>3</td>
</tr>
<tr>
<td>SDVA413</td>
<td>Alternative Languages II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA419</td>
<td>Portfolio II</td>
<td>3</td>
</tr>
<tr>
<td>SDVA423</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>VGPA107</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>VGPA117</td>
<td>Geometry for Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>VGPA203</td>
<td>Design Patterns &amp; Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>VGPA207</td>
<td>Continuous Mathematics for Applications</td>
<td>3</td>
</tr>
<tr>
<td>Elective I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective III</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective IV</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>
## General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective Liberal Studies Courses*</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**  

|                  |                                                  | 54      |

**Program Credits**  

|                  |                                                  | 126     |

**General Education Credits**  

|                  |                                                  | 54      |

**Total Credits**  

|                  |                                                  | 180     |

* Any Liberal Studies courses not specified above for a total of 32 credits

## Liberal Studies Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM115</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>COM160</td>
<td>Conversational German</td>
<td>4</td>
</tr>
<tr>
<td>COM170</td>
<td>Conversational Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>COM180</td>
<td>Conversational French I</td>
<td>4</td>
</tr>
<tr>
<td>COM190</td>
<td>Conversational Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>COM270</td>
<td>Conversational French II</td>
<td>4</td>
</tr>
<tr>
<td>COM290</td>
<td>Conversational Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>ENG311</td>
<td>Creative Writing-Fiction</td>
<td>4</td>
</tr>
<tr>
<td>HUM111</td>
<td>History of Animation</td>
<td>3</td>
</tr>
<tr>
<td>HUM112</td>
<td>US History I</td>
<td>4</td>
</tr>
<tr>
<td>HUM130</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>HUM131</td>
<td>Modern &amp; Contemporary Art</td>
<td>4</td>
</tr>
<tr>
<td>HUM132</td>
<td>History of Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>HUM133</td>
<td>History of Rock n Roll</td>
<td>4</td>
</tr>
<tr>
<td>HUM157</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HUM212</td>
<td>US History II</td>
<td>4</td>
</tr>
<tr>
<td>HUM220</td>
<td>World Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HUM251</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM252</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>HUM255</td>
<td>Theater</td>
<td>4</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HUM265</td>
<td>Comparative Religions</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>HUM310</td>
<td>Mythology</td>
<td>4</td>
</tr>
<tr>
<td>HUM320</td>
<td>World Civilization II</td>
<td>4</td>
</tr>
<tr>
<td>HUM333</td>
<td>American Art History</td>
<td>3</td>
</tr>
<tr>
<td>HUM334</td>
<td>Aesthetics</td>
<td>4</td>
</tr>
<tr>
<td>MTH205</td>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>MTH301</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SBS160</td>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS200</td>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SBS210</td>
<td>The Psychology of Personality and Social Adjustment</td>
<td>4</td>
</tr>
<tr>
<td>SBS250</td>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SBS270</td>
<td>The Psychology of Film</td>
<td>4</td>
</tr>
<tr>
<td>SBS360</td>
<td>Research &amp; Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td>SBS361</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SBS461</td>
<td>Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SCI150</td>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>SCI151</td>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SCI305</td>
<td>Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Elective Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GADA101</td>
<td>Introduction to Game Development</td>
<td>3</td>
</tr>
<tr>
<td>DFVP420</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GAD404</td>
<td>Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>SDVA406</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Visual Effects & Motion Graphics
Bachelor of Science Degree: 180 credits; 12 11-week quarters

The Bachelor of Science degree program in Visual Effects & Motion Graphics is designed to train students in two major areas: motion graphics and digital compositing. These interrelated fields deal with design, layering, and movement of digital elements and imagery.

Motion graphics is graphic design for broadcast and film, requiring additional skills in television technology, audio, video, animation, and experimental graphics. A motion graphic specialist makes type, colors, and images move in order to communicate, educate, entertain, or build brand value.

Digital compositing uses computer software to assemble various component images into a single integrated, believable scene. The components that are digitally “layered” could be live-action shots, digital animation or still images; combining them requires expertise in color and lighting adjustment, motion tracking, and other related skills. Examples of digital compositing range from broadcast post-production to feature film visual effects, where imaginary animated elements are combined seamlessly with real-world shots.

The Visual Effects & Motion Graphics program is designed to expose students to a variety of skills drawn from the fields of photography, graphic design, compositing, video, film, audio, and animation, and is designed to provide them with entry-level capabilities in both motion graphics and digital compositing. Program graduates should be able to edit and assemble a product for television, movies, or the Web, create opening titles for feature films and television shows, create station or network identification logos and bumpers, and design graphics which use type, color, and brand elements. In addition, using industry-current editing tools and processes, graduates will be able to add sound to a project, synchronize it to pictures, create visual effects that are based on animation and graphics, and mix animations and graphics with live-action film. As technology and software are constantly evolving, students will have the opportunity to be trained in diagnostic and problem solving techniques designed to orient them quickly to unfamiliar software environments and solve common technical problems. Finally, students will have the opportunity to learn how to communicate an idea or tell a story visually, as well as how to work in a collaborative environment.

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

- Ability to edit and assemble a product for television, movies, or the Web.
- Develop the skills to create opening titles for feature films and television shows, station or network identification logos and bumpers, and design graphics which use type, color, and brand elements.
- Proficiency using professional editing tools and processes.
- Add sound to a project, synchronized to pictures.
- Create special effects that are based on animation and graphics.
- Mix animations and graphics with live-action film.
- Diagnose and implement problem solving techniques designed to quickly acclimate to unfamiliar software environments and solve common technical problems.
- Communicate an idea or tell a story effectively.
- Work in a collaborative environment.

Entry-Level Employment Opportunities
Graduates will be prepared to seek entry-level positions in broadcast and cable television, small production houses, or in-house corporate video production departments. Job titles may include but are not limited to 3D animator, animator, multimedia artist, and special effects artist.

The Bachelor of Science degree program in Visual Effects & Motion Graphics is designed to train students in two major areas: motion graphics and digital compositing. These interrelated fields deal with design, layering, and movement of digital elements and imagery.
Gainful Employment Information
Please visit [ge.artinstitutes.edu/programoffering/523](ge.artinstitutes.edu/programoffering/523) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Video Effects & Motion Graphics program.

### Bachelor of Science in Video Effects & Motion Graphics

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>ART104</td>
<td>Observational Drawing</td>
<td>3</td>
</tr>
<tr>
<td>BUS118</td>
<td>Broadcast &amp; Copyright Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
<td>3</td>
</tr>
<tr>
<td>DFVP213</td>
<td>Fundamentals of Lighting</td>
<td>3</td>
</tr>
<tr>
<td>DFVP215</td>
<td>Broadcast Typography</td>
<td>3</td>
</tr>
<tr>
<td>DFVP220</td>
<td>Fundamentals of Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP221</td>
<td>Intermediate Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP301</td>
<td>Advanced Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP303</td>
<td>Production Management</td>
<td>3</td>
</tr>
<tr>
<td>DFVP321</td>
<td>Media Delivery Systems &amp; Distribution</td>
<td>3</td>
</tr>
<tr>
<td>DFVP402</td>
<td>Media Compositing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP415</td>
<td>Post Production Workshop</td>
<td>3</td>
</tr>
<tr>
<td>DFVP420</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>GD106</td>
<td>Typography – Traditional</td>
<td>3</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
<td>3</td>
</tr>
<tr>
<td>MMA126</td>
<td>Conceptual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MMA201</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MMA202</td>
<td>Computer Paint</td>
<td>3</td>
</tr>
<tr>
<td>MMA211</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MMA305</td>
<td>Background Design &amp; Layout</td>
<td>3</td>
</tr>
<tr>
<td>MMA420</td>
<td>Web Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>PHG103</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>VEMG111</td>
<td>Introduction to Visual Effects</td>
<td>3</td>
</tr>
<tr>
<td>VEMG122</td>
<td>3D Visual Effects Design</td>
<td>3</td>
</tr>
<tr>
<td>VEMG200</td>
<td>Broadcast and Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>VEMG201</td>
<td>Graphic Symbolism</td>
<td>3</td>
</tr>
<tr>
<td>VEMG211</td>
<td>Intermediate Visual Effects I</td>
<td>3</td>
</tr>
<tr>
<td>VEMG221</td>
<td>Intermediate Visual Effects II</td>
<td>3</td>
</tr>
<tr>
<td>VEMG222</td>
<td>Intermediate Broadcast Graphics</td>
<td>3</td>
</tr>
<tr>
<td>VEMG301</td>
<td>Advanced Visual Effects I</td>
<td>3</td>
</tr>
<tr>
<td>VEMG311</td>
<td>Advanced Visual Effects II</td>
<td>3</td>
</tr>
<tr>
<td>VEMG315</td>
<td>Motion Tracking</td>
<td>3</td>
</tr>
<tr>
<td>VEMG322</td>
<td>Advanced Broadcast Graphics</td>
<td>3</td>
</tr>
<tr>
<td>VEMG402</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>VEMG405</td>
<td>3D Visual Effects</td>
<td>3</td>
</tr>
<tr>
<td>VEMG421</td>
<td>Portfolio Presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits** 126
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td>180</td>
</tr>
</tbody>
</table>

*Any 8 Liberal Studies courses not specified above.
**Web Design & Interactive Media**  
*Bachelor of Science Degree: 180 credits; 12 11-week quarters*

Web Design & Interactive Media is a developing field of integrated electronic communications that is becoming an essential part of the business, education, and entertainment industries. The advent of multimedia has led to the creation of employment opportunities that require an individual who can combine sound, graphic arts, text, and video or film to improve communications.

By working in classrooms and computer labs, students of this program have the opportunity to develop a strong foundation in drawing and design, digital image manipulation, multimedia system design, web site design, scriptwriting, sound, video, and animation. In later quarters, students become involved in more complex coursework in software applications to integrate text, sound, images, animation, and video to complete a project. Students also have the opportunity to learn about the structure of electronic games, information design, interactive authoring, computers in animation, and video/teleconferencing.

**PROGRAM OBJECTIVES**

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

- Identify the requirements of effective Web and interactive media design.
- Solve problems in 2-D and 3-D design.
- Apply interface design principles.
- Identify how businesses use multimedia design.
- Ascertain audio requirements for field and studio production.
- Capture and compress video.
- Develop and maintain a Web site.
- Write HTML code.
- Discriminate between effective and ineffective animation sequences.
- Create graphics using image manipulation software.
- Perform fundamental Internet functions.
- Use authoring software.
- Create and critique moving and static images that convey thematic meanings.
- Describe needs analysis as it pertains to usability.
- Use basic scripting commands.
- Demonstrate a variety of scripting techniques.
- Utilize typefaces appropriate for screen-based media.
- Develop and present a professional portfolio.
- Work in a team to execute a Web-based concept.

**Entry-Level Employment Opportunities**

Graduates of the Web Design & Interactive Media degree program may pursue entry-level positions as internet application developers, internet developers, intranet developers, web content developers, web designers, or web developers.

**Gainful Employment Information**

Please visit [geeartinstitutes.edu/programoffering/519](http://geeartinstitutes.edu/programoffering/519) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Web Design & Interactive Media program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Web Design &amp; Interactive Media</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>ART102</td>
<td>Fundamentals of Design</td>
</tr>
<tr>
<td>ART103</td>
<td>Color Theory</td>
</tr>
<tr>
<td>ART124</td>
<td>Design History</td>
</tr>
<tr>
<td>BUS1121</td>
<td>Fundamentals of Marketing</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>BUS299</td>
<td>Internship</td>
</tr>
<tr>
<td>GD106</td>
<td>Typography – Traditional</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>GD121</td>
<td>Design Layout</td>
</tr>
<tr>
<td>GD123</td>
<td>Design Concepts</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>GD214</td>
<td>Corporate Identity</td>
</tr>
<tr>
<td>GD215</td>
<td>Typography- Hierarchy</td>
</tr>
<tr>
<td>GD411</td>
<td>Advanced Digital Imaging</td>
</tr>
<tr>
<td>IMD101</td>
<td>Intro to the World Wide Web</td>
</tr>
<tr>
<td>IMD121</td>
<td>Web Scripting</td>
</tr>
<tr>
<td>IMD123</td>
<td>Program Logic</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
</tr>
<tr>
<td>IMD203</td>
<td>Introduction to Scripting Languages</td>
</tr>
<tr>
<td>IMD205</td>
<td>Interactive Motion Design II</td>
</tr>
<tr>
<td>IMD210</td>
<td>Web Authoring I</td>
</tr>
<tr>
<td>IMD213</td>
<td>Intermediate Scripting Languages</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
</tr>
<tr>
<td>IMD220</td>
<td>Web Authoring II</td>
</tr>
<tr>
<td>IMD223</td>
<td>Advanced Scripting Languages</td>
</tr>
<tr>
<td>IMD225</td>
<td>Design and Interface for Interactive Media</td>
</tr>
<tr>
<td>IMD280</td>
<td>Web Site Development I</td>
</tr>
<tr>
<td>IMD300</td>
<td>Interactive Motion Scripting I</td>
</tr>
<tr>
<td>IMD302</td>
<td>Net Broadcasting</td>
</tr>
<tr>
<td>IMD323</td>
<td>Web Marketing</td>
</tr>
<tr>
<td>IMD329</td>
<td>User Centered Design I</td>
</tr>
<tr>
<td>IMD339</td>
<td>User Centered Design II</td>
</tr>
<tr>
<td>IMD350</td>
<td>Interactive Motion Scripting II</td>
</tr>
<tr>
<td>IMD375</td>
<td>Database Systems</td>
</tr>
<tr>
<td>IMD380</td>
<td>Web Site Development II</td>
</tr>
<tr>
<td>IMD402</td>
<td>Designing for Server Side Technology</td>
</tr>
<tr>
<td>IMD404</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>IMD405</td>
<td>Senior Project I</td>
</tr>
<tr>
<td>IMD414</td>
<td>Designing Dynamic Web Sites</td>
</tr>
<tr>
<td>IMD415</td>
<td>Senior Project II</td>
</tr>
<tr>
<td>IMD440</td>
<td>Portfolio Preparation</td>
</tr>
<tr>
<td>IMD450</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>VEMG200</td>
<td>Broadcast and Motion Graphics</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Core Curriculum Credits</strong></td>
</tr>
</tbody>
</table>

**Liberal Studies Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM443</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Elective Liberal Studies Courses</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>54</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Graduation</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

*Any 8 Liberal Studies courses not specified above.
The International Culinary School at The Art Institute of Las Vegas
Dining is more than just eating; it’s the full experience of taste, aroma, and presentation. Culinary Arts brings together people, food, and creativity to delight not only the palate, but all the senses. America’s interest in culinary arts is growing and prospering. Restaurants, hotels, clubs, resorts, convention centers, lifestyle communities, hospitals and entertainment facilities all offer career opportunities for the culinary profession.

The curriculum for The International Culinary School at The Art Institute of Las Vegas is based on classical French, Asian, and Latin culinary techniques, emphasizing progressive trends and practices and introduces a variety of international cuisines. Students have the opportunity to learn in industry-current kitchens and receive practical, hands-on experience.

Our culinary curriculum is designed to develop and sharpen fundamental cooking techniques and professional skills – from using kitchen tools, to managing a menu, to working as part of a team. Once the basics are mastered, then it’s on to explore a world of cuisines—from the classics to those emerging in popularity.

The International Culinary School at The Art Institute of Las Vegas is designed to provide students with unique opportunities for a culinary education beyond the classroom. Real-world internships, a student-run school restaurant, guest lectures, and webinars are available to help broaden the scope of learning.

Baking & Pastry
Associate of Science: 90 credits; 6 11-week quarters

*Participation in this program may be limited by local drinking age requirements. Please contact your Chef Director for information.*

The Baking & Pastry Associate of Science program at The Art Institute of Las Vegas has been placed on student achievement show-cause by their accreditor, The Accrediting Council for Independent Colleges and Schools (ACICS), due to material noncompliance with its placement rate standard of 60%.

The Associate of Science degree program in Baking & Pastry 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, is designed to enhance the students’ ability to meet the challenges of an increasingly demanding and rapidly changing field. Students 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 entry-level employment in bakeries, restaurants, hotels, resorts, and other catering or foodservice institutional settings.

**PROGRAM OBJECTIVES:**
Upon completion of the program, graduates should be able to:

- Seek entry-level positions in the retail, commercial, and food service 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.

**Entry-Level Employment Opportunities**
Graduates of the Baking & Pastry (AS) program are prepared to seek entry-level jobs within their field, such as bagel maker, bread baker, dough maker, pastry baker, pastry finisher, pie baker, and pie maker.
**Gainful Employment Information**
Please visit [ge.artinstitutes.edu/programoffering/511](ge.artinstitutes.edu/programoffering/511) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Associate of Science in Baking & Pastry program.

**Associate of Science in Baking & Pastry**

<table>
<thead>
<tr>
<th>Core Curriculum Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>CUL107</td>
<td>Concepts &amp; Theories of Culinary Techniques</td>
</tr>
<tr>
<td>CUL110</td>
<td>Fundamentals of Classical Techniques</td>
</tr>
<tr>
<td>CUL115</td>
<td>American Regional Cuisine</td>
</tr>
<tr>
<td>CUL128</td>
<td>Introduction to Pastry Techniques &amp; Dessert Artistry</td>
</tr>
<tr>
<td>CUL206</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
</tr>
<tr>
<td>CUL207</td>
<td>Management by Menu</td>
</tr>
<tr>
<td>CUL218</td>
<td>Management, Supervision, &amp; Career Development</td>
</tr>
<tr>
<td>CUL219</td>
<td>Food &amp; Beverage Operations Management</td>
</tr>
<tr>
<td>CUL220</td>
<td>Classical European Cuisines</td>
</tr>
<tr>
<td>CUL230</td>
<td>À la Carte Kitchen &amp; Dining Room Service</td>
</tr>
<tr>
<td>CUL233</td>
<td>Capstone/Portfolio</td>
</tr>
<tr>
<td>CUL241</td>
<td>Artisan Breads &amp; Baking Production</td>
</tr>
<tr>
<td>CUL242</td>
<td>European Cakes &amp; Tortes</td>
</tr>
<tr>
<td>CUL251</td>
<td>Advanced Patisserie &amp; Display Cakes</td>
</tr>
<tr>
<td>CUL271</td>
<td>Chocolate, Confections &amp; Centerpieces</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liberal Studies Requirements</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
</tr>
<tr>
<td>SCI156</td>
<td>Nutritional Science</td>
</tr>
<tr>
<td>*Elective Liberal Studies Courses</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Non-Credit Degree Milestones**
ServSafe Certification Required

| **Total Credits Required for Graduation** | **90** |

*Any one Liberal Studies course not specified above.*
Culinary Arts
Associate of Science: 90 credits; 6 11-week quarters

Participation in this program may be limited by local drinking age requirements. Please contact your Chef Director for information.

The Associate of Science degree program in Culinary Arts 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 explore international cuisine. Students will have the opportunity to 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 is designed to provide students with business acumen. The program focuses on both production and individual skills necessary to seek entry-level employment in restaurants, hotels, resorts, and other catering or foodservice institutional settings.

PROGRAM OBJECTIVES:
Upon 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.

Entry-Level Employment Opportunities
Graduates of Associate of Science in Culinary Arts degree program will be prepared to seek entry level positions in the culinary arts such as prep cook, and pantry cook.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/512 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Associate of Science in Culinary Arts program.
### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL107</td>
<td>Concepts &amp; Theories of Culinary Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CUL110</td>
<td>Fundamentals of Classical Techniques</td>
<td>6</td>
</tr>
<tr>
<td>CUL115</td>
<td>American Regional Cuisine</td>
<td>6</td>
</tr>
<tr>
<td>CUL128</td>
<td>Introduction to Pastry Techniques &amp; Dessert Artistry</td>
<td>6</td>
</tr>
<tr>
<td>CUL205</td>
<td>Garde Manger</td>
<td>6</td>
</tr>
<tr>
<td>CUL206</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
<td>3</td>
</tr>
<tr>
<td>CUL207</td>
<td>Management by Menu</td>
<td>3</td>
</tr>
<tr>
<td>CUL216</td>
<td>Asian Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL218</td>
<td>Management Supervision &amp; Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CUL219</td>
<td>Food &amp; Beverage Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>CUL220</td>
<td>Classical European Cuisines</td>
<td>3</td>
</tr>
<tr>
<td>CUL221</td>
<td>World Cuisines</td>
<td>3</td>
</tr>
<tr>
<td>CUL222</td>
<td>Latin Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL229</td>
<td>Art Culinaire</td>
<td>6</td>
</tr>
<tr>
<td>CUL230</td>
<td>Á la Carte Kitchen &amp; Dining Room Service</td>
<td>6</td>
</tr>
<tr>
<td>CUL233</td>
<td>Capstone/Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Curriculum Credits** 66

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>SCI156</td>
<td>Nutritional Science</td>
<td>4</td>
</tr>
<tr>
<td><em>Elective Liberal Studies Courses</em></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Required Liberal Studies Credits** 24

### Non-Credit Degree Milestones

- ServSafe Certification Required

**Total Credits Required for Graduation** 90

*Any one Liberal Studies course not specified above.*
Culinary Management
Bachelor of Science: 180 credits; 12 11-week quarters

Participation in this program may be limited by local drinking age requirements. Please contact your Chef Director for information.

The Bachelor of Science in Culinary Management degree program is designed to blend theoretical and hands-on learning in the areas of culinary arts, management, human resources, finance, food and beverage operations and service. Students will have the opportunity to 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 is designed to provide students with business acumen. This degree takes an in-depth, comprehensive approach to culinary education; a management internship 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 developed managerial and leadership skills.

PROGRAM OBJECTIVES:
Upon completion of the program, graduates should be able to:
- Be prepared to seek entry-level positions 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 and maintain profits.
- 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.

Entry-Level Employment Opportunities
Graduates of the Bachelor of Science in Culinary Management degree program have the opportunity to leave the school with a comprehensive portfolio of their work and are prepared to seek entry-level positions with restaurants, hotels, food service institutions, catering and other culinary or hospitality related business in positions such as inventory control manager, assistant banquet director, assistant cafeteria director, chef de partie, line cook, saucier, or specialty cook.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/513 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Bachelor of Science in Culinary Management program.

<table>
<thead>
<tr>
<th>Bachelor of Science in Culinary Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum Requirements</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>BUS221</td>
</tr>
<tr>
<td>BUS404</td>
</tr>
<tr>
<td>CM303</td>
</tr>
<tr>
<td>CM312</td>
</tr>
<tr>
<td>CM313</td>
</tr>
<tr>
<td>CM321</td>
</tr>
<tr>
<td>CM322</td>
</tr>
<tr>
<td>CM323</td>
</tr>
<tr>
<td>CM325</td>
</tr>
<tr>
<td>CM402</td>
</tr>
</tbody>
</table>
### Core Curriculum Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM411</td>
<td>Senior Culinary Practicum</td>
<td>4</td>
</tr>
<tr>
<td>CM412</td>
<td>Global Management &amp; Operating in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>CM413</td>
<td>Foodservice Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>CM430</td>
<td>Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CUL107</td>
<td>Concepts &amp; Theories of Culinary Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CUL110</td>
<td>Fundamentals of Classical Techniques</td>
<td>6</td>
</tr>
<tr>
<td>CUL115</td>
<td>American Regional Cuisine</td>
<td>6</td>
</tr>
<tr>
<td>CUL128</td>
<td>Introduction to Pastry Techniques &amp; Dessert Artistry</td>
<td>6</td>
</tr>
<tr>
<td>CUL205</td>
<td>Garde Manger</td>
<td>6</td>
</tr>
<tr>
<td>CUL206</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
<td>3</td>
</tr>
<tr>
<td>CUL207</td>
<td>Management by Menu</td>
<td>3</td>
</tr>
<tr>
<td>CUL216</td>
<td>Asian Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL218</td>
<td>Management Supervision &amp; Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CUL219</td>
<td>Food &amp; Beverage Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>CUL220</td>
<td>Classical European Cuisines</td>
<td>3</td>
</tr>
<tr>
<td>CUL221</td>
<td>World Cuisines</td>
<td>3</td>
</tr>
<tr>
<td>CUL222</td>
<td>Latin Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL229</td>
<td>Art Culinaire</td>
<td>6</td>
</tr>
<tr>
<td>CUL230</td>
<td>À la Carte Kitchen &amp; Dining Room Service</td>
<td>6</td>
</tr>
<tr>
<td>CUL233</td>
<td>Capstone/Portfolio</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (To total 9 credits)</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td>118</td>
<td></td>
</tr>
</tbody>
</table>

### Liberal Studies Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS302</td>
<td>Leadership &amp; Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS341</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>COM101</td>
<td>Communication for College &amp; Career Success</td>
<td>3</td>
</tr>
<tr>
<td>COM140</td>
<td>Speech &amp; Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENG110</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>HUM201</td>
<td>Historical &amp; Political Issues</td>
<td>4</td>
</tr>
<tr>
<td>HUM290</td>
<td>Liberal Studies Capstone</td>
<td>1</td>
</tr>
<tr>
<td>MTH105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>SCI156</td>
<td>Nutritional Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Liberal Studies Courses</strong></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

### Non-Credit Degree Milestones

- ServSafe Certification Required

| **Total Credits Required for Graduation** | 180 |

* Electives may be any culinary courses not otherwise required. Students must meet the prerequisites for the elected course.

** Any 8 Liberal Studies Courses not specified above.
**Baking & Pastry Diploma**

Diploma: 55 credits; 5 11-week quarters

*Participation in this program may be limited by local drinking age requirements. Please contact your Chef Director for information.*

Baking & Pastry diploma program students will have 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 will have the opportunity to build the necessary skills and abilities to confidently meet the challenges of the baking, pastry and food service industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen.

**Entry-Level Employment Opportunities**

Graduates of the Diploma in Baking & Pastry program are prepared to seek entry-level employment in the culinary industry such as bagel makers, bread makers, dough makers, pastry bakers, pastry finishers, pie bakers, or pie makers..

**PROGRAM OBJECTIVES:**

Upon 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.

**Gainful Employment Information**

Please visit [ge.artinstitutes.edu/programoffering/3333](ge.artinstitutes.edu/programoffering/3333) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Baking & Pastry diploma program.

<table>
<thead>
<tr>
<th>Baking &amp; Pastry Diploma</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>CUL107</td>
<td>Concepts &amp; Theories of Culinary Techniques</td>
</tr>
<tr>
<td>CUL110</td>
<td>Fundamentals of Classical Techniques</td>
</tr>
<tr>
<td>CUL115</td>
<td>American Regional Cuisine</td>
</tr>
<tr>
<td>CUL128</td>
<td>Introduction to Pastry Techniques &amp; Dessert Artistry</td>
</tr>
<tr>
<td>CUL206</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
</tr>
<tr>
<td>CUL218</td>
<td>Management, Supervision, &amp; Career Development</td>
</tr>
<tr>
<td>CUL222</td>
<td>Latin Cuisine</td>
</tr>
<tr>
<td>CUL241</td>
<td>Artisan Breads &amp; Baking Production</td>
</tr>
<tr>
<td>CUL242</td>
<td>European Cakes &amp; Tortes</td>
</tr>
<tr>
<td>CUL251</td>
<td>Advanced Patisserie &amp; Display Cakes</td>
</tr>
<tr>
<td>CUL271</td>
<td>Chocolate, Confections &amp; Centerpieces</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liberal Studies Requirements</strong></th>
<th><strong>Course Code</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI156</td>
<td>Nutritional Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-Credit Degree Milestones**

<table>
<thead>
<tr>
<th><strong>ServSafe Certification Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
</tr>
</tbody>
</table>
**Culinary Arts**
Diploma: 55 credits; 5 11-week quarters

*Participation in this program may be limited by local drinking age requirements. Please contact your Chef Director for information.*

The Culinary Arts Diploma program at The Art Institute of Las Vegas has been placed on student achievement show-cause by their accreditor, the Accrediting Council for Independent Colleges and Schools ("ACICS"), due to material noncompliance with its retention rate standard of 60%.

The diploma program in Culinary Arts is designed to focus on the fundamentals of cooking, baking, knife skills, nutrition, sanitation, safety, food production, kitchen operations, and food selection and purchasing. Students have the opportunity to learn about modern, regional, and classic cuisine, cover a variety of international styles, and practice these skills in professional kitchens. Students also have the opportunity to learn the basic management skills they need to assist them in achieving their career goals.

**Entry-Level Employment Opportunities**
Graduates of Associate of Science in Culinary Arts degree program will be prepared to seek entry level positions in the culinary arts such as line cook, saucier, griddle attendant, griddle cook, grill cook, prep cook, and pantry cook.

**PROGRAM OBJECTIVES:**
Upon completion of the program, graduates should be able to:
- Cook and present various ethnic cuisines professionally.
- Work as a professional team member.

**Gainful Employment Information**
Please visit [ge.artinstitutes.edu/programoffering/3334](http://ge.artinstitutes.edu/programoffering/3334) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Culinary Arts diploma program.

<table>
<thead>
<tr>
<th>Culinary Arts Diploma</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>CUL107</td>
<td>Concepts &amp; Theories of Culinary Techniques</td>
</tr>
<tr>
<td>CUL110</td>
<td>Fundamentals of Classical Techniques</td>
</tr>
<tr>
<td>CUL115</td>
<td>American Regional Cuisine</td>
</tr>
<tr>
<td>CUL128</td>
<td>Introduction to Pastry Techniques &amp; Dessert Artistry</td>
</tr>
<tr>
<td>CUL205</td>
<td>Garde Manger</td>
</tr>
<tr>
<td>CUL206</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
</tr>
<tr>
<td>CUL216</td>
<td>Asian Cuisine</td>
</tr>
<tr>
<td>CUL218</td>
<td>Management Supervision &amp; Career Development</td>
</tr>
<tr>
<td>CUL219</td>
<td>Food &amp; Beverage Operations Management</td>
</tr>
<tr>
<td>CUL221</td>
<td>World Cuisines</td>
</tr>
<tr>
<td>CUL222</td>
<td>Latin Cuisine</td>
</tr>
<tr>
<td>CUL230</td>
<td>À la Carte Kitchen &amp; Dining Room Service</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Liberal Studies Requirements</strong></th>
<th><strong>Course Code</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI156</td>
<td>Nutritional Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Liberal Studies Credits</strong></td>
<td><strong>4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Non-Credit Degree Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ServSafe Certification Required</td>
</tr>
</tbody>
</table>

| **Total Credits Required for Graduation** | **55** |
Digital Image Management
Diploma: 48 credits; 4 11-week quarters

The Digital Image Management diploma program is designed to prepare graduates to seek entry-level positions in their chosen field. The program primarily focuses on the creation of digital photography and videos, the development of websites, publishing electronic images for print and the web, and basic business principles.

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. Student will develop an online portfolio that demonstrates their skills and is designed to assist them to effectively transition into the workplace.

Entry-Level Employment Opportunities
Graduates of the Diploma in Digital Image Management program function as an assistant for a professional photographer, archivist, and digital asset manager.

PROGRAM OBJECTIVES:
Upon completion of the 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.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/3125 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Digital Image Management diploma program.

<table>
<thead>
<tr>
<th>Digital Image Management Diploma</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>BUS121</td>
<td>Fundamentals of Marketing</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>GD411</td>
<td>Advanced Digital Imaging</td>
</tr>
<tr>
<td>GD413</td>
<td>Digital Portfolio</td>
</tr>
<tr>
<td>GD420</td>
<td>Advanced Digital Illustration</td>
</tr>
<tr>
<td>IMD210</td>
<td>Web Authoring I</td>
</tr>
<tr>
<td>IMD215</td>
<td>Digital Video Editing</td>
</tr>
<tr>
<td>PHG103</td>
<td>Digital Color Theory</td>
</tr>
<tr>
<td>PHG110</td>
<td>Principles of Photography</td>
</tr>
<tr>
<td>PHG150</td>
<td>Photographic Design</td>
</tr>
<tr>
<td>PHG207</td>
<td>Digital Darkroom</td>
</tr>
<tr>
<td>PHG217</td>
<td>Digital Darkroom II</td>
</tr>
<tr>
<td>PHG260</td>
<td>Business of Photography</td>
</tr>
<tr>
<td>PHG450</td>
<td>Exhibition Printing</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
Fashion Retailing
Diploma: 48 credits; 4 11-week quarters

The Fashion Retailing diploma program is designed to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. Graduates will have the opportunity to be able to effectively understand and meet the customer’s needs, and ultimately encourage sales. Graduates will have the opportunity to accomplished this by developing 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 program will have the opportunity to learn how to evaluate apparel construction, identify appropriate characteristics and uses of different textiles. They will also have the opportunity to gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

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

- Define retailing, to include “bricks-and-mortar”, “clicks-and-mortar”, direct marketers with clicks-and-mortar retailing operations, and bricks-and-mortar retailers, and relate them to the marketing concept with an emphasis on the total retail experience.
- Discuss why customer and channel relationships must be developed in today’s highly competitive marketplace.
- Explain the steps in strategic planning for retailers, to include: situation analysis, objectives, and identification of consumers, overall strategy, specific activities, control and feedback.

Gainful Employment Information
Please visit [ge.artinstitutes.edu/programoffering/3126](http://ge.artinstitutes.edu/programoffering/3126) for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Fashion Retailing diploma program.

<table>
<thead>
<tr>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
</tr>
<tr>
<td>BUS119</td>
</tr>
<tr>
<td>BUS121</td>
</tr>
<tr>
<td>BUS220</td>
</tr>
<tr>
<td>FRM122</td>
</tr>
<tr>
<td>FRM131</td>
</tr>
<tr>
<td>FRM135</td>
</tr>
<tr>
<td>FRM140</td>
</tr>
<tr>
<td>FRM141</td>
</tr>
<tr>
<td>FRM220</td>
</tr>
<tr>
<td>FRM221</td>
</tr>
<tr>
<td>FRM223</td>
</tr>
<tr>
<td>FRM232</td>
</tr>
<tr>
<td>FRM234</td>
</tr>
<tr>
<td>FRM325</td>
</tr>
<tr>
<td>FRM331</td>
</tr>
<tr>
<td>FRM337</td>
</tr>
<tr>
<td><strong>Total Required Core Curriculum Credits</strong></td>
</tr>
<tr>
<td><strong>Total Credits Required for Graduation</strong></td>
</tr>
</tbody>
</table>
Web Design & Development
Diploma: 48 credits; 4 11-week quarters

The Web Design & Development diploma program is designed to teach students how to create the look, feel and functionality of World Wide Web pages for client Web sites. This involves developing a design that effectively communicates the ideas being promoted by the Web sites, and focusing on the ways in which the Web sites function for optimum information delivery. The program will also focus on the design and development of mobile device applications.

Students will develop abilities in aspects of Web design, computer languages, and multimedia skills, along with developing a professional portfolio as a formal transition into the workplace. Students will also have the opportunity to learn to adapt the industry standard programs, techniques and standards in a field that is quickly and continuously changing.

PROGRAM OBJECTIVES:
Upon completion of the program, graduates should be able to:
- Demonstrate content integration between text and graphics.
- Apply interactive design principles to a Web site.
- Select and apply appropriate visual elements.
- Select specific design approaches that appeal to a chosen audience.
- Create and optimize graphics for print and web.
- Apply interface design principles.
- Select specific design approaches that appeal to a chosen audience.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/3278 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Web Design & Development diploma program.

<table>
<thead>
<tr>
<th>Web Design &amp; Development Diploma</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
</tr>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
</tr>
<tr>
<td>GD106</td>
<td>Typography – Traditional</td>
</tr>
<tr>
<td>GD107</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>GD121</td>
<td>Design Layout</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>IMD121</td>
<td>Web Scripting</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
</tr>
<tr>
<td>IMD203</td>
<td>Introduction to Scripting Languages</td>
</tr>
<tr>
<td>IMD210</td>
<td>Web Authoring I</td>
</tr>
<tr>
<td>IMD213</td>
<td>Intermediate Scripting Languages</td>
</tr>
<tr>
<td>IMD220</td>
<td>Web Authoring II</td>
</tr>
<tr>
<td>IMD225</td>
<td>Design and Interface for Interactive Media</td>
</tr>
<tr>
<td>IMD244</td>
<td>Design for Mobile Devices</td>
</tr>
<tr>
<td>IMD329</td>
<td>User Centered Design I</td>
</tr>
<tr>
<td>IMD450</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>Total Required Core Curriculum Credits</td>
<td>48</td>
</tr>
<tr>
<td>Total Credits Required for Graduation</td>
<td>48</td>
</tr>
</tbody>
</table>
Web Design & Interactive Communications
Diploma: 48 credits; 4 11-week quarters

The Web Design & Interactive Communications diploma 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 prepares them for the professional world. Students will also have the opportunity to be trained in current web technologies and in project management on assignments that may enhance their personal portfolio.

PROGRAM OBJECTIVES:
Upon 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.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/31277 for program duration, tuition, fees, other costs, median debt, alumni success, and other important info on the Web Design & Interactive Communications diploma program.

<table>
<thead>
<tr>
<th>Web Design &amp; Interactive Communications Diploma</th>
<th>Core Curriculum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
</tr>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
</tr>
<tr>
<td>GD121</td>
<td>Design Layout</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>IMD130</td>
<td>Interactive Motion Design I</td>
</tr>
<tr>
<td>IMD210</td>
<td>Web Authoring I</td>
</tr>
<tr>
<td>IMD213</td>
<td>Intermediate Scripting Languages</td>
</tr>
<tr>
<td>IMD220</td>
<td>Web Authoring II</td>
</tr>
<tr>
<td>IMD223</td>
<td>Advanced Scripting Languages</td>
</tr>
<tr>
<td>IMD225</td>
<td>Design and Interface for Interactive Media</td>
</tr>
<tr>
<td>IMD244</td>
<td>Design for Mobile Devices</td>
</tr>
<tr>
<td>IMD267</td>
<td>Writing for Interactive Design</td>
</tr>
<tr>
<td>IMD300</td>
<td>Interactive Motion Scripting I</td>
</tr>
<tr>
<td>IMD402</td>
<td>Designing for Server Side Technology</td>
</tr>
<tr>
<td>IMD414</td>
<td>Designing Dynamic Web Sites</td>
</tr>
<tr>
<td>IMD450</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>Total Required Core Curriculum Credits</td>
<td>48</td>
</tr>
<tr>
<td>Total Credits Required for Graduation</td>
<td>48</td>
</tr>
</tbody>
</table>
COURSE WORK

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.

Course Prefix Letter Code and Numbering System

Course Prefix Letter Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV</td>
<td>Advertising</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>AUD</td>
<td>Audio</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Science</td>
</tr>
<tr>
<td>COM</td>
<td>Communications</td>
</tr>
<tr>
<td>CUL</td>
<td>Culinary</td>
</tr>
<tr>
<td>CM</td>
<td>Culinary Management</td>
</tr>
<tr>
<td>DFVP</td>
<td>Digital Film &amp; Video Production</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>FD</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>FRM</td>
<td>Fashion Retail &amp; Management</td>
</tr>
<tr>
<td>GAD</td>
<td>Game Art Design</td>
</tr>
<tr>
<td>GD</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>ID</td>
<td>Interior Design</td>
</tr>
<tr>
<td>IMD</td>
<td>Interactive &amp; Media Design</td>
</tr>
<tr>
<td>MIA</td>
<td>Media Arts &amp; Animation</td>
</tr>
<tr>
<td>MTH</td>
<td>Mathematics</td>
</tr>
<tr>
<td>PHG</td>
<td>Photography</td>
</tr>
<tr>
<td>SBS</td>
<td>Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
<tr>
<td>VEMG</td>
<td>Video Effects &amp; Motion Graphics</td>
</tr>
<tr>
<td>WDIM</td>
<td>Web Design &amp; Interactive Media</td>
</tr>
</tbody>
</table>

Course Numbering

Liberal Studies courses with 100- or 200-level course numbers are considered lower level and are typically taken in the first two years of academic study. Courses with 300- or 400-level course numbers are considered upper level and typically taken in the third and fourth academic years of study.
Design, Media Arts and Fashion Course Descriptions

ADVA101 Fundamentals of Advertising
3 quarter credits
Prerequisite: None
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.

ADVA110 Survey of Advertising
3 quarter credits
Prerequisites: None
This course is a basic introduction to advertising, its history, potential and limitations. We will examine the role of advertising and different methods of communication, as well as the advertising spiral, advertising objectives, advertising copy, and federal regulations. We will analyze media choices and strategies, research, target audiences and creating campaigns. The course will also help the student recognize emerging trends and capitalize on them.

ADVA130 Conceptual and Strategic Thinking
3 quarter credits
Prerequisites: GD123
Exercises in creative problem solving will strengthen and expand the student's concept generation skills. Critical analysis, problem identification, and idea refinement will be the focus in producing media content for targeted audiences and intended delivery systems. Students will have the opportunity to learn basic skills that will support their learning throughout the course and help them create a foundation for nurturing creativity in their work and lives. They will be given the tools to help them identify and solve problems, formulate objectives, and create a plan to reach their objectives.

ADVA201 Fundamentals of Marketing
3 quarter credits
Prerequisite: None
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.

ADVA204 Consumer Behavior & Persuasive Sales Techniques
3 quarter credits
Prerequisite: ADVA201
Examines the cultural, social, psychological and individual variables involved in consumer behavior. Review marketing practices that influence buyer decisions. Focus on the essential skills and persuasive techniques to affect a sales cycle.

ADVA205 History of Advertising
3 quarter credits
Prerequisite: None
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.

ADVA208 Principles of Marketing Research
3 quarter credits
Prerequisite: None
Marketing research as a tool for developing strategies. The source of data, sampling procedures, questionnaire design, data collection and analysis.

ADVA214 Advertising Copywriting
3 quarter credits
Prerequisite: ENG101
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.

ADVA215 Advertising Storyboarding & Scriptwriting
3 quarter credits
Prerequisite: ADVA214
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.

ADVA300 Introduction to Advertising Campaign
3 quarter credits
Prerequisites: GD311, GD316, and GD402
Students in the course research, create, and present mixed-media campaigns. The students have the opportunity to learn the fundamentals of conceiving and executing an integrated local/regional advertising campaign that utilizes major advertising media.

ADVA303 Interactive Advertising
3 quarter credits
Prerequisite: MRKA204
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.

ADVA307 Brand Strategy
3 quarter credits
Prerequisite: FADA308
The role of branding and brand identity. Examines brand value, framework and positioning and their importance to building strong, enduring brands.

ADVA322 Digital Media Campaigns
3 quarter credits
Prerequisite: ADVA201
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).

ADV350 Advertising Sales and Ratings
3 quarter credits
Prerequisites: BUS121 and BUS321
This course focuses on a review of advertising fundamentals, their potential and limitations, advertising methods, objectives, copy, federal regulations, salesmanship, and the proper positioning of a client. Servicing accounts and interfacing with advertising agencies will also be covered.

ADV400 Interactive Advertising
3 quarter credits
Prerequisites: BUS321 and IMD210
The development of interactive commerce is one factor that has led to the demand for advertising and marketing on-line. In this course, students compare traditional and interactive outlets in order to develop a clear understanding of the differences and similarities between businesses in this new environment. Students have the opportunity to learn to apply traditional principles where they are appropriate and to discover and apply a new fundamental understanding to developing and working within the various interactive environments. Marketing, advertising and sales on the Web, addressing the elements and requirements of information distribution will also be covered.

ART101 Drawing & Perspective
3 quarter credits
Prerequisites: None
This is a fundamental drawing course in which students will explore various art and media, learn to use a variety of drawing tools, draw three-dimensional objects in one-, two-, and three-point perspective, and generate drawings that demonstrate correct proportions of models.
AUD111 Digital Audio I
3 quarter credits
Prerequisites: None
This course introduces students to 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. Through lectures and in-class projects, students will develop knowledge and skills needed to operate non-linear audio workstations.

AUD112 Music Theory I
3 quarter credits
Prerequisites: None
This course introduces students to the rudiments of music theory. Students have the opportunity to 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.

AUD113 Audio Technology II
3 quarter credits
Prerequisites: AUD110
In this course, students continue to study the principles of audio signals and the equipment used to record, process, and distribute audio content. 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. Some of the topics studied in depth are: signal processors, dynamic range, distortion, analogue recording, and Society of Motion Picture & Television Engineers time code.

AUD115 Music Theory II
3 quarter credits
Prerequisites: AUD112
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 have the opportunity to learn to create simple lead sheets. An ear-training component will extend the work from Music Theory I to include more complex chords and intervals.

AUD116 - Audio Recording I
3 quarter credits
Prerequisites: AUD110
This course will introduce the student to live two-track and multi-track recording with an emphasis on live recordings for drama and theater productions. Students will be introduced to microphone placement and techniques, sound effects creation, dialog and voice-over recording, live mixing and recording in a live environment. Other topics include the creation of proper pre-production documentation and developing skills to work with and direct vocal talent.

AUD125 Voice Acting
3 quarter credits
Prerequisites: None
This course will introduce the student to voice acting for live audio production in the studio. The students will have the opportunity to learn how to break down a script, work with breathing and vocal exercises and perform in both monologues and the vocal parts of an audio production during a live-to-tape production.

AUD201 Physics of Sound
3 quarter credits
Prerequisites: AUD102
This course will be a continuation of AUD102 and will further explore sound theory, acoustics and psycho-acoustics. Topics will include reverberation, noise control, and the behavior and interaction of sound in different environments.

AUD210 Acoustics
3 quarter credits
Prerequisites: AUD201
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. Concepts will be presented through lectures and case studies.

ART124 Design History
3 quarter credits
Prerequisites: None
This course examines the influences of societal trends, historical events, technological developments, and the fine arts on contemporary graphic design, illustration, typographic design, architectural design, photography, and fashionable design trends in general. Through lectures, supplied visual examples, independent research, and design assignments, the student will gain insight into a variety of major design influences. The student will have the opportunity to learn how to research and utilize a wide variety of design styles.
AUD211 Digital Audio II
3 quarter credits
Prerequisites: AUD111 or AUD116
Students have the opportunity to 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.

AUD225 Broadcasting
3 quarter credits
Prerequisites: AUD211 or AUD216
This course serves as an overview of radio broadcasting, streaming media and podcasting. Students will write, produce and perform audio news spots, ads, features and interviews for radio and web. Students will also have the opportunity to learn the technology of traditional broadcast and new media.

AUD301 Digital Audio III
3 quarter credits
Prerequisites: AUD211 and DFVP301
This course covers in depth the use of Pro Tools in a number of different professional studio operation scenarios. Topics include Society of Motion Picture & Television Engineers time code and synchronization, digital console automation, Open Media Framework file transfers, synchronization and machine control in postproduction, and introduction to surround mixing and surround formats.

AUD311 Electronics III
3 quarter credits
Prerequisites: AUD304
In Electronics III, students focus on the theoretical principles, physical properties, build, and characteristics of various microphones. They will have the opportunity to learn to take apart and assemble the components of a microphone and perform basic troubleshooting and repairing of microphones.

AUD212 Listening & Analysis
3 quarter credits
Prerequisites: AUD210
This course introduces the student to ear-training and critical listening from the perspective of the audio engineer and contemporary production techniques. The student will have the opportunity to learn to aurally analyze and identify typical contemporary popular song forms and the production techniques used to create them.

AUD214 Electronics I
3 quarter credits
Prerequisites: None
This course introduces students 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.

AUD216 - Audio Recording II
3 quarter credits
Prerequisites: AUD116
Students expand and develop the skills developed in Audio Recording I by producing live audio dramas in the studio. The students will setup and strike equipment as necessary, create the sound effects and music cues live, and perform all aspects of audio recording during the live production.

AUD218 Live Sound Reinforcement
3 quarter credits
Prerequisites: AUD210 and AUD216
In this course, students will have the opportunity to learn to set up, operate and trouble-shoot various pieces of audio equipment for typical live sound reinforcement. Topics include reading and creating block diagrams of audio systems, wiring speakers, connecting power, testing and adjusting microphones, designing and troubleshooting sound systems, and fine-tuning reinforcement effects. In addition, stage set-up and terminology will be covered.

AUD314 Digital Audio IV
3 quarter credits
Prerequisites: AUD216
In this course, students explore digital audio theory and interact with analog consoles, digital recorders, external Digital Signal Processor, 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 interchange standards, and synchronization methods.

**AUD399 Internship II**
3 quarter credits; 99 clock hours
Prerequisites: Permission of Academic Chair and BUS299
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. Students will gain the experience they need to enter the field upon graduation.

**AUD403 Special Topics**
3 quarter credits
Prerequisites: Permission of Academic Chair
Topics are based on trends and developments in audio. Lectures, demonstrations or research reports pertaining to areas of interest in audio production will be presented by resident faculty, expert visitors and/or working professionals. Group projects may also be assigned.

**AUD411 Portfolio Preparation**
3 quarter credits
Prerequisites: Permission of Academic Chair
In this first portfolio course, students will assess personal strengths to establish a career goal and decide how to organize their audio and video production work in a graduation portfolio. Guided by a faculty or a team of faculty, each student assembles a preliminary portfolio and identifies areas for more work and/or content enhancement.

**AUD421 Portfolio Presentation**
3 quarter credits
Prerequisites: Permission of Academic Chair and AUD411
Built on the collection of work from Portfolio Preparation, this course allows each student to complete the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense.

**BUS121 Fundamentals of Marketing**
3 quarter credits
Prerequisites: None
This course addresses 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 have the opportunity to learn how to identify the ways in which world events and cultural assumptions influence marketing.

**BUS118 Broadcast & Copyright Law**
3 quarter credits
Prerequisites: None
This course introduces students to both broadcast law and laws concerning intellectual property, copyright and trademarks. Through an overview of the history of broadcast law, the students will examine general principles that apply to the daily broadcast business. In addition to covering libel law and the Federal Communications Commission (FCC), this course encompasses legal issues related to radio, television, internet, trademarks, copyrights, the First Amendment, obscenity, and indecency.

**BUS110 Business Fundamentals**
3 quarter credits
Prerequisites: None
This course is designed to examine entrepreneurial enterprises as a means of self-employment. The course provides a detailed view of the concepts, practices, strategies, legalities, and decision-making involved in successfully establishing and operating one's own business. The basic structure of this course will guide the student in developing a strong working knowledge of creating business credit and banking relations.

**BUS119 Introduction to Retailing**
3 quarter credits
Prerequisites: None
This course examines the cultural, social, and individual variables involved in consumer behavior. It also reviews how they are incorporated into buyer decision processes and marketing practices.

**BUS119 Introduction to Retailing**
3 quarter credits
Prerequisites: None
This course is a basic introduction to advertising, its history, potential and limitations. We will examine various definitions of advertising and different methods of communication, as well as the advertising spiral, advertising objectives, advertising copy, and federal regulations. In addition, we will look at how advertising has changed over the years and been affected by the culture that has produced it. Learning about the major events, trends, and influences on advertising will help the student place current events in context and help nourish the student’s understanding of the possibilities of various types of ads and advertising campaigns. The course will also help the student recognize and capitalize on emerging trends.

**BUS220 Consumer Behavior**
3 quarter credits
Prerequisites: None
This course provides a detailed view of the 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 have the opportunity to learn how to identify the ways in which world events and cultural assumptions influence marketing.
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.

**BUS225 Copyright Law**
3 quarter credits  
Prerequisites: None  
Copyright Law provides an in-depth exploration of competitive business practices with emphasis on the protection of intellectual property, including copyright, trademark, business and service marks.

**BUS250 Contracts, Negotiations, and Copyrights**
3 quarter credits  
Prerequisites: None  
This course explores the current laws concerning contracts and copyrights. In addition, students are introduced to the negotiation of successful business agreements.

**BUS299 Internship**
3 quarter credits; 99 clock hours  
Prerequisites: Permission of Academic Chair  
Through a field internship experience, students will be able to apply acquired subject matter and career/professional 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 relating to their fields of study. The students will gain experience needed to enter the field upon graduation.

**BUS302 Leadership & Organizational Development**
3 quarter credits  
Prerequisites: CUL218 or Permission of the Academic Chair  
This class covers leadership, organizational management and culture, and the relationship to current organizations. Operating businesses in today’s market means possessing the skills to communicate, critically analyze, and develop beyond the management role in order to bring an operation to its highest level of success. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are the hallmarks of the course.

**BUS321 Principles of Marketing Research**
3 quarter credits  
Prerequisites: BUS121  
The use of the marketing research process as a tool for solving management problems is a focus of this course. The source of data, sampling procedures, questionnaire design, data collection, and analysis will be covered.

**BUS341 Human Resource Management**
3 quarter credits  
Prerequisites: None  
This course introduces the principles and practices of human resource 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.

**BUS404 Innovation & Entrepreneurship**
3 quarter credits  
Prerequisites: CUL233  
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.

**CIS112 Introduction to Design Application**
3 quarter credits  
Prerequisites: None  
This course is designed to provide an introduction to the industry-related graphic software applications currently used in the design professions. Students will be introduced to basic skills and technical devices for electronic production of visual communication. The three areas of concentration are digital illustration, image/photographic manipulation, and page layout.

**CM303 Quality Customer Service Management**
3 quarter credits  
Prerequisites: CUL227 or CUL230  
This class will examine the role of service in the foodservice 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 class will culminate by examining service standards in best-rated restaurants in the United States or minimum standards of leading U.S. hotel chains or companies.

**CM312 Hospitality Marketing**
3 quarter credits  
Prerequisites: None  
This course is an introduction to service marketing as applied to the hospitality industry. This course will cover application of basic marketing concepts and research methods. Design and delivery of marketing components for a hospitality business will be covered. Topics included but not limited to: unique attributes of service marketing, consumer orientation, consumer behavior, market segmentation principles, target marketing, product planning, promotion planning, market research, and competitor analysis.

**CM313 Catering & Events Management**
3 quarter credits  
Prerequisites: CUL219  
This course introduces students to the fundamentals of catering, special events, and sales in the hospitality industry. The course focuses on understanding the caterer’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.

**CM321 Legal Issues & Ethics for Culinarians**
3 quarter credits  
Prerequisites: None  
This 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.

CM322 Exploring Wines & the Culinary Arts
3 quarter credits
Prerequisites: CUL219
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 Chef Director for information.
This course provides an introduction to the production of wine from grapevine 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 (Lab Fee).

CM323 Facilities Management & Design
3 quarter credits
Prerequisites: CUL219
This course provides students with information related to hospitality facility design and maintenance. Foodservice 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, as well as emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.

CM325 Foodservice Technology & Information
3 quarter credits
Prerequisites: CUL219
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.

CM402 Management Internship
3 quarter credits; 99 clock hours
Prerequisites: Permission of Academic Chair
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 Chef Director for information.
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 into the foodservice business. Emphasis is placed on developing hospitality management skills.

CM411 Senior Culinary Practicum
4 quarter credits; 66 clock hours (22 Lecture, 44 Lab)
Prerequisites: Permission of Academic Chair and CUL233
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 Chef Director for information.
This course is intended to be a practical capstone for the culinary management curriculum. It will draw on the majority of disciplines presented earlier in the program. In this class students will plan, organize, and execute functions that will be booked and/or sold to the public. Students in effect, will experience the necessary functions of opening their own restaurant.

CM412 Global Management & Operating in the Hospitality Industry
3 quarter credits
Prerequisites: BUS404
This course provides students with an introduction to the dimensions and nature of the international hospitality industry. It is designed to review the principles of management and to apply management theory to the global marketplace. Students examine the social, cultural, political, and economic environments within which international hospitality operators compete for survival and growth. Topics emphasized include cultural dimensions of management, international management strategy, international marketing, and international human resource management.

CM413 Foodservice Financial Management
3 quarter credits
Prerequisites: CUL206 and BUS221
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.

CM430 Senior Capstone
3 quarter credits
Prerequisites: Permission of Academic Chair
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 Chef Director for information.
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 Chef Director for information.

This course is a continuation of the Associates level Capstone. While the Associates level Capstone focuses on the operational aspects of the business plan, the Baccalaureate Capstone focuses on the managerial aspects of the business plan. Through the competencies developed with previous related studies work, students will continue the development of 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, Balance Sheet, Income Statement, and Cost Analysis, 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 as necessary for completion of the project.

COM101 Communication for College & Career Success
3 quarter credits
Prerequisites: None
In this course, students will explore and identify the elements of college success and have the opportunity to learn to apply these concepts to their future careers. Particular emphasis will be placed on topics such as leadership, communication, and critical thinking. Methods used include small group instruction, journal writing, and self-reflection. Students will work in groups to research and prepare a professional presentation.

COM115 Critical Thinking
4 quarter credits
Prerequisites: None
This course explores the nature of effective thinking. Topics include meaning and analysis, language and thought, understanding and communication, reason and feeling, and personal and objective perspective. Consideration will be given to the significance of the principles of logical validity, the role of care and empathy, and the nature and importance of creativity in thinking and problem-solving processes.

COM140 Speech & Communication
4 quarter credits
Prerequisites: None
The purpose of this course is to enable students to develop and improve their abilities to present themselves in a variety of contexts. The student will have the opportunity to learn how to evaluate the nature of an audience and structure material appropriately, so that ideas and talent are conveyed in the most flattering manner possible.

COM180 Conversational French I
4 quarter credits
Prerequisites: None
This conversational course introduces students to French sounds and letters, with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the French-speaking communities in Francophone countries. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop speaking and listening skills in situations relevant to students' lives.

COM190 Conversational Spanish I
4 quarter credits
Prerequisites: None
This introductory conversational course initiates students to the association between Spanish sounds and letters, with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the Spanish-speaking communities in Latin America, the United States and Spain. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop speaking and listening skills in situations relevant to students’ lives.

COM290 Conversational Spanish II
4 quarter credits
Prerequisites: COM190
This is the second class in Spanish and will build on the knowledge gained from Spanish I. The class will focus more on vocabulary and conversational Spanish in its everyday context. Students will be required to speak and write Spanish more spontaneously and accurately. Students will have the opportunity to work in teams speaking Spanish and building their confidence throughout the course. There will be additional activities such as realistic survival situations, and group work to bring Spanish into daily use in business and in the home. Students will also spend time studying the culture and the customs of several Spanish-speaking countries.

COM443 Advanced Communications
3 quarter credits
Prerequisites: ENG110, COM140
The purpose of this course is to examine the theoretical and practical aspects involved in effective communication. The course will emphasize essential elements of communication in both personal and professional environments, as well as identify and analyze efficient oral and written delivery techniques.

CUL107 Concepts & Theories of Culinary Techniques
3 quarter credits
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 Chef Director for information.
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, 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.

**CUL110 Fundamentals of Classical Techniques**
6 quarter credits
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 Chef Director for information.

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

**CUL115 American Regional Cuisine**
6 quarter credits
Prerequisites: 30 completed credits or higher and ServSafe certification or pass in TAPs

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 Chef Director for information.

The course reinforces the knowledge and skill developed in the preceding classes and helps students build confidence in the techniques of basic cookery. The development of knife skills is accentuated. American Regional Cuisine explores the use of indigenous ingredients in the preparation of traditional and contemporary American specialties. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are introduced and accentuated. Timing and organization skills are emphasized.

**CUL128 Introduction to Pastry Techniques & Dessert Artistry**
6 quarter credits
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 Chef Director for information.

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. Students must pass a practical exam.

**CUL205 Garde Manger**
6 quarter credits
Prerequisites: CUL110 and ServSafe certification

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 Chef Director for information.

This 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.

**CUL206 Sustainable Purchasing & Controlling Costs**
3 quarter credits
Prerequisites: None

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 the supplier selection, planning, and controlling costs, with an introduction to 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.

**CUL207 Management by Menu**
3 quarter credits
Prerequisites: CUL206

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.

**CUL216 Asian Cuisine**
3 quarter credits
Prerequisites: CUL110 and ServSafe certification

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 Chef Director for information.
This course emphasizes both the influences and ingredients that create the unique character of selected Asian cuisines. Students prepare, taste, serve, and evaluate traditional regional dishes of the four regions of China, Japan, Korea, Vietnam, Thailand, and Indonesia. Importance will be placed on ingredients, flavor profiles, preparation, and techniques representative of these cuisines.

CUL218 Management, Supervision & Career Development
3 quarter credits
Prerequisites: None
This is a multifaceted course that focuses on managing people from the hospitality supervisor's viewpoint, and developing job search skills. The management emphasis is on techniques for increasing productivity, controlling labor costs, time management, and managing change. It also stresses effective communication and explains the responsibilities of a supervisor in the food service industry. Students develop techniques and strategies for marketing themselves in their chosen fields. Emphasis will be placed on students assessing their marketable skills, developing a network of contacts, generating interviews, writing a cover letter and resume, preparing for their employment interview, presenting a professional appearance, and interview follow-up.

CUL219 Food & Beverage Operations Management
3 quarter credits
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 Chef Director for information.

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 diskette or jump drive, as it will be used during Capstone or the development of a business plan.

CUL220 Classical European Cuisines
3 quarter credits
Prerequisites: CUL110 and ServSafe certification
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 Chef Director for information.

This course emphasizes both the influences and ingredients that create the unique character of selected Classical European Cuisine. Students prepare, taste, serve, and evaluate traditional, regional dishes of British Isles, Italy, France, Germany, Austria, Switzerland, and Scandinavia countries. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

CUL221 World Cuisines
3 quarter credits
Prerequisites: CUL110 and ServSafe certification
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 Chef Director for information.

This course emphasizes both the influences and ingredients that create the unique character of selected World cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of Spain, Middle East, Turkey, Greece, Africa, and India. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these countries.

CUL222 Latin Cuisine
3 quarter credits
Prerequisites: CUL110 and ServSafe certification
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 Chef Director for information.

This course emphasizes both the influences and ingredients that create the unique character of selected Latin cuisine. Students prepare, taste, serve, and evaluate traditional, regional dishes of Mexico, South America, and the Caribbean Islands. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

CUL229 Art Culinaire
6 quarter credits
Prerequisites: Permission of Academic Chair
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 Chef Director for information.

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.

CUL230 À la Carte Kitchen & Dining Room Service
6 quarter credits
Prerequisites: Permission of Academic Chair and CUL219
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 Chef Director for information.

Introduces students to the A La Carte kitchen, emphasis is on “a 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 a la carte menu are stressed. The principles of dining room service are practiced and emphasized. The philosophy of food are further explored and examined in light of today’s understanding of food, nutrition, and presentation. Prior work experience or field study experience requires supervised, verifiable experience in the culinary field with a minimum of 90 work hours in food production. Students are responsible for securing the field experience site and may seek assistance through The Institute. Field Experience is a semi-structured and supervised situation in which students receive basic training and directed work experience in selected entry-level positions with a career preference. Emphasis is on job competence, performance, and professionalism and work relations. Documentation must be completed during the course.

CUL233 Capstone/Portfolio
3 quarter credits
Prerequisite: Permission of Academic Chair and CUL207
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 Chef Director for information.

Through the competencies developed with previous related studies 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.

CUL241 Artisan Breads & Baking

Production
6 quarter credits
Prerequisites: CUL128 and ServSafe certification
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 Chef Director for information.

This 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 hand crafted breads. Students will focus on traditional fermentation, as well as the science of the ingredients. Students have the opportunity to learn assembly speed and increased their proficiency in meeting production deadlines with quality products.

CUL242 European Cakes & Tortes
3 quarter credits
Prerequisites: CUL128 and ServSafe certification
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 Chef Director for information.

Students will focus on traditional fermentation, as well as the science of the ingredients. Students have the opportunity to learn assembly speed and increased their proficiency in meeting production deadlines with quality products.

CUL271 Chocolate, Confections & Centerpieces
6 quarter credits
Prerequisites: Permission of Academic Chair
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 Chef Director for information.

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.

DFVA201 Fundamentals of Scriptwriting
3 quarter credits
Prerequisite: None
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.

DFVA208 Media Business Practices
3 quarter credits
Prerequisite: None
Addresses basic business theory and practices for the media professional, as well as key legal requirements for artistic industries.

DFVA214 Scriptwriting
3 quarter credits
Prerequisite: DFVA201
A presentation of the professional scriptwriting process, from pitching, through treatment, and the development process to final draft.
DFVP110 History of Broadcasting
3 quarter credits
Prerequisites: None
This course provides a survey of the development of radio, television and the internet in the United States, specifically its programming, audience, organization, technology, and philosophies. Special focus will be given to each new development and its cultural and economic impact and significance on other industries.

DFVP111 American Film History
3 quarter credits
Prerequisites: None
Beginning with early pioneers of the industry, this film history course will focus on American cinema from early experimental works through the modern American film industry. Silent films, the Studio System, war-time films, the Motion Picture Association of America, independent films and ethnographically significant films will be discussed.

DFVP112 World Cinema
3 quarter credits
Prerequisites: None
This course will introduce students to a wide variety of international filmmakers from different time periods. Through lectures, screenings and research, students will be introduced to international filmmakers who have made significant impact on world cinema, as well as discussions on British cinema and other important movements in foreign filmmaking.

DFVP131 Introduction to Video
3 quarter credits
Prerequisite: None
Students will be able to demonstrate knowledge of the technical terms of video production and industry uses of basic video production equipment and techniques.

DFVP132 Introduction to Audio
3 quarter credits
Prerequisite: None
This course investigates the principles of recording sound. Introduction to Audio includes the study of sound characteristics, basic acoustics, ergonomics, and basic techniques for field recording. Waveform physics and psychoacoustics are also covered. The role of sound in video production is explained and exemplified.

DFVP151 Intermediate Camera
3 quarter credits
Prerequisites: DFVP131
This course expands upon introduction to video by enhancing basic camera skills and shooting techniques. Emphasis is on hands-on training and video production exercises. Topics include camera movement and composition, types of shots that make up a scene, shooting with the edit in mind. Students will also work on specific camera techniques for both studio and field productions.

DFVP203 Field Sound Production
3 quarter credits
Prerequisites: DFVP131 or DFVP132
This course provides students with a solid foundation in working in the field capturing and recording live events through lectures, demonstrations, and production assignments. Students will gain valuable knowledge of theory and practices of field audio recording. The student will work in a team atmosphere to capture professional audio using booms, lavaliere, handheld and other microphones. This course discusses techniques for placement of microphones and in addition to classroom activities, students complete assigned work in the field and in controlled production environments.

DFVP204 Sound Design
3 quarter credits
Prerequisites: DFVP132
This course 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.

DFVP214 Advanced Sound Design
3 quarter credits
Prerequisites: AUD111 or DFVP204
This course explores the methods and techniques adopted by motion picture and television production professionals in the final design and multi-track mixing process. Students will focus on the automated dialogue replacement, sound effects creation, and the final layering and mixing process.

DFVP215 Broadcast Typography
3 quarter credits
Prerequisites: GD106
Focused on concepts and techniques of the use of text in broadcast graphics, this advanced typography course enables students to gain an understanding of how text can be used to reinforce broadcast graphic messages and the importance of type selection to video graphic design. Students will have the opportunity to learn how to select appropriate fonts and format text for use in visual mediums. Case studies of station ID design, titles, promos, and commercials are accompanied by design exercises. Students will acquire knowledge of typefaces, composition, and contemporary motion design.

DFVP220 Fundamentals of Editing
3 quarter credits
Prerequisites: DFVP131
This course introduces the student to the editing of visuals and sound. The course covers the use of video recorders and players and the techniques of dubbing, assembling and inserting visuals from source to record.

DFVP221 Intermediate Editing
3 quarter credits
Prerequisites: DFVP220
This course will focus on the postproduction experience using non-linear editing software. Students will have the opportunity to learn to utilize creative problem-solving skills through editing. Approach, pace, tone, and rhythm of sequences are explored.
DFVP223 Advanced Camera & Lighting
3 quarter credits
Prerequisites: DFVP213
This course explores the various camera and lighting techniques used in digital video production. Discussions will cover the general concepts and principles of camera moves and lighting techniques. Focus will be placed on applying lighting techniques to create the desired visual effects.

DFVP226 Scriptwriting – Commercial
3 quarter credits
Prerequisites: None
This course provides an introduction to writing techniques for non-narrative projects, including commercial scripts, public service announcements, industrial scripts, and infomercial scripts. Through in-class exercises and homework assignments, students will research demographics and write targeted scripts for various media.

DFVP230 Scene Analysis and Storyboarding
3 quarter credits
Prerequisites: MMA126
This course focuses on the breakdown and analysis of written scenes and the storyboarding process. Topics will include scene composition, theory of shot sizes and editing, and script beats. Students will storyboard assigned scenes from plays and films, and discuss their boarding choices in class.

DFVP241 Electronic Field Production & News Gathering
3 quarter credits
Prerequisites: DFVP151
This production class will immerse students in the process of professional video production in two styles: Electronic News Gathering and Electronic Field Production. The class will examine single-camera, location shooting as expressed in documentaries, industrials, or promotional films. For Electronic News Gathering students shoot topical events, similar to a local news team or TV magazine show. For Electronic Field Production students shoot on location with a script and a storyboard, emphasizing the pre-production and post-production processes. Both styles are edited for completion.

DFVP242 Advertising Production
3 quarter credits
Prerequisites: DFVP221 or DFVP223
Through production, readings and discussions, this course will guide students toward understanding the development and creation of advertising and its history. By using single camera techniques, students will write, shoot and edit specific projects in advertising including commercials, public service announcements and possibly an industrial/corporate project, subject to client availability.

DFVP301 Advanced Editing
3 quarter credits
Prerequisites: DFVP221
Focused on advanced editing systems and methods, this course enables students to process audio and video elements in media content and organize such content for total effect and final delivery. Students apply a comprehensive set of critical and evaluative skills to make sound judgment calls and sophisticated editing decisions.

DFVP303 Production Management
3 quarter credits
Prerequisite: MMA126 or MRKA204
Students will have the opportunity to learn to manage the production process from script breakdown through scheduling and budgeting to discover the critical nature of preplanning and organization. This course will explore the various technical and artist issues that affect a project. Through the creation of a production notebook, each student will work with the paperwork and contracts related to preproduction, including staffing, working with deadlines, location scouting and casting.

DFVP311 Short Form Media Production
3 quarter credits
Prerequisites: DFVP221 or DFVP 223
This course discusses short form as a genre of media production and its features in subject matter and style. Students have the opportunity to learn to produce short-form news, information, and dramatic content for broadband delivery.

DFVP321 Media Delivery Systems & Distribution
3 quarter credits
Prerequisites: DFVP301
This course addresses the end part of media production—delivery and distribution. Students will study a variety of media 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.

DFVP323 Multi-Camera Production
3 quarter credits
Prerequisites: DFVP213
Synchronizing multiple cameras and equipment, students work in teams to execute a production, typically of a live performance or function. Emphasis is placed on operating multiple pieces of equipment simultaneously and working as a production team.

DFVP326 Scriptwriting – Short Form
3 quarter credits
Prerequisites: MMA126
Building on conceptual storytelling foundation, this course will focus on the development and creation of short project scripts and screenplays.

DFVP330 Acting & Directing for Video
3 quarter credits
Prerequisites: MMA126
Designed for non-actors, this course will introduce production students to the grammar of acting and directing and to the various schools of acting. Through script and scene breakdowns, the students will work as both actors and directors to better understand how to create the desired performances for the camera, both in dramatic and commercial projects.

DFVP331 Fundamentals of Directing
3 quarter credits
Prerequisites: MMA126
This course will introduce students to the responsibilities of a production director. Through class and individual assignments, each student will direct a project, driving it through pre-production through the final edit. Projects will be short, including commercials, 3-minute narrative projects and mini-documentaries.
DFVP402 Media Compositing
3 quarter credits
Prerequisites: VEMG200
Focused on concepts and techniques of compositing and integration, this course enables students to assemble media content elements for overall design and prepare the final product for delivery. Students will have the opportunity to learn to manage various digital media files and process them to finalize the media content design.

DFVP403 Special Topics
3 quarter credits
Prerequisites: Permission of Academic Chair
Topics are based on trends and developments in production. Lectures, demonstrations or research reports pertaining to areas of interest in production will be presented by resident faculty, expert visitors and/or working professionals. Group projects may also be assigned.

DFVP411 Portfolio Preparation
3 quarter credits
Prerequisites: Permission of Academic Chair
In this first portfolio course, students will assess personal strengths to establish a career goal and decide how to organize their media design and production work in a graduation portfolio. Guided by a faculty member or a team of faculty members, each student assembles a preliminary portfolio and identifies areas for more work and/or content enhancement.

DFVP412 Portfolio & Defense
3 quarter credits
Prerequisites: DFVP411
Built on the preliminary collection of work from Portfolio Preparation, this course allows each student to determine and design the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense.

DFVP420 Professional Practice
3 quarter credits
Prerequisite: Permission of Academic Chair
This course is step 2 in the graduating student portfolio process. This course continues the refining of the students portfolio as well as prepares the student with the basic knowledge of business practices in the local market. Topics covered include: Economics, Accounting, Writing Business plans and Freelancing in the local market.

DFVP421 Senior Portfolio & Defense
3 quarter credits
Prerequisites: DFVP411
This course continues the student to the basic concepts of garment construction. The student will have an overview of the industrial equipment, the processes of measuring, cutting, sewing, and sequence of assembly.

DFVP415 Post Production Workshop
3 quarter credits
Prerequisites: DFVP301
Students taking this advanced course will edit a large-form project (30-60 minutes) completely, including any audio Automated Dialog Replacement, music and sound mixing and editing. The class will work together to complete the project by the end of the quarter.

ENG110 English Composition
4 quarter credits
Prerequisites: None
Students are introduced to college-level writing as a process of developing and supporting a thesis in an organized essay. The use of appropriate diction and language is emphasized, along with reading and responding to the writing of others. Students will adhere to the standard conventions of written English.

ENG311 Creative Writing-Fiction
4 quarter credits
Prerequisites: ENG110
This course will offer students the opportunity to explore the essential steps involved in writing, revising, and presenting their own fiction. In addition, students will be reading and critiquing the work of both their peers and professional writers.

FADA308 Fundamentals of Business
3 quarter credits
Prerequisite: None
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.

FD101 Concepts of Garment Construction
3 quarter credits
Prerequisites: None
This course introduces the student to the basic concepts of garment construction. The student will have an overview of the industrial equipment, the processes of measuring, cutting, sewing, and sequence of assembly.

FD103 Survey of Manufacturing & Product Development
3 quarter credits
Prerequisites: None
This course introduces students to the manufacturing processes. Students develop a working knowledge of terms, methods, and an understanding of production operations. By the end of the course, students are able to apply these concepts to their own uses. Students study various production-time and quality-assurance methods. Participation facilitates students in generating decisions in production operations.

FD108 Textile Applications
3 quarter credits
Prerequisites: FRM135
Introduction to the regulations and laws that apply to the apparel industry. They will research and source textile manufacturers and mills relevant to product development. Students will develop a further understanding of the end uses and applications of textiles.

FD113 Fundamentals of Patternmaking
3 quarter credits
Prerequisites: FD101
This course is an introduction to the principles of patternmaking through drafting basic block and pattern manipulation. Working from the flat pattern students will apply these techniques to the creation of a garment design.

FD121 Fundamentals of Construction
3 quarter credits
Prerequisites: FD101
Students continue their introduction to apparel industry sewing standards and techniques. Through the completion of samples and the construction of basic garments, students apply fundamental garment construction skills utilizing industrial equipment.
FD131 Intermediate Construction
3 quarter credits
Prerequisites: FD121
In this course students study the application of intermediate and industrial construction techniques to further refine construction skills.

FD201 Advanced Construction
3 quarter credits
Prerequisites: FD131
In this course students study advanced construction techniques applied to structured garments.

FD202 Technical Drawing
3 quarter credits
Prerequisites: FRM135
Development of presentation boards and technical illustrations manually and by computer aided design technology.

FD203 Intermediate Patternmaking
3 quarter credits
Prerequisites: FD113
Flat pattern techniques in accordance with garment trade practices. Emphasis will be on the manipulation of patterns for more complex designs.

FD212 Advanced Fashion Illustration
3 quarter credits
Prerequisites: GD211
Students utilize advanced techniques in rendering the fashion figure, garments, details, and textiles using various media with a focus on application of color and texture. Students will begin to develop a personal illustrative style.

FD213 Advanced Patternmaking
3 quarter credits
Prerequisites: FD203
Students study advanced patternmaking and construction techniques including stretch fabric blocks for garment creation.

FD223 Computer Patternmaking
3 quarter credits
Prerequisites: FD203
In this course students will utilize industry standard software to further their patternmaking skills.

FD233 Draping
3 quarter credits
Prerequisites: FD113
The course is an introduction to the principles and techniques of draping. Proportion, line, grain and fit are analyzed.

FD243 Specialized Sewing Techniques
3 quarter credits
Prerequisites: FD201
This course explores tailoring, advanced sewing, and finishing techniques. Students learn appropriate fabric selection, proper cutting and marking, and inner construction methods.

FD302 Fit Analysis
3 quarter credits
Prerequisites: FD233
This course provides the foundation for defining fit by applying techniques for accurately fitting garments on a body. Students will demonstrate understanding by translating changes back to a flat pattern.

FD303 Advanced Computer Patternmaking
3 quarter credits
Prerequisites: FD223
This course will focus on the advanced use of Computer Aided Design in patternmaking. Students will utilize industry software and hardware to engineer patterns from original designs in a laboratory setting. Work will be initiated for presentation in the final portfolio of student work.

FD312 Sourcing & Technical Design
3 quarter credits
Prerequisites: GD211
Through a variety of in-depth research and analysis, students create computer generated production package consisting of costing analysis, size specification, construction standards, sourcing materials and production methods, detailed front and back flats.

FD313 Computer Production Systems
3 quarter credits
Prerequisites: FD303
This course covers industrial application of patternmaking through the creation of production ready patterns including grading and marker making.

FD322 Senior Collection Concept
3 quarter credits
Prerequisites: Permission of Department Director
Students develop a final collection beginning with market research, development of concepts, illustrations, and the sourcing of materials.

FD332 Surface Design
3 quarter credits
Prerequisites: FD108
Students utilize manual surface design applications of colors, prints, and motifs on a variety of fabrications.

FD402 Digital Textile Design
3 quarter credits
Prerequisites: FD303
Using pixel and vector based software students explore applied and structural techniques for textile print design and fabric development exploring applied and structural techniques using pixel and vector based software.

FD403 Senior Collection Technical
3 quarter credits
Prerequisite: FD322
Students continue developing final collection through completion of technical drawings, specifications, patternmaking and fit.

FD413 Senior Collection Production
3 quarter credits
Prerequisite: FD403
Students complete the final development phase of their senior collection including specification package. Emphasis placed on finished construction and presentation of original line.

FND105 Design Fundamentals
3 quarter credits
Prerequisite: None
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.

FND135 Image Manipulation
3 quarter credits
Prerequisite: None
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.
FND150 Digital Color Theory
3 quarter credits
Prerequisite: None
Introduction to the principles of color and an exploration of color theory as it relates to media.

FRM101 Survey of the Fashion Industry
3 quarter credits
Prerequisites: None
An overview of the fashion industry, including design, production, and marketing of women's, men's and children's fashions, from the development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

FRM111 Fashion History I
3 quarter credits
Prerequisites: None
Students study the development of clothing from the earliest time to the Renaissance, and the silhouette reflected through the eyes of the designer.

FRM122 Visual Merchandising
3 quarter credits
Prerequisites: BUS119
Students have the opportunity to learn the importance of eye appeal and consumer buying habits. Students create their own displays using the latest principles and techniques in the visual organization of merchandise.

FRM125 Fashion Sketching & Illustration
3 quarter credits
Prerequisites: ART101 for Fashion & Retail Management, not Fashion Design
The goal of this course is to provide fashion drawing experience to both Fashion Design and Fashion & Retail Management students. The students will experiment with different mediums and techniques. This will enable the student to express fashion ideas in a professional way.

FRM131 Elements of Retail Operations & Technology
3 quarter credits
Prerequisites: BUS119
Develops the student’s understanding of operational objectives in a retail structure. Emphasis is placed on planning, control, profitability, and staffing in a retail environment. The use of technology in the industry and the responsibilities of retail executives will be examined as well. Also, career opportunities and ethical behavior of those individuals who choose to enter the retail arena will be discussed. Articles pertaining to current issues (found in trade publications and newspapers) will be reviewed and discussed, in order to understand methods that have been created to expedite and increase profitability for the retailer.

FRM135 Textiles for Fashion Industry
3 quarter credits
Prerequisites: None
Fabrics are studied from the raw stage through processing, spinning and weaving, to finishing. This course investigates textile sources and the appropriate selection of fabrics.

FRM140 Apparel Evaluation & Construction
3 quarter credits
Prerequisites: None
This course is designed for fashion management students to evaluate the equation between quality and cost in garments. Students will be able to identify and analyze quality of trims, fabrics, and construction in relationship to price point. Included will be women's sportswear, children's-wear, and menswear in a range of price points from high-end to discounted lines.

FRM141 Business Ownership I
3 quarter credits
Prerequisites: None
Students plan the foundations for opening and management of a small store: sales, budgets, market research, and staffing. This course is a workshop in which students design and prepare the beginning business plans necessary to open a retail store. The instructor acts as facilitator and advisor to the student, but all decisions and choices will be made solely by the student. Upon completion of the course, the student will have a foundation for a business plan that can be developed into a model for actually opening a business. Final preparation of the plan will be completed in Business Ownership II.

FRM145 Business Ownership II
3 quarter credits
Prerequisites: None
The course approach is hands-on and student-centered. Each student is required to develop a business plan that is specific to their business concept. The plan is evaluated by the instructor and appropriate consultants. The plan is then presented at a case competition.

FRM150 Digital Color Theory
3 quarter credits
Prerequisite: None
Introduction to the principles of color and an exploration of color theory as it relates to media.

FRM204 Media Planning & Buying
3 quarter credits
Prerequisites: BUS121 and BUS125
Media as part of a delivery channel for a marketing message will be the focus of this course. Topics include media as critical to the fulfillment of the overall marketing strategy, cost effectiveness, and new media.

FRM211 Fashion History II
3 quarter credits
Prerequisites: FRM111
An in-depth continuation of Fashion History I, from the Renaissance to Modern era.

FRM220 Production Processes
3 quarter credits
Prerequisites: FRM135, and FRM140
This course presents an in-depth study of apparel production processes from design concept to finished product. Includes an overview of the fashion industries, including the terminology of fashion and an explanation of the three levels of the industry: design, production, and sales. Careers and the organization, structure, and problems of the garment industry are studied.

FRM221 Public Relations & Promotion
3 quarter credits
Prerequisites: None
This course examines the historical development of public relations, showing the principles, methods, and means of influencing public opinion.

FRM222 Trends & Concepts in Apparel
3 quarter credits
Prerequisites: FRM101 or BUS119
A comprehensive study of cultural and social issues that affect fashion and the emergence of trends. Students will analyze the meanings and importance of clothing and apply these concepts to contemporary society.

FRM225 Brand Strategy
3 quarter credits
Prerequisites: None
Although good brands are easy to identify, they are hard to create. This course addresses the factors which make a brand successful, and then approaches the factors—like price pressure, fragmented markets and media and proliferating competition—
that businesses must control to build a strong, successful brand.

**FRM228 Retail Math**  
3 quarter credits  
**Prerequisites:** MTH105  
This course provides an understanding of the various financial tools used by retailers to evaluate performance. Students calculate, analyze, and interpret financial concepts associated with accounting from a merchandising perspective.

**FRM232 Sales & Event Promotion**  
3 quarter credits  
**Prerequisites:** None  
This course is a workshop in which students design and prepare a sales and promotion package. The instructor acts as a facilitator and guide to ensure upon completion of this course. Students will have thoroughly explored the process of crafting a marketing and sales promotion that is carefully targeted and positioned to reach the goal of generating sales.

**FRM234 Professional Selling**  
3 quarter credits  
**Prerequisites:** BUS119 and BUS121  
An understanding of the sales process and the steps to sell a product or service is essential for a student who works in any area of business. Selling is an essential skill for the sales function of a business, but is also part of the job for many other employees. This course focuses on the essential skills and knowledge one needs to affect a sale, as well as the ways that the sales pitch can be focused to solve customer problems.

**FRM287 Event & Fashion Show Production**  
3 quarter credits  
**Prerequisites:** FRM140 for Fashion & Retail Management, not Fashion Design  
The student will be introduced to a range of skills needed to produce a successful store event or fashion show. During this course, the student will gain insight into the role of creative and technical experts involved with the runway, backdrop, special effects and lighting, music, models and choreography, hair and makeup, and video teams.

**FRM303 Concept & Line Development**  
3 quarter credits  
**Prerequisites:** FRM140 and FRM101  
This course explores how fashion professionals analyze, plan, and project fashion trends. Students have the opportunity to learn forecasting and complete an analysis of its importance and how it relates to all fashion industries. Students also examine current trends in both domestic and foreign markets.

**FRM321 Store Planning & Lease Management**  
3 quarter credits  
**Prerequisites:** FRM131, FRM122, and FRM141  
This course is a workshop in which students design and prepare a visual presentation of a store concept/plan. Students will also begin formulating a written business plan. Upon completion of this course, students will have generated a portfolio-quality piece. The instructor acts as a facilitator and guide to allow the student to explore the creative aspects of the project to the fullest. Students will explore and learn the elements that combine to make a successful store layout, traffic patterns, furnishings, fixtures, and security.

**FRM323 International Marketing & Buying**  
3 quarter credits  
**Prerequisites:** BUS121 and FRM204  
Students will gain an understanding of global marketing opportunities, problems and strategies that impact the international environment. In addition, students will become knowledgeable about international marketing concepts, cross-cultural sensitivities, political and legal influences, and economic considerations, and how these concepts relate to decision making in an international environment.

**FRM325 Brand Marketing**  
3 quarter credits  
**Prerequisites:** BUS121 or FRM225  
Branding became a buzz word in 1990s advertising and marketing, but this process has evolved into a powerful way to organize and utilize an understanding of consumer needs and motivations in a changing marketplace. As the retail environment changes, marketing people can rely less on the traditional tools of print and broadcast media. Marketing strategists need to learn how to create an identity for their products and services and how to use that identity to support sales. This course is an introduction to the essential concepts and skills of brand marketing.

**FRM331 Merchandise Management**  
3 quarter credits  
**Prerequisites:** BUS221 or FRM131  
Students study the categorizations of stores, organizational components, and the characteristics of various wholesale and retail markets. They will explore the Private Label and Brand Name businesses, develop customer profiles and look at franchising as a means of entering the retail world. Students will become familiar with merchandise accounting as it relates to the various retail formats.

**FRM337 Current Designers**  
3 quarter credits  
**Prerequisites:** None  
Analyzing the dynamics of world-famous designers.

**FRM402 Product Development**  
3 quarter credits  
**Prerequisites:** FRM140, FRM131, FRM122, and BUS220  
In this course, students will review design concepts and technology and the development of merchandising in the modern market, analyze target markets and source, cost, and develop a product for that market in presentation from, including a prototype.

**FRM406 Catalog Development**  
3 quarter credits  
**Prerequisites:** FRM325 and FRM331  
This course is designed to introduce students to different types of direct marketing tools and techniques that can be applied to products and services within the retail environment. Emphasis is on applying computer publication skills with different direct marketing tools. There is a major emphasis in catalogs. Students apply the steps of creating a catalog using different computer application programs.
FRM441 Business Ownership II
3 quarter credits
Prerequisites: FRM141
Students complete the planning of a small retail store: financing, budgets, market research, and inventory. This course is a final workshop in which students design and prepare all business plans necessary to open a retail store. Students will base all plans for this course on initial sales plans completed in Business Ownership I. The instructor acts as facilitator and advisor to the student, but all decisions and choices will be made solely by the student. Upon completion of the course, the student will have a comprehensive business plan that can be used as a model for actually opening a business sometime in the future and can be used as a portfolio piece to show prospective employers.

FRM489 Portfolio Preparation
3 quarter credits
Prerequisites: Permission of Academic Chair
This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style.

FRM499 Portfolio Presentation
3 quarter credits
Prerequisites: FRM489
This course will guide students through the process of compiling their work into a final interactive portfolio. Students will apply techniques and strategies to market themselves in their chosen fields. Emphasis will be placed on students assessing their most marketable skills and designing résumés and printed material to support their portfolios.

GAD101 Introduction to Game Development
3 quarter credits
Prerequisites: None
This course introduces students to the game industries. Specifically, it will focus on entry-level employment opportunities and responsibilities, career paths, industry products, and their characteristics. The course will also expose students to the processes through which games are developed.

GAD201 Sculpture
3 quarter credits
Prerequisites: MMA161
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.

GAD202 Texture Mapping for Games
3 quarter credits
Prerequisites: GD107
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 developed and applied here. Introduction to a shading network as it applies in a 3D Software package will be explored.

GAD203 3D Modeling
3 quarter credits
Prerequisites: ART104
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 perform as they apply to geometric construction.

GAD211 Game Design & Game Play
3 quarter credits
Prerequisites: GAD101
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 have the opportunity to learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document.

GAD213 Material & Lighting
3 quarter credits
Prerequisites: GAD202
In this class, students will further explore materials, textures, and lighting strategies to add detail and realism to objects. Students will simulate real-world surfaces containing reflection radiosity and other effects.

GAD214 Game Modeling
3 quarter credits
Prerequisites: GAD203
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 have the opportunity to learn level detail creation techniques using industry-standard 3D modeling software and computers.

GAD215 3D Animation
3 quarter credits
Prerequisites: GAD203 and MMA150
Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, key-framing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation.

GAD216 Background Design & Layout
3 quarter credits
Prerequisites: ART101 and GAD203
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture, and lighting. Students will also have the opportunity to learn the basics of using props as background and foreground design elements.

GAD217 Interior Spaces & Worlds
3 quarter credits
Prerequisites: GAD203
Most levels of popular games are designed as building interiors and contain characteristics common to interior design layouts. This course provides the opportunity for students to create architectural interiors representing houses, buildings, and entire worlds in which to place animation and game characters.
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD311 Game Prototyping**
3 quarter credits
Prerequisites: GAD307
This course covers advanced modeling techniques used for building organic and hard surface objects and environments.

**GAD305 Level Design**
3 quarter credits
Prerequisites: GAD211 and GAD217
Using developed concepts from the game design and game play course, students analyze and extract level design needs. Students begin the process of determining the basic design elements and assets necessary to create a level.

**GAD313 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD307 Programming for Artists**
3 quarter credits
Prerequisites: GAD215
This course introduces basic scripting to extend the capabilities of the artist working in media applications. Students will be introduced to data structures, constructs, classes, and high-level scripting languages. A functional application relating to their field of study will be produced utilizing a scripting language.

**GAD314 3D Character Rigging**
3 quarter credits
Prerequisites: GAD308
This course is designed to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD390 Team Production Planning**
3 quarter credits
Prerequisites: GAD310
During the course, students research a Game Art & Design topic and begin the preproduction process for their team projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results.

**GAD309 Advanced Level Design**
3 quarter credits
Prerequisites: GAD305
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD314 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD307 Programming for Artists**
3 quarter credits
Prerequisites: GAD215
This course introduces basic scripting to extend the capabilities of the artist working in media applications. Students will be introduced to data structures, constructs, classes, and high-level scripting languages. A functional application relating to their field of study will be produced utilizing a scripting language.

**GAD310 Advanced Game Prototyping**
3 quarter credits
Prerequisites: GAD311
In this course, students will perform as members of a predetermined team to create a game level within an existing engine. Students will continue to develop a project that began in the Game Prototyping class by a different team of students. The final will be complete delivery of the project through a presentation and use of marketing materials.

**GAD313 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD314 3D Character Rigging**
3 quarter credits
Prerequisites: GAD308
This course is designed to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD310 Advanced Level Design**
3 quarter credits
Prerequisites: GAD305
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD311 Game Prototyping**
3 quarter credits
Prerequisites: GAD307
In this course, students will perform as members of a predetermined team to create a game level within an existing engine. Students will implement a pre-existing design determined by the teacher to create the game environment.

**GAD313 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD310 Advanced Level Design**
3 quarter credits
Prerequisites: GAD305
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD404 Interface Design**
3 quarter credits
Prerequisites: Permission of the Academic Chair
This course focuses on the nature and principles of interface design. Students will have the opportunity to learn the functions of flowcharting, linking, branching, and the basic principles of interactivities between action and response. Students will develop a concept, produce a flowchart, and complete the design of an interface using principles of design aesthetics and usability.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD314 3D Character Rigging**
3 quarter credits
Prerequisites: GAD308
This course is designed to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD310 Advanced Level Design**
3 quarter credits
Prerequisites: GAD305
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD311 Game Prototyping**
3 quarter credits
Prerequisites: GAD307
In this course, students will perform as members of a predetermined team to create a game level within an existing engine. Students will implement a pre-existing design determined by the teacher to create the game environment.

**GAD313 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD314 3D Character Rigging**
3 quarter credits
Prerequisites: GAD308
This course is designed to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.

**GAD306 Lighting & Texture**
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

**GAD308 Character Modeling**
3 quarter credits
Prerequisites: GAD215 and MMA161
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

**GAD310 Advanced Level Design**
3 quarter credits
Prerequisites: GAD305
In this course, students will create play levels using an industry-standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.

**GAD311 Game Prototyping**
3 quarter credits
Prerequisites: GAD307
In this course, students will perform as members of a predetermined team to create a game level within an existing engine. Students will implement a pre-existing design determined by the teacher to create the game environment.

**GAD313 3D Scripting**
3 quarter credits
Prerequisites: GAD307
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.

**GAD314 3D Character Rigging**
3 quarter credits
Prerequisites: GAD308
This course is designed to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.
GADA101 Introduction to Game Development
3 quarter credits
Prerequisite: None
This course introduces students to the game industries. Specifically, it will focus on entry-level employment opportunities and responsibilities, career paths, industry products, and their characteristics. Students explore the production pipeline and industry standard software associated with game development.

GADA302 Mobile & Social Game Design
3 quarter credits
Prerequisite: GADA243 or VGPA213 or INSA305
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.

GAD404 Interface Design
3 quarter credits
Prerequisite: Permission of Academic Chair
This course focuses on the nature and principles of interface design. Students will have the opportunity to learn the functions of flowcharting, linking, branching, and the basic principles of interactivities between action and response. Students will develop a concept, produce a flowchart, and complete the design of an interface using principles of design aesthetics and usability.

GAD414 Portfolio Preparation
3 quarter credits
Prerequisites: GAD413
This course will focus on the refinement of previous work into a comprehensive collection representative of Game Art & Design skills. Emphasis will be on development, design, craftsmanship, and presentation. This course begins the process of examining the student’s strengths and building upon them to produce a marketable portfolio.

GAD422 Advanced Game Production Team
3 quarter credits
Prerequisites: GAD413
This is a team production course. Under the guidance of an instructor, students will continue to work in teams and complete the game project started in Team Production Planning.

GAD423 Portfolio Presentation
3 quarter credits
Prerequisites: GAD414
This course focuses on the completion of a student’s portfolio and enables the student to begin their career search. Students will present work for the portfolio and will review and determine the quality of the work and make any enhancements necessary. The student will also complete several targeted, professional résumés and an extensive job search.

GAD424 Game Team Post-Production and Presentation
3 quarter credits
Prerequisites: GAD422
This is the final team production course. Under the guidance of an instructor, students will complete production and post-production on the game project started in Team Production Planning. The class will culminate with a professional presentation and demonstration of the working prototype to an invited audience.

GD106 Typography – Traditional
3 quarter credits
Prerequisites: None
This course is an introduction to lettering skills and the history and foundation of letterforms. Also studied is the placement of display and text type in a formatted space, and the relationships between the appearance and readability of letterforms. Students will work in a traditional context of hand rendering type and also be introduced to contemporary typesetting technology.

GD107 Digital Imaging
3 quarter credits
Prerequisite: None
Students develop basic image manipulation skills in a raster-based computer environment. Emphasis is on mastering the fundamentals of scanning, color management, photo retouching, imaging, special effects, and filters and masks.

GD121 Design Layout
3 quarter credits
Prerequisites: None
This course enables the student to better design with type and visuals, and utilizes technology in problem solving. Emphasis will be on the process of design development from roughs to comprehensives, layout and marker techniques, and the use of a grid system for multi-component layouts.

GD123 Design Concepts
3 quarter credits
Prerequisites: ART102
This course identifies the components of the design process and explores research methods. Design solutions appropriate to a targeted market will be emphasized. Exercises in creative problem solving will strengthen and expand the student’s concept-generation skills. Critical analysis, problem identification, and idea refinement will be the focus in producing portfolio-quality projects.

GD202 Electronic Design
3 quarter credits
Prerequisites: ART102
This course explores 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.

**GD203 3D Design**
3 quarter credits  
**Prerequisites:** ART101, ART102, ART103, and GD123  
In this course, design principles will be applied to the development of three-dimensional product graphics. This course will explore materials, processes and industry guidelines for surface treatments including products, packages, and exhibits.

**GD204 Media Design**  
3 quarter credits  
**Prerequisites:** GD123  
Students examine the structures and communications skills used by various members of a creative team. The processes of concept development, media application, and design creation are emphasized. The variety of media used by graphic designers and their suppliers are examined.

**GD205 Conceptual Imagery**  
3 quarter credits  
**Prerequisites:** ART102  
This course focuses on how messages can be constructed through images using subject matter, context juxtaposition, editing, scale, color, and composition. Materials and technologies will be explored.

**GD211 Digital Illustration**  
3 quarter credits  
**Prerequisites:** None  
This course helps students communicate and design with the computer as a professional tool. Using different software applications, students will demonstrate an understanding of electronic illustration. The course will explore vector-based graphic applications that are considered to be industry standard.

**GD213 Marketing Design**  
3 quarter credits  
**Prerequisites:** GD202 and GD211  
This course is a review of popular culture as it relates to social, informational, economic, political, and educational current events. A special emphasis will be placed on trends and pop topics as they relate to advertising. Current media, including literature, books, television, movies, telecommunications media, online communications, marketing trends, and strategies are reviewed.

**GD214 Corporate Identity**  
3 quarter credits  
**Prerequisites:** ART102 and GD211  
This course focuses on the role of design in a corporate identity program. An analysis of corporate objectives and practical applications will be the basis for developing a structured corporate image system, including logo design and other business communication applications.

**GD215 Typography – Hierarchy**  
3 quarter credits  
**Prerequisites:** GD106 or Permission of the Academic Chair  
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 to examine the development of digital typography and hierarchal skills.

**GD221 Print Production**  
3 quarter credits  
**Prerequisites:** GD123, GD202 and GD211  
Traditional print production techniques are employed in the preparation of camera-ready art. Production of single- and multi-color mechanicals and discussion of various printing processes are covered.

**GD223 Digital Pre-Press**  
3 quarter credits  
**Prerequisites:** GD203 and GD211  
Students complete multiple-page electronic prepress documents that include scanned and edited images, object-defined graphics, and text through the integration of a variety of file types. The place of electronic page make up in modern print production is studied.

**GD301 Professional Practice**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
This course will introduce students to business functions, operations, and structures, and explore the role of graphic design in business. Finance, business ethics, labor-management relations, organizational behavior, and marketing are among the topics to be covered. In addition, guidelines and expectations for professional behavior will be addressed.

**GD302 Design Production Team**  
3 quarter credits  
**Prerequisites:** GD202 and GD211  
This is a special projects course in which students utilize their knowledge of design, typography, production techniques, video, and audio to execute a team project. Students also apply communications, teamwork, and organizational skills. Students work cooperatively to achieve a common goal, similar to industry experience.

**GD311 Advertising Design**  
3 quarter credits  
**Prerequisites:** GD211  
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 also be defined and applied.

**GD313 Publication Design**  
3 quarter credits  
**Prerequisites:** GD202  
Students will prepare scanned and object-oriented graphics files and integrate them with text in a multipage composition file. File transfer and document printing is covered. The place of electronic page make up in modern print production will be studied.

**GD314 Collateral Design**  
3 quarter credits  
**Prerequisites:** GD202 and GD211  
The role of graphic design in collateral materials will be introduced and explored with a focus on brochures, billboards, posters, transit cards, point-of-sale materials, direct mail pieces,
This course examines the role of the art director in producing multi-faceted graphic design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. Professional-quality portfolio examples will be produced throughout the term. By encouraging a team approach, the course will further enhance students’ leadership, communication, and negotiation skills.

**GD11 Advanced Digital Imaging**  
3 quarter credits  
**Prerequisites:** GD107  
This course emphasizes digital imaging for interactive presentations. Students will use vector- and raster-based applications for image creation and manipulation. Advanced concepts such as animation, 3D objects, layering, texture mapping, and archiving will be covered.

**GD12 Advanced Design**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
This advanced course enhances and builds on skills developed in fundamental design courses. Refining typographic skills and furthering design sensitivities will be emphasized. Critical analysis and evaluation will be explored in the context of goal-focused design objectives. Portfolio-quality projects will be developed.

**GD13 Digital Portfolio**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
This course will guide students through the process of compiling their work into a final interactive portfolio. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements.

**GD15 Graphic Design Capstone**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
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.

**GD20 Advanced Digital Illustration**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
With the growth of features in complex vector illustration programs, this advanced course addresses the unique role of vector illustration program in creating advance artwork for a variety of professional applications, including website development, vector-based animation, resizable, typographically rich artwork, and portable document creation.

**GD489 Portfolio Preparation**  
3 quarter credits  
**Prerequisites:** Permission of Academic Chair  
This course is designed to prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.

**GD499 Portfolio Presentation**  
3 quarter credits  
**Prerequisites:** GD489  
This course will guide students through the process of compiling their work into a final interactive portfolio. Students will apply techniques and strategies to market themselves in their chosen fields. Emphasis will be placed on students assessing their most marketable skills and designing résumés and print material to support their portfolios. This class is considered a capstone class for your program, and therefore requires attendance at the quarterly portfolio show as a condition of passing the class. Note: If you do not attend portfolio show, you will not pass this class.

**GWDA101 Applications & Industry**  
3 quarter credits  
**Prerequisite:** None  
Web design and graphic design applications, tools, and industry practices. Includes file management practices, basics of markup language...
and styling. Introduction to illustration and image manipulation software relevant to the web design and graphic design industries.

GWDA111 Introduction to Layout Design
3 quarter credits
Prerequisite: GWDA112
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.

GWDA112 Typography: Traditional
3 quarter credits
Prerequisite: None
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 will also be introduced to contemporary typography.

GWDA113 Typography: Hierarchy
3 quarter credits
Prerequisite: GWDA112
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 hierarchical skills.

GWDA113 Programming Logic
3 quarter credits
Prerequisite: GWDA113
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.

GWDA132 Information Architecture
3 quarter credits
Prerequisite: GWDA133
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, process flow, layouts and labeling systems that best address these needs. They prepare and present a professional information architecture proposal.

GWDA133 Fundamentals of Web Design
3 quarter credits
Prerequisite: None
An introduction to the terms, technologies, trends, and best practices of the interactive design industry. Students design, develop, and upload a simple web site using HTML and basic 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.

GWDA202 Interface Design
3 quarter credits
Prerequisite: GWDA111
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.

GWDA204 Introduction to Writing for Interactive Media
3 quarter credits
Prerequisite: None
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.

GWDA243 Object-Oriented Scripting
Prerequisite: GWDA273
Students will be introduced to JavaScript utilizing the Document Object Model. Refining and enhance programming skills will be employed. The student gains experience developing advanced applications using specific computer languages.

GWDA273 Intermediate Web Design
3 quarter credits
Prerequisite: GWDA133
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.

GWDA283 Advanced Web Design
3 quarter credits
Prerequisite: GWDA273
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.

GWDA303 Interactive Motion Graphics
3 quarter credits
Prerequisite: GWDA273
Students expand on the narrative structure in a time-based environment. The advanced principles and practices of digital audio & media in an interactive design setting are explored. Preparing and using current digital audio and video programs for delivery online is employed. Emphasis is placed on the implementation via scripting in an interactive authoring application.

GWDA353 Server-Side Scripting
3 quarter credits
Prerequisite: GWDA223 or GWDA273
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
Henderson, NV 89074
2350 Corporate Circle

entertainment owe much to American film, music and other forms of popular culture. The development of computer games, projects.

Use of textbook, slides, the period of nationhood.

Colonization to the end of reconstruction (1877). Primary emphasis is on the English colonies and the period of nationhood.

GWDA372 Content Management Systems
3 quarter credits
Prerequisite: GWDA243
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.

HUM112 US History I
4 quarter credits
Prerequisites: None
This course covers the period of American history from early colonization to the end of reconstruction (1877). Primary emphasis is on the English colonies and the period of nationhood.

HUM130 Art History
4 quarter credits
Prerequisites: None
This course examines the historical development of painting, sculpture, and architecture, and compares the visual arts from different time periods and cultures. The chronological progression of techniques and the evolving styles of artistic expression are covered as well. Beginning with the art of ancient cultures, the course proceeds through early Western art to the Italian Renaissance and from the High Renaissance to contemporary twentieth-century art forms.

HUM131 Modern & Contemporary Art
4 quarter credits
Prerequisites: None
This course is a history of art from neoclassicism to contemporary art. Concepts, artists, works, and styles of the periods will be studied through the use of textbook, slides, videos, and projects.

HUM132 History of Popular Culture
4 quarter credits
Prerequisites: None
The development of computer games, film, music and other forms of popular entertainment owe much to American myths, icons, heroes, and institutions as represented in American popular culture from the mid- to late-nineteenth-century to the present. Students examine the history of these art forms through the examination of popular novels, films, radio programs, songs/music, and television programs—and determine the cultural contributions of particular generations at different times in history.

HUM133 History of Rock n Roll
4 quarter credits
Prerequisites: None
The esthetics and sociology of Rock from its origins in Rhythm and Blues to the rise of Elvis Presley and Rock-a-Billy, Chuck Berry and teenage rock, Bob Dylan and Protest Rock, the Beatles and the Rolling Stones, Psychedelic Rock and Soul.

HUM157 Ethics
4 quarter credits
Prerequisites: ENG110
Ethics is the study of the age-old question, “How ought I to live?” Historically, this question has been answered in multiple ways and it is our task to acquaint ourselves with responses generated by various thinkers. The study of ethics is one major area of philosophy. The remaining areas are: 1. What is real? (Metaphysics) and 2. What can I know? (Epistemology). The answers to these latter two questions are bound up with our answer to the first. Ethics, in a sense, is “first philosophy.” Our secondary task is to critically evaluate ethical theories while learning to apply them to everyday situations.

HUM134 History of Rock n Roll II
4 quarter credits
Prerequisites: ENG110 and HUM112
This course covers the period of American history from reconstruction (1877) to the present. Primary emphasis is on the 20th century.

HUM201 Historical & Political Issues
4 quarter credits
Prerequisites: None
This course focuses on American history from its origins in Rhythm and Blues to the rise of Elvis Presley and Rock-a-Billy, Chuck Berry and teenage rock, Bob Dylan and Protest Rock, the Beatles and the Rolling Stones, Psychedelic Rock and Soul.

HUM202 Media Theory and Criticism
3 quarter credits
Prerequisites: DFVP110 or DFVP111 or DFVP112
This course will introduce students to the major theories used to analyze various media, including film, television and audio through the discussion of key theoretical and critical approaches. Theories may include: realism, genre, auteur, postmodernism, and feminist criticism. The course combines readings with weekly feature-length film clip viewings, lectures, group discussions, and written assignments.

HUM202 Media Theory and Criticism
3 quarter credits
Prerequisites: DFVP110 or DFVP111 or DFVP112
This course will introduce students to the major theories used to analyze various media, including film, television and audio through the discussion of key theoretical and critical approaches. Theories may include: realism, genre, auteur, postmodernism, and feminist criticism. The course combines readings with weekly feature-length film clip viewings, lectures, group discussions, and written assignments.

HUM212 US History II
4 quarter credits
Prerequisites: ENG110 and HUM112
This course covers the period of American history from reconstruction (1877) to the present. Primary emphasis is on the 20th century.

HUM220 World Civilization
4 quarter credits
Prerequisites: None
In this course, students explore the cultural, intellectual, and political trends that have shaped the historical development of the world from ancient Egypt and Mesopotamia, Greek and Roman civilizations, the medieval world, European voyages of discovery and contact with Central American cultures, the Commercial Revolution, and the Renaissance in Italy and Northern Europe.

HUM251 American Literature
4 quarter credits
Prerequisites: ENG110
This course focuses on American literary selections. Topics include the critical evaluations of the literary genres, story, poetry, and drama.

HUM252 World Literature
4 quarter credits
Prerequisites: ENG110
This course focuses on world literary selections. Topics include the critical evaluation of the literary genres, story, poetry, and drama.

HUM255 Theater
4 quarter credits
Prerequisites: None
This course explores the development of the theater and performance, as well as presents various periods of dramatic achievement in an interdisciplinary and international context. Students have the
opportunity to learn to appreciate the many dimensions of the stage including acting, set design, costume, lighting, direction, and production.

HUM265 Comparative Religion
4 quarter credits
Prerequisites: None
This course is a basic introduction to the variety of the world's religions as well as methods for studying them. The nature of religion; indigenous religions; and the religions of Hinduism, Buddhism, Taoism, Judaism, Islam, and Christianity will be discussed. Attention will be paid to recognizing the mutual interactions between dimensions of religions such as ritual, doctrine, ethics, institutions, and especially religious experience.

HUM290 Liberal Studies Capstone
1 quarter credit
Prerequisites: Permission of the Academic Chair
Students apply knowledge and skills developed in liberal courses to the investigation of topics relevant to students' programs. Students explore the interrelationship of the liberal studies disciplines to their respective programs in order to synthesize their educational experience into a cohesive whole.

HUM310 Mythology
4 quarter credits
Prerequisites: None
In this course, students encounter various forms of myths viewed as sacred stories taken from cultures around the world.

HUM320 World Civilization II
4 quarter credits
Prerequisites: ENG110 and HUM220
This course covers European history from the seventeenth century through post-World War II. It includes political, economic, and cultural development, such as scientific thought, the enlightenment, the Industrial Revolution, and World Wars I and II.

HUM334 Aesthetics
4 quarter credits
Prerequisites: ENG110
Aesthetics is alternately defined as philosophy of art, philosophy of beauty, and philosophy of taste. All three definitions point to the ways in which we create experience, think and write about the fine arts. Our readings this semester will explore various mediums, philosophical issues, and the idea of taste in order to help you generate your own aesthetic theories. At semester's end you will have experienced a wide range of reactions to art and developed your own critical voice that can help you answer the question "What is art?" in a well-reasoned fashion.

ID116 Drafting I
3 quarter credits
Prerequisites: None
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.

ID117 Introduction to Interior Design
3 quarter credits
Prerequisites: None
Students are introduced to the fundamental principles and operation of 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.

ID125 Drafting II
3 quarter credits
Prerequisites: ID116
Students develop an understanding of mechanical drawings, detailed drawings, and other components of an entire working drawing package using hand-skills introduced in Drafting I.

ID132 Programming & Space Planning I
3 quarter credits
Prerequisites: ID116
This course introduces 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.

ID134 Sketching & Rendering
3 quarter credits
Prerequisites: ART101
Through a method of exploring a variety of traditional medium, the student will obtain basic presentation skills such as sketching and rendering.

ID135 History of Architecture, Interiors & Furniture I
3 quarter credits
Prerequisites: None
This course acquaints students with a historical basis of furniture styles and ornamental motifs in use today. It surveys the development of ancient Egyptian through the Late Neoclassical period. 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.

ID207 Programming & Space Planning II
3 quarter credits
Prerequisites: ID132
This course is a continuation of the design series that advances knowledge gained in Programming and Space Planning I by applying those skills to more complex spaces and design challenges.

ID208 Human Factors
3 quarter credits
Prerequisites: None
This course covers the principles and considerations related to human factors, anthropometrics, ergonomics, and the psychological response of users to interior spaces.

ID209 CAD I
3 quarter credits
Prerequisites: None
This course is an introduction to the fundamental principles and operation of computer-aided drafting sufficient to produce floor plans, elevations, and other components of a working drawing package.
ID215 Residential Design I
3 quarter credits
Prerequisites: ID116
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.

ID217 Textiles
3 quarter credits
Prerequisites: None
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.

ID219 CAD II
3 quarter credits
Prerequisites: ID209
Students will enhance their basic CAD skills while increasing their speed and problem-solving capabilities. Students will gain proficiency in computer-assisted drafting through progressively complex applications and 3D visualization.

ID225 Presentation Techniques
3 quarter credits
Prerequisites: None
Using lectures and hands-on skills training, this class enhances student’s visual, verbal and written presentation skills.

ID234 Kitchen & Bath Design
3 quarter credits
Prerequisites: ID132 or ID208 and ID125
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.

ID240 Commercial Design I
3 quarter credits
Prerequisites: ID132
This course is a study of the design process as it applies to commercial/corporate environments. Studio work includes problem solving, space planning, systems furniture application, code application, furniture, material and finish selection, and presentation. Discussions of branding and corporate identity are included.

ID241 Materials & Specifications
3 quarter credits
Prerequisites: ID217
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.

ID242 Codes & Regulations
3 quarter credits
Prerequisites: None
This course provides the students with instruction in the area of local, national, and international building and fire codes. Students have the opportunity to learn to search and recognize the codes and regulations that deal with the health, welfare, and safety of the public in the building environment.

ID244 Lighting Design
3 quarter credits
Prerequisites: ID132
This course is the study of the principles and application of lighting design in interior design. Students explore factors that impact the design of lighting interior spaces including properties and performance criteria.

ID245 Commercial Design II
3 quarter credits
Prerequisites: ID219
This course will further enhance the abilities of the student to produce professionally rendered projects. Students will have the opportunity to learn formal rendering techniques and demonstrate his/her understanding through hands-on drawing exercises designed to encourage experimentation with various graphic art media and presentation techniques. Students will engage and produce various graphic art presentations of personal design projects (past or present).

ID250 Advanced Architectural and Interior Rendering
3 quarter credits
Prerequisites: ID134
This course offers an in-depth study of concepts introduced in Residential Design I with application to specific needs in the home. Exploration may include advanced issues of human factors, universal design, and sustainability, designing from a global perspective, varying familial structures, aging in place, or specialty areas of the home such as home theater, home office and/or outdoor living spaces.

ID308 Construction Drawings & Contract Documents
3 quarter credits
Prerequisites: ID125
This course introduces students to the process of producing and using a set of contract architectural documents for interior spaces. Students focus on formatting and cross-referencing drawings and how to present floor plans, sections, elevations, details, notes, legends, and schedules.

ID315 Residential Design II
3 quarter credits
Prerequisites: ID132 ID215, and ID241
This course continues to influence design today.
ID324 Advanced CAD II
6 quarter credits
Prerequisites: ID219
This course develops an understanding of detail setup for both engineering and architectural applications. Students will examine symbols for mechanical, plumbing, and electrical drawings. They will illustrate knowledge of inserting information to scale and demonstrate industry-appropriate layout compositions.

ID325 Environmental & Sustainable Design
3 quarter credits
Prerequisites: ID242
This course covers the principles and practices of the design of environmentally sensitive interior spaces. Topics may include HVAC, electrical and plumbing, as well as sustainability, LEED and green design issues related to interior spaces.

ID327 Furniture Design
3 quarter credits
Prerequisites: ID125 and ID208
This course explores the principles of furniture design. Students will apply knowledge gained in previous courses with ergonomic/anthropometric standards and environmental issues to create furniture designs and present them through various media.

ID328 3D Digital Rendering
3 quarter credits
Prerequisites: ID317
This course will introduce students to 3D rendering software as it applies to computer generated models. Students will have the opportunity to learn to communicate their design solutions by appropriately rendering interior models.

ID340 Commercial Design II
3 quarter credits
Prerequisites: ID209, ID215 and ID240
This course further develops the study of the commercial environment by synthesizing information gained in Commercial Design I with way-finding, universal design and accessibility, sustainability, and detailed specifications that are packaged into construction drawings and specification documents.

ID403 Advanced CAD III
6 quarter credits
Prerequisites: ID219
This course will introduce students to the building information model (BIM) concept and the tools for parametric building design and documentation. There will be a specific emphasis on design development tools including how to build a 3D model with walls, windows, doors, floors, roofs, stairs, creating reflected ceiling plans and furniture plans. Students will integrate their design knowledge and skills through the BIM approach beginning with preliminary design and finishing with the development of construction documents and a critical analysis of the completed model.

ID405 Interior Detailing
3 quarter credits
Prerequisites: ID240, ID241, and ID242
Study the materials and fabrication techniques involved in the design and construction of basic interior details and how designers communicate these details in the document package. Students discuss such topics as cabinetry, ceilings, walls, and millwork.

ID407 Building & Mechanical Systems
3 quarter credits
Prerequisites: ID132 or ID207
This course is a study of the materials and principles utilized in basic construction, building, and mechanical systems for residential and commercial interiors. Electrical and heating systems, ventilation, air conditioning, and plumbing are surveyed. This course also examines the concepts and theories behind indoor air quality, acoustics, lighting applications, and issues of sustainability.

ID408 Professional Practices
3 quarter credits
Prerequisites: ID117 and ID240
This course presents the principles governing the business, legal, and contractual aspects of the interior design profession for both commercial and residential applications. Marketing of design services, budgets, ethics, and client/designer/trade relationships are included within lessons of business administration. Current legislation, examinations, certification, and professional associations are discussed. Exercises in interviewing techniques and résumé writing strengthen job-search skills.

ID409 Hospitality Design I
3 quarter credits
Prerequisites: ID207 and ID242
This course is an exploration of the design process as it applies to hotel environments. Studio work includes problem solving, space planning and programming, codes, Furniture, Fixtures, and Equipment specifications, and presentation. History and corporate brands are also included.

ID410 Hospitality Design II
3 quarter credits
Prerequisites: ID207, ID242, ID409
This course further develops the study of hotel environments by synthesizing information gained in Hospitality Design I. Studio work involves review of mixed use, boutique, gaming, restaurant, spa, and nightclub.

ID421 Facilities & Project Management
3 quarter credits
Prerequisites: ID340
This course examines the complexity of the facilities and project management and contract administration. Studies include the planning process, motivating, monitoring, and reporting performance, time management, scheduling, project control, and supervision.

ID422 NCIDQ
3 quarter credits
Prerequisites: Permission of the Academic Chair
The National Council for Interior Design Qualifications (NCIDQ) certifies interior designers through testing methods. This course prepares the student to sit for this three-part, two-day exam. Currently, students can qualify to sit for this exam with a bachelor's degree in Interior Design and three years of appropriate work experience.

ID430 Portfolio Preparation
3 quarter credits
Prerequisites: Permission of the Academic Chair
This course prepares students for the transition to the professional world.
This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.

**ID431 Portfolio Presentation**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair  
This course focuses on the completion of the portfolio. Your final portfolio should focus on your individual strengths. This work should reflect your uniqueness and your ability to meet demanding industry standards.

**ID434 Graduate Project I**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair  
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 Graduate Project II for an interior environment that will better support the psychological and physiological health, safety, and welfare of the public.

**ID444 Graduate Project II**  
3 quarter credits  
Prerequisites: ID434  
In this culminating studio course, students continue the development of a viable solution for the project initiated in Graduate Project I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective, and responsible design practices.

**IMD101 Intro to the World Wide Web**  
3 quarter credits  
Prerequisites: None  
The increasing use of the Internet and the advent of the World Wide Web have created a growing market for individuals who can integrate aesthetic design principles coupled with web page scripting skills. Students will have the opportunity to learn about the impact of the World Wide Web in the context of communication and social behavior, and how its creation has affected commerce and technology. Students will create basic World Wide Web pages utilizing HTML, the basic scripting language of all web documents, in addition to many of the other effects and extension scripts available for that medium.

**IMD121 Web Scripting**  
3 quarter credits  
Prerequisites: None  
Students will acquire the skills needed to develop, design, and produce basic Web pages.

**IMD123 Program Logic**  
3 quarter credits  
Prerequisites: None  
This course is an introduction to various logic statements used in all programming languages, providing the skills to convert written words into programming logic.

**IMD130 Interactive Motion Design I**  
3 quarter credits  
Prerequisite: GD107 or GD211  
An introduction to motion design, concepts and techniques. Students create interactive motion using basic principles of design for timeline-based media.

**IMD203 Introduction to Scripting Languages**  
3 quarter credits  
Prerequisites: IMD121  
Students will develop and refine basic programming skills. The student will acquire skills needed to design, develop, and produce practical applications with a specific scripting or programming language.

**IMD205 Interactive Motion Design II**  
3 quarter credits  
Prerequisite: IMD130  
This course is an intermediate level course focusing on motion graphics as an interactive design solution. Students will develop interactive motion graphics, which incorporate created or imported original graphics.

**IMD210 Web Authoring I**  
3 quarter credits  
Prerequisite: Permission of Academic Chair  
This course is a study of interactive multimedia with an emphasis on the hardware, software peripherals, and interdisciplinary content required for the completion of interactive multimedia projects.

**IMD213 Intermediate Scripting Languages**  
3 quarter credits  
Prerequisites: Permission of Academic Chair  
Through this course, students refine and enhance programming skills. The student gains experience developing advanced applications using specific computer languages. Integration of application software will be emphasized.

**IMD215 Digital Video Editing**  
3 quarter credits  
Prerequisite: DFVP131 or GD107  
This course deals with the processes involved with desktop editing of audio and video for digital output. Topics include the operation of non-linear systems, compression schemes, special effects composition software, and shooting and editing for digital compression. Students will produce short videos for output to various storage formats or playback on digital media.

**IMD220 Web Authoring II**  
3 quarter credits  
Prerequisites: IMD210  
Students will create World Wide Web pages utilizing various scripting languages of current/future Web documents, in addition to many of the other effects and extension scripts available for that medium.

**IMD223 Advanced Scripting Languages**  
3 quarter credits  
Prerequisites: IMD213  
Students will refine dynamic scripting skills to develop complex interactively and applications.
IMD225 Design and Interface for Interactive Media
3 quarter credits
Prerequisites: GD107 or GD211
This course provides students an introduction to the process of designing graphics for web and interactive use. Students will formulate design projects specifically for delivery mediums such as kiosks, the Internet, and a variety of interactive mediums. Parameters relating to color, resolution access speed, and composition will mediate the design process. Students will employ principles of interactive design appropriate for the client and target audience.

IMD244 Design for Mobile Devices
3 quarter credits
Prerequisites: IMD213
Students will have the opportunity to 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.

IMD267 Writing for Interactive Design
3 quarter credits
Prerequisites: IMD213
This is a specialized writing course for interactive design. Students will have the opportunity to learn to create unique characteristics and techniques of media writing and apply them to interactive media production. Students will also have the opportunity to learn to conduct research for media writing projects. 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 interactive media.

IMD280 Web Site Development I
3 quarter credits
Prerequisites: IMD213 and IMD225
In this course, students design and deliver professional web content in addition to using comprehensive tools and the latest techniques to enhance a web presence.

IMD300 Interactive Motion Scripting I
3 quarter credits
Prerequisites: IMD130
An advanced course that applies motion graphics as an integrated interactive solution; students will script interaction, sequencing, and motion for interactive projects. Optimization is a critical consideration in the creation of the user-centered experience.

IMD302 Net Broadcasting
3 quarter credits
Prerequisites: IMD210
In this course, students have the opportunity to learn the basics of audio and video streaming technologies and apply them to sites and events.

IMD323 Web Marketing
3 quarter credits
Prerequisites: IMD210
This course focuses primarily on marketing on the Web, addressing the elements and requirements of information distribution, advertising, or sales in this new medium. The content of the course includes an overview of major online services, portals, and developing content aggregators. Students have the opportunity to learn how to modify traditional marketing theories and strategies, as well as the demands and opportunities unique to the Web. One of these opportunities receives special attention: using server push or other push technologies to develop “shows” or “magazines” online.

IMD329 User Centered Design I
3 quarter credits
Prerequisites: IMD203 and IMD225
This course introduces students to the concepts and processes of developing web sites that have a primary goal of addressing and solving user needs. By exploring the process step-by-step, students will identify where user issues are raised and how they are answered. During the course, students create either a Web site or a prototype and learn common ways to locate errors or problems with interactive products. Students will present and defend their decisions.

IMD339 User Centered Design II
3 quarter credits
Prerequisites: IMD213 and IMD329
This course continues the process of developing web sites that focus on the user experience. Students will have the opportunity to learn to connect web usability with company objectives and productivity. Students will also have the opportunity to learn the parameters of content management systems and their functionality within the web environment.

IMD350 Interactive Motion Scripting II
3 quarter credits
Prerequisites: IMD300
This class is a continuation of the first advanced course that applies motion graphics as an integrated interactive solution; students will script interaction, sequencing, and motion for interactive projects. Optimization is a critical consideration in the creation of the user-centered experience.

IMD375 Database Systems
3 quarter credits
Prerequisites: IMD223
Databases are critical to providing content interactively on the web as well as tracking the traffic and customer information. This course will introduce the student to databases and their application and integration to web site development and administration.

IMD380 Web Site Development II
3 quarter credits
Prerequisites: IMD280
Students will analyze, design, build and maintain large Internet sites that successfully integrate server management, site design, database, and scripting skills.

IMD402 Designing for Server Side Technology
3 quarter credits
Prerequisites: Permission of the Academic Chair
E-Commerce requires more than simply translating the traditional retail or wholesale sales environment to the
Web. In addition to reviewing the technical requirements, students need to understand how to assemble the appropriate elements into an effective design that supports and encourages commerce in an online environment. This course covers the design elements and the software support that contribute to online success.

**IMD404 Professional Practice**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair  
This course will introduce students to business functions, operations, and structures, and explore the role of graphic design in business. Finance, business ethics, labor-management relations, organizational behavior, and marketing are among the topics to be covered. In addition, the guidelines and expectations of professional behavior will be addressed.

**IMD405 Senior Project I**  
3 quarter credits  
Prerequisite: Permission of the Academic Chair  
This course is the first component of a two-quarter Senior Project. In this initial phase, students develop design documentation for the proposed project with emphasis on qualitative and quantitative research, scheduling of the project, methods of presentation and qualitative results. Over both quarters, students will design a professional Web Site and/or CD-ROM for a client, which will be used to showcase skills developed throughout the program. The project will showcase effective use of interface design, programming, videography, photography, object modeling and e-commerce as necessary.

**IMD414 Designing Dynamic Web Sites**  
3 quarter credits  
Prerequisite: Permission of the Academic Chair  
Students will apply user-centered design principles, database structures and server side scripting to create dynamic web sites. Particular attention will be paid to design issues relating to the display of dynamic content on the screen and how that dynamic content will be delivered.

**IMD415 Senior Project II**  
3 quarter credits  
Prerequisite: IMD405  
This course is the second component of the two-quarter Senior Project. In this concluding phase students finalize, defend, and present a completed project suitable for professional utilization to the client and instructor.

**IMD440 Portfolio Preparation**  
3 quarter credits  
Prerequisites: Permission of Academic Chair  
This course will guide students through the process of compiling their work into a final interactive portfolio. Students will apply techniques and strategies to market themselves in their chosen fields. Emphasis will be placed on students assessing their most marketable skills, designing storyboards for their interactive portfolios, creating professional design layouts, creating interfaces, backgrounds, buttons, audio/video elements, resumes, and print materials to support their interactive portfolios.

**IMD450 Portfolio Presentation**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair  
This serves as the capstone course for the Web Design & Interactive Media program. Students will polish and tailor their final interactive portfolio in preparation for entry into the industry. Emphasis will be placed on students assessing their most marketable skills and designing resumes and print material to support their portfolios. The course culminates with entry and display at the quarterly graduate portfolio show, which is a requirement for passing the course.

**INSA103 Instructional Technology Integration**  
3 quarter credits  
Prerequisite: GWDA101  
This course explores the application of technology in education and training and covers strategies for effective integration of technology into curriculum to meet the needs of the audience or learner. Students focus on the study of learning theories and how they relate to the role of technology in learning. Students learn to integrate software, hardware, and a variety of technologies in instruction.

**INSA105 Psychology of Learning**  
3 quarter credits  
Prerequisite: None  
In this course students are introduced to the psychological principles of human learning: memory, conceptual processes, motivation, and individual differences. Current psychological and educational models supporting learning goals, retention, and mastery are discussed.

**INSA115 Learning Theories & Strategies**  
3 quarter credits  
Prerequisite: INSA105  
In this course students explore the main principles, concepts, research findings, and practical applications of key learning theories. Topics include historical perspectives and contemporary influences relevant to developing technology-based learning environments for diverse learners.

**INSA125 Foundations of Instructional Design**  
3 quarter credits  
Prerequisite: INSA115  
This course explores instructional design history, methods, models, and terminology. Students learn to apply instructional design principles to the development of instruction appropriate to a specific audience. This project-oriented course culminates in a proposal for an instructional product including prototype development and testing methods.

**INSA202 Curriculum Design**  
3 quarter credits  
Prerequisite: INSA125  
This course is an introduction to the development of skills essential for curriculum design, planning, and implementation. Emphasis is placed on instructional strategies, learning styles, instructional delivery methods, and curriculum assessment. Students analyze, develop, assess, and evaluate existing curriculum with respect to relevant theory, research, and practices.

**INSA205 Developing Instructional Materials I**  
3 quarter credits  
Prerequisite: GWDA111  
This course identifies and describes effective instructional materials used for the delivery of curriculum in a
variety of educational settings. Students examine the relationship between quality materials and instructional goals and objectives. Students create effective materials designed to facilitate learning using a variety of digital media to achieve instructional goals.

**INSA207 Evaluation, Assessment & Analysis of Learning**  
3 quarter credits  
Prerequisite: INSA212  
This course examines the basic principles of assessment and evaluation of instruction. Students develop conceptual frameworks for authentic learning assessment, and assess and evaluate knowledge and problem solving strategies and tools. Students employ formative and summative evaluations for different learning environments. They learn to determine reliable and informative assessments of student learning outcomes.

**INSA212 Advanced Instructional Design**  
3 quarter credits  
Prerequisite: INSA125  
This course is a continuation of principles and practices of instructional design. Students learn to select, design, develop, and manage online and multimedia based instruction to meet the learning needs of specific audiences. Disciplined approaches incorporating learning theories, emerging technologies, and instructional strategies are covered.

**INSA215 Developing Instructional Materials II**  
3 quarter credits  
Prerequisite: INSA205  
Students further explore and create instructional materials used in the delivery of curriculum for a variety of instructional settings. This course uses a variety of digital media and delivery methods to provide engaging and interactive experiences designed to achieve specific goals and objectives. Students focus on interaction design and communicating effectively with specific audiences.

**INSA217 Interaction Management**  
3 quarter credits  
Prerequisite: INSA105  
This course compares and evaluates techniques used to keep learners engaged in curriculum delivered through online, hybrid, and on-ground instructional models. Students identify and discuss strategies that address the management of learning environments for diverse learners. Students examine solutions for optimal interaction and leaning outcomes.

**INSA302 User Experience Design**  
3 quarter credits  
Prerequisite: GWDA202  
An exploration of user experience design focused on creating user-centered experiences and developing products that demonstrate current industry standards and principles for experience design. Students learn how to create user flow documentation, wireframes for feedback loops, and interface systems for multi-platform delivery. Students explore best practices for user testing techniques.

**INSA303 Digital Media Production**  
3 quarter credits  
Prerequisite: GWDA101  
This course examines the process of using various media and technology to communicate messages and tell stories. Students apply the concepts of design, audio, video, motion graphics, and still photography for instructional purposes.

**INSA305 Foundations of Game-Based Learning**  
3 quarter credits  
Prerequisite: INSA302  
This course examines the theory and the design process of creating educational games and explores the social and cultural implications of using educational games. Students learn to apply pedagogical elements into the narrative as well as understand the other key elements such as mechanics, technology, and aesthetics in the game design process.

**INSA307 Introduction to Research Methods**  
3 quarter credits  
Prerequisite: ENG110  
This introductory course to research methods and practices provides students with an overview of research terminology, data collection, data analysis, and ethics. Focus is placed on an introduction to various research designs including experimental, non-experimental, quantitative, and qualitative research methods. Emphasis is placed on research methods and instruments of measurement.

**INSA313 Learning Management Systems**  
3 quarter credits  
Prerequisite: GWDA353  
This course is an overview of learning management systems. Students work in a learning management system to plan, implement, and assess a specific learning process, as well as create and deliver content, monitor user participation, and assess user performance.

**INSA317 Instructional Technology & Design Project Management**  
3 quarter credits  
Prerequisite: INSA313  
This course is an examination of the key components of instructional design project management; project needs analysis, implementation, integration, timeline, and cost management of instructional design projects. Students study initial project planning through development, implementation, and reassessment.

**INSA327 Instructional Technology & Design Capstone I**  
3 quarter credits  
Prerequisite: INSA317  
This capstone course focuses on the application and integration of skills and knowledge learned in courses within the Instructional Technology & Design program to real world situations. Students create a formal capstone project which includes a creative brief, objectives, strategies, and assessments for learning. This course allows students to apply the theories/principles of learning, instructional strategies, learner characteristics, and appropriate technology to extend learning.

**INSA402 Instructional Technology & Design Capstone II**  
3 quarter credits  
Prerequisite: INSA327  
In this course students develop and evaluate the capstone project prototype designed in Instructional Technology & Design Capstone I. Execute a sessional presentation of the
INSA406 Internship
3 quarter credits
Prerequisite: By Permission
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.

INSA412 Special Topics in Instructional Technology & Design
3 quarter credits
Prerequisite: By Permission
This course examines emerging concepts and methodologies used in instructional design. Students will research and discuss the potential impact on technological, social, and cultural change. Students will research differences in demands in instructional design by geographic market.

INSA409 Portfolio
3 quarter credits
Prerequisite: INSA402
This course prepares students for the transition to the professional world by helping them compile a professional portfolio, apply marketing techniques, strategies, and creativity to showcase conceptual abilities and technical competencies in their chosen fields. 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 the assessment of marketable skills, designing storyboards, creating professional design layouts, creating interfaces, audio/video elements, resumes, and print materials to support their interactive portfolios.

MAAA213 3D Modeling
3 quarter credits
Prerequisite: FND150 or FND135 or SDVA102
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.

MAAA232 3D Animation
3 quarter credits
Prerequisite: MAAA213
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.

MMA123 Storyboarding
3 quarter credits
Prerequisite: ART101 or ART102
This course focuses on the application of industry-standard storyboarding and scripting techniques to animation. Contents to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script.

MMA126 Conceptual Storytelling
3 quarter credits
Prerequisite: None
The course is an introduction to storytelling and the components of story. The goal is to develop storytelling skills, and an understanding of story form. Students will examine story art through story structure, character, and composition. Students will be presented with the tools, techniques, and understandings of what stories are and how they work. The course will comprise reading, writing, and discussion about traditional storytelling as well as the impact of technology and interactivity on storytelling. Students will have the opportunity to learn to craft, analyze, and critique stories while working with the tools necessary to present material in digital format.

MMA150 Principles of Animation
3 quarter credits
Prerequisites: None
Students will study timing and weight through a series of projects designed to demonstrate the principle of animation. Issues such as keyframing, in-betweening, and cycling will be addressed.

MMA161 Drawing & Anatomy
3 quarter credits
Prerequisite: ART105
Continuing to develop the basic drawings course, students will focus on rendering life forms in space. Emphasis will be placed on the basic anatomical structures of human and animal forms.

MMA201 3D Modeling
3 quarter credits
Prerequisite: ART104
This course explores the fundamental techniques used to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of short 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation composition.
MMA212 Camera & Lighting Techniques
3 quarter credits
Prerequisites: MMA201
This course explores the various camera and lighting techniques as applied to computer animation. Discussions will cover the general concepts and principles of camera moves and lighting in computer animation. Focus will be placed on applying camera and lighting techniques to computer-generated animation.

MMA213 Advanced Life Drawing
3 quarter credits
Prerequisites: MMA161
Continuing to develop the various drawing skills from all preceding drawing courses, students will further develop their drawing skills as applied to animation or graphic design. Emphasis will be placed on simplifying drawings through contour lines, and color generating impressions of form under time constraints, and expressing emotion through the use of abstract line, form and color.

MMA225 Hard Surface & Organic Modeling
3 quarter credits
Prerequisites: MMA201
This course covers advanced modeling techniques used for building organic and hard surface objects and environments.

MMA230 Audio for Animation
3 quarter credits
Prerequisites: None
This course is a conceptual introduction to audio production techniques for animation. Students will have the opportunity to learn to digitize sound and apply it for audio enhancement of their animations. Students will also have the opportunity to learn how to produce appropriate audio effect and transition in computer animation.

MMA235 Character Ideation
3 quarter credits
Prerequisites: MMA213
In this course, students will have the opportunity to learn to conceptualize and illustrate characters for animation. Students will apply appropriate proportion and form while producing visual solutions from a brief description, as well as producing illustrations from their own concepts.

MMA240 Intermediate Traditional Animation
3 quarter credits
Prerequisites: MMA123 and MMA150
A study of 2D animation using 2D paint and animation program as the primary tool. Students will study the basics of timing, weight, and in-betweening. Use of a capture device, pencil tests, ink and paint, and other 2D animation skills will be explored. The students will apply these skills through storyboarding and character studies.

MMA250 Advanced Traditional Animation
3 quarter credits
Prerequisites: MMA240
In this course, students apply techniques to create a 15-20 second animation with a purpose. The addition of multiple characters increases the level of complexity and necessitates a short storyline. The use of a capture device, pencil tests, ink and paint, and other 2D skills will be utilized.

MMA305 Background Design & Layout
3 quarter credits
Prerequisites: MMA201 and MMA202
This course focuses on the fundamentals of background layout with and emphasis on perspective, composition, design basics, staging, mood, texture, and lighting. Students will also have the opportunity to learn the basics of using props as a background and foreground design.

MMA306 Character Modeling
3 quarter credits
Prerequisites: MMA161 and MMA211
This course covers advanced modeling techniques used for building a 3-dimensional character. Students will explore techniques of character modeling to include various approaches to figure construction.

MMA307 Material & Lighting
3 quarter credits
Prerequisites: MMA201 and MMA212
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 containing reflection radiosity and other effects.

MMA314 Character Rigging
3 quarter credits
Prerequisites: MMA306
The purpose of this course is to demystify character setup. After reviewing the basics, advanced topics such as interface creation and expressions will be covered. The character setup will be tested by animation assignments. Upon completion, each student will have created, set up and tested a character with a custom graphical user interface.

MMA316 Character Animation
3 quarter credits
Prerequisites: MMA306
This is an advanced level 3D animation course building on techniques developed from previous modeling and animation courses. Students will have the opportunity to learn how to apply real-life action sequences to characters.

MMA321 Compositing
3 quarter credits
Prerequisites: VEMG200
This course will continue the development of the skills used in finalizing an animation project, using various compositing software. This class will reinforce concepts, techniques, and vocabulary that students developed in previous classes. More sophisticated tools and techniques will be introduced, and each student will produce a final, edited animation, including special effects. Concepts presented will include: nonlinear digital editing, sound, composition, layering, file management, color management, and video concepts. Work will focus on students' own animations.

MMA325 Pre-Production Team
3 quarter credits
Co-requisites: MMA307 and MMA316
This course will expose students to the preproduction processes used in the animation and related industries. The primary components of the course will be a thorough review of all preproduction activities and project management. Students will participate...
in production teams and will focus on planning of all aspects of an animation production.

**MMA327 Intermediate 3D Animation**  
3 quarter credits  
Prerequisites: MMA211 and MMA212  
Built upon the foundation of 3D Animation, this course continues to explore the various techniques to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the production of short 3D animation projects. Emphasis will be placed on synthesized use of animation techniques in a computer-generated 3D animation.

**MMA328 Advanced Lighting & Texturing**  
3 quarter credits  
Prerequisites: MMA307  
In this course, students will continue to develop lighting and texturing skills.

**MMA405 3D Visual Effects**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair  
Effects animation takes students through the basics of making special effects. Students will be using such tools as particles, soft bodies, dynamics, and expressions to create several scenes.

**MMA406 Advanced 3D Animation**  
3 quarter credits  
Prerequisites: MMA327  
This course continues to explore the various techniques to create animation in a 3D environment on a computer. Emphasis will be placed on the advancement of animation techniques as developed in Intermediate 3D Animation.

**MMA412 Animation Production Team**  
3 quarter credits  
Prerequisites: MMA325  
This course is a special project course where students utilize their knowledge of modeling, animation, interactivity, processing, and compositing software to create a team project. The student will work cooperatively to achieve a common goal similar to industry experience. Optional internships may be available for students who qualify.

**MMA416 Computer Animation Studio**  
3 quarter credits  
Prerequisites: Permission of Academic Chair  
Utilizing advanced computer programs, students will be able to design, produce, and edit imaginative animation sequences. Special topics in modeling and animation will be covered, such as advanced concepts, lighting, compositing, special effects, camera moves, audio and inverse kinematics.

**MMA420 Web Portfolio**  
3 quarter credits  
Prerequisites: Permission of Academic Chair  
In this course, students will complete portfolio pieces, organize them for presentation, and focus on works that reflect and enhance their individual strengths in computer animation. This course enables students to define and pursue their career path.

**MMA440 Portfolio Preparation**  
3 quarter credits  
Prerequisites: Permission of Academic Chair  
This course will focus on the refinement of previous work into a comprehensive collection representative of Media Arts skills. Emphasis will be on development, design, craftsmanship and presentation. This course begins the process of examining the student’s strengths and building upon them to produce a marketable portfolio.

**MMA450 Portfolio Presentation**  
3 quarter credits  
Prerequisites: Permission of the Academic Chair and MMA440  
The objectives of this course are to complete the digital portion of the student’s portfolio, to assess its strengths and weaknesses, to correct those weaknesses and augment the student’s strengths, and to produce a professional-level presentation. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements, including several targeted, professional resumes.

**MRKA101 Survey of Marketing & Entertainment Management**  
3 quarter credits  
Prerequisite: None  
This course is designed to introduce the definition, function, process, and scope of event and media management. Key entertainment industries are investigated and entry-level employment opportunities and career paths are examined.

**MRKA104 Business Communications**  
3 quarter credits  
Prerequisite: ENG110  
This course will explore the strategies and techniques of writing various types of professional quality business communications including letters, memos, proposals and reports. Students will examine methods for organizing ideas, clarifying purpose and communicating appropriately with a target audience. An emphasis will also be placed on the ethical and cultural challenges of international business communications.

**MRKA111 Office Systems**  
3 quarter credits  
Prerequisite: None  
This course is designed to teach the Microsoft Office Suite; specifically Word, Excel, PowerPoint and Outlook. Students will explore building, editing and manipulating documents and business presentations and employ proper file management techniques.

**MRKA121 Networking & Client Management**  
3 quarter credits  
Prerequisite: None  
This course prepares students to become effective networkers and communicators in the entertainment industry, as a means to acquire new clients, as well maintain sustainable business relationships. Creative thinking and interpersonal skills will be explored through the stages of client research, outreach and follow-through. Person-to-person and digital methods will be employed to develop a strategy that addresses the needs of the client.

**MRKA141 Entertainment Business Accounting**  
3 quarter credits  
Prerequisites: FADA308  
This course will examine the nature
and purpose of financial principles as they relate to the entertainment industry. Particular emphasis will be placed on the accounting cycle and analyzing year end income statements.

**MRKA203 Project Management**  
*3 quarter credits*  
**Prerequisite:** MRKA111  
This course will introduce the student to the basic concepts of managing projects of different type and scale, which could include leading cross-functional teams and managing vendors, consultants, artists and agents, internal staff, external team members and other key partners. The course will provide students with an appreciation of the role and responsibilities of a project manager and the skills needed to initiate, plan, budget, collaborate with others and successfully lead projects through to completion.

**MRKA204 Scriptwriting for Event Management**  
*3 quarter credits*  
**Prerequisite:** MRKA104  
This course offers an introduction into scriptwriting for special events. The course will define events and events marketing and the different types of writing that may be required in the successful planning and accomplishment of events. Students will practice different types of writing and scriptwriting for events through example scenarios and a final project.

**MRKA205 Marketing & Promotions in the Entertainment Industry**  
*3 quarter credits*  
**Prerequisite:** ADVA208  
This course is designed to introduce students to the use of marketing and promotional strategies within the entertainment industry. Students will explore the use of integrated marketing communications to be able to promote and market celebrities, television, film, theater and live performances as well as attractions and experiences.

**MRKA213 Preproduction**  
*3 quarter credits*  
**Prerequisite:** MRKA141  
Students are introduced to various preproduction processes, including script analysis, talent auditions and selection, site selection, production scheduling (daily and overall), equipment planning, legal and marketing considerations, costing out a project, creating a budget, and using project management techniques and problem solving. Developing teams and support personnel is also examined in relation to the preproduction process.

**MRKA214 Public Relations Writing**  
*3 quarter credits*  
**Prerequisite:** ENG110  
This course will examine the basic forms of persuasive public relations writing to prepare students for the different types of public relations activities that may be required in any industry, from events and media management, the arts and the corporate world to other types of business.

**MRKA223 Producing & Production**  
*3 quarter credits*  
**Prerequisite:** MRKA213  
**Preproduction**  
This course will provide an examination of the producing practices necessary to translate preproduction plans into production outcomes. An entertainment event simulation will promote the examination and implementation of production business, marketing, advertising, legal, rehearsal, and performance processes and procedures.

**MRKA223 Artist Management**  
*3 quarter credits*  
**Prerequisite:** MRKA121  
This course examines the role and purpose of financial principles as they relate to the entertainment industry. Students will investigate career opportunities, and key interpersonal skills necessary for music and theater event management. Creative direction and business practices will be applied to partnering the technical and performing aspects of the event, within a given framework. Tools and techniques will be explored for researching, planning, visualizing and budgeting.

**MRKA315 Business for the Entrepreneur II**  
*3 quarter credits*  
**Prerequisite:** MRKA305  
This course is an advanced practicum focused on writing and presenting a business plan targeted toward investors using established business practices, necessary legal requirements, and strategic marketing concepts and principles.

**MRKA316 Event Management I: Television & Film**  
*3 quarter credits*  
**Prerequisite:** MRKA306  
In this course students will perform as producer to create television and film events that are based on pre-determined parameters for budget and venue. The process of production will be practiced from early meetings and planning through the final shoots.

**MRKA326 Event Management III: Conferences**  
*3 quarter credits*  
**Prerequisite:** MRKA316  
In this course students will perform as producer to create a corporate meeting event that is based on pre-determined parameters for budget and venue. The process of production will be practiced from early production meetings and planning through the execution of the meeting.
MRKA336 Internship
3 quarter credits
Prerequisite: Permission of Department Chairperson
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.

MRKA346 Marketing & Entertainment Workshop
3 quarter credits
Prerequisite: MRKA223
Students in this workshop course will deal with real clients, who are typically representatives of non-profit organizations. Guided by faculty, students meet with the client to determine expectations and work in a team to plan and produce all necessary facets of an event.

MRKA406 Senior Project
3 quarter credits
Prerequisite: MRKA326
Students will employ cumulative skills to take a large-scale event from proposal through production and create a capstone work that demonstrates end competency outcomes. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

MRKA408 Advanced Promotions
3 quarter credits
Prerequisite: MRKA205
This course will explore advanced methods of promoting a brand and developing media strategies. Client/agency relations as well as ethical considerations will be examined. Students will also evaluate the effectiveness of promotion strategies.

MRKA409 Portfolio I
3 quarter credits
Prerequisite: MRKA326
Working with faculty, each student will select representative projects, showcasing work that reflects their personal style. Particular emphasis is placed on identifying professional employment and business goals, as well as related strategies and resources. A self-marketing campaign is developed to include collateral promotional materials and using select media resources.

MRKA418 Media Business Practices II
3 quarter credits
Prerequisite: DFVA208
This course will provide an advanced examination of the laws governing the marketing and entertainment industries. Particular emphasis will be placed on intellectual property rights, copyright infringement, defamation, discrimination, digital and international piracy, contracts and unions.

MRKA419 Portfolio II
3 quarter credits
Prerequisite: MRKA409
This course will guide students through the process of compiling their work into presentation media, integrating the thesis project and business plan. It will also stress the importance of professional development and help students complete their initial job search requirements and business plans and to implement the final phase of their self-marketing plan.

MTH105 College Algebra
4 quarter credits
Prerequisites: None
Practical applications are the focal point of this course. Topics include equations and inequalities, linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, and solutions of systems of linear equations. Note: This course employs extensive use of computer-based mathematics applications and requires students to have a computer with internet access.

MTH205 Geometry
4 quarter credits
Prerequisites: MTH105
In this course you will discuss points that are represented in a coordinate system, formulas for figures in one, two, and three dimensions: points, directions, lines, triangles, polygons, conic sections, general quadratic equations and spheres.

MTH301 Statistics
4 quarter credits
Prerequisites: MTH105
Statistics is a branch of applied mathematics that provides the framework for looking at uncertainty and risk in a logical and systematic way. This course introduces students to the methods in the field of applied statistics, presenting both descriptive and inferential methods, and concentrating on the applications of statistical techniques to the analysis of data. Topics include basic data characteristics, such as mean, median, mode, range, and standard deviation, probabilities, confidence intervals, and both correlation and linear regression.

PHG103 Digital Color Theory
3 quarter credits
Prerequisites: None
This course introduces students to color theories, both additive and subtractive, especially as it relates to digital (computer) production. This hands-on class will discuss both creative and technical choices of color usage, including broadcast-safe color and print standards. Color correction will also be covered.

PHG110 Principles of Photography
3 quarter credits
Prerequisite: None
In this introductory course, students will have the opportunity to learn the handling and operation of digital cameras, identify basic photographic tools and their intended purpose. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing correct photographic techniques.

PHG115 Intermediate Photography
3 quarter credits
Prerequisites: PHG110
This course is a continuation of the Principles of Photography class in which students will advance their skills in the handling and operation of digital cameras and other basic photographic tools. Students should be able to demonstrate an understanding of critical analysis of photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing correct
photographic techniques. In addition basic post-production knowledge and skills will be covered.

PHG120 Lighting
3 quarter credits
Prerequisites: None
This course will cover the principles of lighting and will focus on the modification of ambient lighting. Students will be introduced to the control and modification of natural light, including on-camera flash and diverse lighting equipment and their applications. Commercial illustration, advertising and portraiture applications will be stressed as well as continuing instruction in the camera functions and menus. Fundamental knowledge of Cameras and its functions are required.

PHG130 Survey of Photography
3 quarter credits
Prerequisites: None
Students receive an overview of the photographic industry, including specialty fields available to professional photographers and a history of these fields. A working knowledge of these career fields is obtained through lectures presented by working professionals, along with field trips to a variety of businesses within the photographic industry.

PHG150 Photographic Design
3 quarter credits
Prerequisites: PHG110
This course will be an introduction to graphic design processes in terms of communication by visually using text and photographic images to present or communicate information, themes, ideas, and artwork. This course will embrace a range of cognitive skills, aesthetics and craft, including typography, photography, other visual arts, and page layout. This course will focus on both the process of designing (by which the communication is created), and the final product generated using in tandem the outlined techniques listed above. Further emphasis will be placed on general photographic composition and lighting techniques as they apply to image making. Lastly, specific editing techniques will be introduced and incorporated to enhance the photographic and graphic design concepts of completed projects.

PHG160 History of Photography I
3 quarter credits
Prerequisites: None
This class increases the students’ understanding of the history of photography through the discussion of recognized photographers and their influence on society. This course provides a framework for critically considering photographs through describing, interpreting, evaluating, and theorizing. Students are expected to write papers and review exhibitions.

PHG207 Digital Darkroom
3 quarter credits
Prerequisites: GD107
This course will offer a beginning study into the editing process of Photography. It will build upon skill developed in Digital Imaging, but will focus on techniques used to correct, edit, sharpen, retouch, and produce their work for presentation.

PHG217 Digital Darkroom II
3 quarter credits
Prerequisites: PHG207
This course is a continuation of the first Digital Darkroom. It will emphasize the workflow methods of the first class with special consideration applied to the output needs of the product for presentation, & refinement of digital imaging techniques.

PHG220 Advanced Lighting
3 quarter credits
Prerequisites: PHG120
This course expands on the Lighting course, with an emphasis on lighting for products and people both in the studio and on location. Introduction to the necessary and correct utilization of electronic flash and lighting tools in the studio and on location are covered.

PHG230 Editorial Photography
3 quarter credits
Prerequisites: PHG220
In this course, students will have the opportunity to learn to photograph “people” featured in advertising and editorial layouts. Specific subjects covered are the fields of fashion, advertising design, and marketing, with concentration on editorial portraits through completion of studio location projects.

PHG240 Photo Criticism
3 quarter credits
Prerequisites: PHG160
This course will offer 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.

PHG250 Business of Photography
3 quarter credits
Prerequisites: BUS121
In Business of Photography, students have the opportunity to learn the basic concepts and principles of running a photographic-related business. Emphasis is placed on the legal and pricing aspects that are specific to the photographic industry.

PHG313 Photo Art Direction
3 quarter credits
Prerequisites: PHG220
This course is designed to help Photography students in collaborative exercises, in which the student is directing a shoot to accomplish specific client needs. It will also cover how to work with models or handlers to achieve the desired final product. It should also serve to expose students to some of the dynamics and complexities each will experience when involved on real-world creative teams.

PHG320 History of Photography II
3 quarter credits
Prerequisites: PHG160
This course will examine the emerging photographic styles and perspectives of a new generation of photographers 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. Lastly, students will look at the popular trend of using alternative processes from the nineteenth century.
PHG330 Studio Photography
3 quarter credits
Prerequisites: PHG220
The challenges of studio photography are studied via a variety of assignments that require students to photographically render various subjects with the appropriate clarity and artistry dictated by the assignment criteria.

PHG340 Location Photography
3 quarter credits
Prerequisites: PHG220
This course explores the special needs of location photography. The planning and logistics of shooting on location are covered, including transportation, scouting, permits, and billing. In addition to lighting, metering, and other photographic controls will be demonstrated in a variety of assignments related to fashion, portraiture, still life, product, stock, and architectural photography. Students work alone and in teams, thus sharing a number of photographic and support roles.

PHG350 Portrait Photography I
3 quarter credits
Prerequisites: PHG330
Workshops and critiques enable the student to learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Course emphasis is on classical portraiture with attention given to the use of lighting, posing, and facial view to create a flattering portrait.

PHG355 Portrait Photography II
3 quarter credits
Prerequisites: PHG350
This course expands on the knowledge for creating pleasing portraits. A continuation on the knowledge acquired in Portrait Photography I, this advanced portrait class focuses on the aspect of commercial portraiture, shooting on location, dealing with clients and expanding on printing techniques. This class also deals with the skills, techniques and process for utilizing electronic flash as well as available light and the combination of both. Some areas will cover perfecting the results with software knowledge. The repetition of having a good result every time will be stressed.

PHG360 Marketing & Promotions
3 quarter credits
Prerequisites: PHG260
This course explores professional development tools, including résumés, cover letters, networking, and interviewing. Students develop individual plans for marketing their talents and finding work after graduation, with emphasis on targeting markets to suit their personal goals.

PHG370 Photo Essay I
3 quarter credits
Prerequisites: PHG240
In this course, the student will develop extended photographic narratives. This course will carry the student through the process of producing sets of imagery that conveys a story or ideas that have little written narrative support. Photographs will be analyzed not only for their stand-alone creative content, but for their ability to introduce transition and conclude a picture story with maximum visual effect. The success of the essay will be through historical and cultural context, in-depth research, and methods of project development.

PHG380 Photojournalism
3 quarter credits
Prerequisites: PHG370
In this course, students will obtain an accurate picture of photojournalism as presented by seasoned professionals. Emphasis is placed on creativity, content, gathering of information, and layout. Students will have the opportunity to learn that this field is one that requires dedication and drive. They will be shown examples of photojournalism and will be required to produce their own renditions of the picture study, magazine covers, and page layouts for all types of print media.

PHG420 Fashion Photography
3 quarter credits
Prerequisites: PHG330
Through visual examples, assignments, and critiques, this course introduces students to the field of fashion photography. With the use of location and studio assignments, students develop a basic understanding of the photographic techniques required in the fashion photography industry.

PHG430 Photo Essay II
3 quarter credits
Prerequisites: PHG3
In this course, the student will be involved in advanced visual production. The class will explore and communicate current opinions, trends and newsworthy events. Single and multiple narratives, editorial portraiture and illustration will be developed for the purpose of producing a prototype publication.

PHG440 Architectural Photography
3 quarter credits
Prerequisites: PHG340
In this course, students examine architectural photography, including the planning, lighting, and photographing of interiors and exteriors. Students use cameras and software to control perspective and mixed lighting conditions.

PHG450 Exhibition Printing
3 quarter credits
Prerequisites: Permission of Academic Chair
In this laboratory class, participants will produce final portfolio prints, as well as final exhibition prints of gallery quality. Special attention will be paid to quality control as demonstrated in effective dust- and artifact-aberration control, tonal and color control, archival preparation, and gallery-quality presentation.

PHG455 Portfolio Preparation
3 quarter credits
Prerequisites: Permission of Academic Chair
In this first portfolio course, students will assess personal strengths to establish a career goal and decide how to organize their photographic work in a graduation portfolio. Guided by a faculty or a team of faculty, each student assembles a preliminary portfolio and identifies areas for more work and/or content enhancement.

PHG470 Business Operations & Management
3 quarter credits
Prerequisites: PHG360
Important business management skills and a range of practical, legal, and ethical issues for the self-employed professional photographer form the basis of this course. Students have the
opportunity to learn how to set up a business, research potential clients and contacts, put together price lists and invoices, and gain a general recognition of client needs. Course material includes promotion, pricing, accounting, studio overhead, and the development of a business plan.

PHG475 Portfolio Presentation
3 quarter credits
Prerequisites: PHG455
Built on the collection of work from Portfolio Preparation, this course allows each student to complete the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense.

PHOA101 Principles of Photography
3 quarter credits
Prerequisite: None
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.

PHOA222 Web Design for Non-Majors
3 quarter credits
Prerequisite: PHOA102 or GWDA101
Introduces some of the techniques, tools, software applications, and technologies associated with web development and interactive design for web. Students learn how to build a basic website using current HTML standards while incorporating an object-oriented programming language, various multimedia, or other interactive solutions.

PHWA101 Principles of Rhetoric
3 quarter credits
Prerequisite: None
This course focuses on the concepts and purposes of why we write, introducing a historic overview, spanning from classical to contemporary rhetoric, and applying common principles of rhetoric. Students engage in the creation of rhetorical practices specific to oral, print, and electronic/digital technologies and explore rhetoric as both a productive and interpretive art, including the concept of visual rhetoric.

PRWA102 Journalism
4 quarter credits
Prerequisite: ENG110
This course provides students with a foundation in the skills and concepts of journalism, including reporting, writing, editing, design, and ethics for print and electronic media. Students focus on the philosophy of ethical journalism and its function in society. Students build teamwork, writing and analytical skills while gaining a greater understanding of the structural and business aspects of journalism. In addition, students will continue to hone their language skills, focusing on grammatical nuances relevant to journalists.

PRWA103 Foundations of Professional Writing
3 quarter credits
Prerequisite: PRWA101
This course examines characteristics and genres of professional and technical writing through workplace models. Students develop clear, persuasive documents by employing successful rhetorical strategies and building knowledge of English grammar and usage. This course formulates writing tasks as informational design and presentation, and also addresses basic computer skills, problem-solving skills, and editing skills.

PRWA104 Marketing Communications
3 quarter credits
Prerequisite: ADVA201
This introductory course on marketing communication provides an overview and application of marketing communication principles and strategies. Learners acquire a wide variety of writing skills to effectively communicate across traditional and new media platforms. This course focuses on key concepts and useful frameworks for creating and managing an integrated marketing communication plan.

PRWA107 Myth & Symbol
4 quarter credits
Prerequisite: ENG110
Through reading and discussion of the myths and symbols of ancient, preindustrial, and contemporary societies, students focus on diverse systems for organizing human experience. The course works within an interdisciplinary framework drawing from anthropology, psychology, literature, and religion as questions of origins and the hero unfold. Students explore the mythological patterns at work in modern society and artwork.

PRWA111 Introduction to Literary Studies
4 quarter credits
Prerequisite: None
In this course students explore the basic elements of fiction, poetry, and drama. Emphasis is on reading literature to perceive the techniques used in each genre, to understand the basic theoretical approaches to literature, to acquire the vocabulary associated with literary criticism, and to analyze and evaluate literature.

PRWA121 Creative Writing
4 quarter credits
Prerequisite: ENG110
Students critically address works of fiction, including poetry and the short story form, both formally and aesthetically, as well as create their own original works using a variety of formats. Emphasis is placed on developing an understanding of narrative components, structure, and complexity. Students synthesize the critical thinking skills and writing response skills developed in English Composition. Discussion, interpretation, and both creative and critical written responses are emphasized in this student-based course.

PRWA202 The Language of Business
3 quarter credits
Prerequisite: PRWA103
This course is an overview of the appropriate language of business communications. Students learn best practices for conducting negotiations, and for writing professional reports, emails and letters with a focus on specific rhetorical situations. Students develop critical thinking and problem solving skills through the consideration of various real life business situation scenarios.
PRWA203 Introduction to Copyediting
3 quarter credits
Prerequisite: PRWA103
This introductory course focuses on the process and techniques of professional copyediting. Students are introduced to the role of the Copy Editor, as well as the skills and knowledge of the practices, techniques and various technologies used during the editing process.

PRWA212 Story Writing
4 quarter credits
Prerequisite: ENG110
Students explore the role of author and audience in the development of narrative and character. Narrative issues such as theme, character, conflict, imagery, and story arc are explored through reading, analysis, and writing of short stories. Students cultivate their own storytelling voice.

PRWA213 Content Management for Web Media
3 quarter credits
Prerequisite: PRWA222
This advanced course focuses on writing for web-based media outlets and how to use content management systems for organizing, managing, and sharing content. Students learn how to establish a web presence through an author platform using platforms and social media for advertisements, building readership, and becoming part of web communities.

PRWA222 Lifestyle Writing
3 quarter credits
Prerequisite: ENG110
This course introduces students to multiple topics and approaches to lifestyle and feature writing for various media platforms. Students develop further understanding of structure, story, narrative, and general interest. They apply methods of interviewing, observation, and research skills necessary to successful feature writing.

PRWA302 The Editorial Process
3 quarter credits
Prerequisite: PRWA203
The course covers the process of editing from typescript through final proof. Students focus on the skills and knowledge of the practices, techniques and various technologies required of the professional editor to prepare and arrange manuscripts for publication. Students work independently and collaboratively as an editor in response to project demands.

PRWA303 The Publication Process
3 quarter credits
Prerequisite: PRWA302
In this course students design and produce a publication. Strategies of promotion and distribution will be introduced. Students examine publishing in the context of 21st century technologies, including publication software and e-publishing.

PRWA304 Communication in the Global Marketplace
3 quarter credits
Prerequisite: PRWA103
In this course students adopt a multi-dimensional view on the similarities and differences in the way people from different cultures think, act, and communicate. This course introduces theories of differences in belief, cultural practices, values, and ethics. Emphasize audience, purpose, and tone in communication between politically, culturally, and ethnically diverse people.

PRWA305 Senior Thesis: Concept & Development
3 quarter credits
Prerequisite: By Permission
Develop a concept and initial strategy for a professional creative manuscript of literary merit under the guidance and mentorship of a faculty member. This class will function primarily as a think tank dedicated to defining, examining, discussing, and furthering the ideas presented, culminating in a thesis proposal that must be approved by thesis committee.

PRWA307 Ethics in Professional Writing
3 quarter credits
Prerequisite: PRWA102
In this course students examine professional writing through ethical and practical perspectives. They assess the responsibilities of rhetoric and analyze how technology influences reading, writing, and the formation of writing communities through applied rhetoric. Students also evaluate social and ethical issues facing technical and professional writers and create sponsors of literacy.

PRWA312 Creative Nonfiction Writing
4 quarter credits
Prerequisite: ENG110
This course introduces the practices and craft of creative writing, focusing on nonfiction. Emphasis on translating personal experience into effective nonfiction prose, analysis of nonfiction works across broad spectrum for content and form, and ethical considerations that emerge when writing from “real” life.

PRWA322 Grant & Proposal Writing
3 quarter credits
Prerequisite: PRWA103
This course concentrates on comprehensive formal documents, specifically proposals, grants, and reports, found in a variety of organizations. Students explore the synthesis of business, education, government and non-profit organizations.

PRWA402 Writing for Health, Science & Technology
3 quarter credits
Prerequisite: PRWA222
Students are introduced to the art of writing feature stories for various media, focusing on contemporary issues of and interests in health, science, and technology. Students employ both traditional and new media forms of communicating scientific knowledge.

PRWA403 Senior Thesis: Content Creation
3 quarter credits
Prerequisite: PRWA305
Students will create a draft manuscript of literary merit under the guidance and mentorship of a faculty member. The thesis will develop from a proposal and reading list and include an artist statement. A draft will be reviewed and discussed in preparation for Senior Thesis: Revision & Defense.

PRWA406 Internship
3 quarter credits
Prerequisite: By Permission
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.

**PRWA408 The Writers Marketplace**
3 quarter credits
Prerequisite: PRWA305
This course explores the challenges and various approaches to developing and maintaining a professional writing life in a range of contexts. Students explore publishing opportunities and venues, how to pitch work to editors and agents, and preparing manuscripts for publishing.

**PRWA409 Portfolio**
3 quarter credits
Prerequisite: PRWA403
This course prepares students for entry-level employment within the industry by assisting them with the development and presentation of a writing portfolio that reflects the stated exit competencies. Students demonstrate an advanced skill-set in areas as process, conceptual thinking, design, editing, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis is placed on identifying short-term and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

**PRWA413 Senior Thesis: Revision & Defense**
3 quarter credits
Prerequisite: PRWA403
Students revise their manuscript project drafted in Senior Thesis: Content Creation that culminates in a committee defense, public reading, and/or other form of display.

**SBS160 Psychology**
4 quarter credits
Prerequisites: None
This course is designed to introduce the student to the nature of psychology. Topics discussed include aspects of human development, personality theory, psychological aspects of stress, and the psychology of learning, creativity, and motivation. Students will be introduced to this material through a combination of lecture, experiential exercises, group dynamics, and interpersonal analyses. The course will provide, through both content and methodology, insight into human behavior and self-awareness.

**SBS200 Sociology**
4 quarter credits
Prerequisites: None
This course explores and analyzes the dynamics and structure of human society. Students examine the fundamental processes and constructs responsible for the societal organization on social behavior through observation, and analysis of groups, social change, cultures, norms, institutions, social stratification, and the exploration of current issues in society.

**SBS210 The Psychology of Personality and Social Adjustment**
4 quarter credits
Prerequisites: SBS160
This course will provide the student with an in-depth study of adjustment and human behavior in the New Millennium as well as the topics of personality, stress, psychological disorders, therapies, gender roles and the challenges of the workplace. Students will be provided with a realistic view of the issues of human potential and growth.

**SBS250 Anthropology**
4 quarter credits
Prerequisites: None
This course introduces cultural anthropology as a sub-field of anthropology that centers on contemporary societies. It focuses on patterns of human behavior and culture as the way people live and adapt to their various situations. Emphasis is on the diversity of cultural patterns throughout the world and the essential of humanity of all people. Examples from a wide variety of cultures are presented in written and film formats.

**SBS360 Research & Technical Writing**
4 quarter credits
Prerequisites: ENG110
Fundamentals of research and technical writing are studied to assist students in information-gathering techniques and analysis that enable the student to develop a qualified, dependable thesis opinion and concept. Research materials include literature, video, Internet, and data. This course culminates in a comprehensive research project.

**SBS361 Cognitive Psychology**
4 quarter credits
Prerequisites: ENG110 and SBS160
Cognitive psychology attempts to show how we answer questions such as: How do we recognize our grandmother, a stop sign, or a giraffe? How do we remember what we learned in class last week? And how do we reason when we play games such as chess? It attempts to explain what the brain does while your mind is thinking. The goal of this class is to give you an introduction to questions, answers, and methods of cognitive psychology.

**SBS461 Organizational Psychology**
4 quarter credits
Prerequisites: ENG110, SBS160, and SBS360
This course presents the study of individual and group behavior within organizations. This course also explores motivation, leadership, group dynamics, and organizational structures and processes as they relate to performance and satisfaction in work organizations. In-depth discussions of diversity in the workplace, impression management, ethics, decision-making, conflict resolution, problem solving, and understanding various leadership styles.

**SCI150 Natural Science**
4 quarter credits
Prerequisites: None
This course explores environmental science as an interdisciplinary study from the natural sciences (biology, chemistry, and geology) and the social sciences (ecology, politics, ethics) to gain an understanding of how nature works and how interconnections occur. The use and abuse of the environment is also examined. Students will also explore the future of the environment and what affect they can have on it.

**SCI151 Chemistry**
4 quarter credits
Prerequisites: MTH105 with a C or better
Students will have the opportunity to learn basic chemical principles. We will
discuss topics that will include the following: Classification of Matter, Atomic Theory, Aqueous Solutions, Gases, Liquids, Solids, Energy, Electronic Structure of Atoms, Chemical Bonding, Equilibrium, Acid and Bases and Thermodynamics.

SCI156 Nutritional Science
4 quarter credits
Prerequisites: None
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.

SCI305 Physics
4 quarter credits
Prerequisites: MTH105 with a C or better
Students will have the opportunity to learn basic motion and force laws, including: principles of Newton’s laws of motion, motion along straight and curved paths, weight, work, energy and power, impulse, momentum and impact, squash and stretch, waves and sound, light and image formation.

SDVA101 Survey of Software Development
3 quarter credits
Prerequisite: None
Students will learn the fundamental architecture of computers and of the Internet, and will learn to identify the basic components and logical flow of a software program. Students will be exposed to several of the most commonly used software languages, and will be able to distinguish between them and discuss their relative merits. Students will learn to distinguish decimal, binary, and hexadecimal forms of numbers, and to convert between decimal and binary forms. Students will learn to recognize and differentiate basic procedural and object-oriented pseudo-code.

SDVA102 Design for Programmers
3 quarter credits
Prerequisite: None
This course provides an introduction to basic design concepts and theories, with a particular focus on usability and the importance of programmers and designers working together to create the best experience for users.

SDVA103 C++ Programming I
3 quarter credits
Prerequisite: None
This course introduces the student to C++ programming concepts. Students will use the concepts of program specification and design, algorithm development, coding and testing using a modern software development environment. Topics covered include fundamentals of algorithms, flowcharts, problem solving, programming concepts, control structures, arrays, and strings.

SDVA202 Software Design & User Interface I
3 quarter credits
Prerequisite: GWDA273
This course explores the application of computer programming language(s) to the development of computer software with an emphasis on internet software user interfaces.

SDVA203 C++ Programming II
3 quarter credits
Prerequisite: SDVA103
This course is designed to teach students programming language and intermediate programming concepts with examples and applications using the C++ language. Students will also study key concepts related to computer programming for scientific and game applications.

SDVA212 Software Design & User Interface II
3 quarter credits
Prerequisite: SDVA202
This course will explore the application of computer programming language(s) to the development of computer software with an emphasis on desktop software user interfaces.

SDVA213 C++ Programming III
3 quarter credits
Prerequisite: SDVA203
This course explores the concepts and principles of writing object-oriented programs. The course will also cover the application of Windows programming techniques, including designing graphical user interface (GUI).

SDVA223 Databases I
3 quarter credits
Prerequisite: GWDA123
Databases are an essential component in every information system regardless of the field or business you are in. This course presents the fundamental concepts of database design and use. It provides a study of data models, data description languages, and query facilities including relational algebra and SQL, data normalization, transactions and their properties, physical data organization and indexing, security issues and object databases.

SDVA233 Databases II
3 quarter credits
Prerequisite: SDVA223
The landscape of Database Management Systems (DBMSs) has expanded to include SQL, NoSQL and NewSQL systems. The "one size fits all" mentality of big vendors is no longer appropriate. This course will introduce a few broad classes of these non-standard database systems, which includes Parallel systems (for OLTP), Cloud-based systems, and the so-called "NoSQL" systems (for web applications).

SDVA243 Secondary Languages I
3 quarter credits
Prerequisite: SDVA213
This course will explore the essential concepts and techniques of object-oriented programming with Java and/or C#.

SDVA303 Team Management & Software Lifecycle
3 quarter credits
Prerequisite: VGPA203
This course introduces software development as a professional practice that includes a body of knowledge that exceeds programming alone. Topics include SDLC, methodologies, patterns, testing, requirements gathering and effective communication.

SDVA306 Team Production I
3 quarter credits
Prerequisite: SDVA303
In this course students will assume a specific role on the production team and, acting in a professional capacity, ensure that a software development project is completed by deadline. Teams of students will conceptualize
and begin to create and refine a professional quality computer application to be completed in Team Production II.

**SDVA313 Mobile Device Programming I**  
3 quarter credits  
Prerequisite: GDWA243  
This course focuses on developing apps for mobile devices with an emphasis on hybrid development technologies.

**SDVA316 Team Production II**  
3 quarter credits  
Prerequisite: SDVA306  
In this course students will continue their role on the production team to complete the professional quality computer application started in Team Production I.

**SDVA323 Computer Networking I**  
3 quarter credits  
Prerequisite: SDVA213  
This course will examine computer network programming utilizing C++ and text network communications.

**SDVA333 Secondary Languages II**  
3 quarter credits  
Prerequisite: SDVA243  
Intermediate and advanced object-oriented programming with Java and/or C#.

**SDVA343 Mobile Device Programming II**  
3 quarter credits  
Prerequisite: SDVA333  
This course focuses on developing apps for mobile devices with an emphasis on native development technologies.

**SDVA353 Computer Networking II**  
3 quarter credits  
Prerequisite: SDVA323  
This course will examine computer network programming utilizing C++ and binary network communications.

**SDVA363 E-Commerce**  
3 quarter credits  
Prerequisite: GDWA283  
This course will introduce the concepts and principles of electronic commerce, security in E-commerce transactions, Internet technologies and tools for implementing E-commerce applications; and implement some basic secure E-commerce applications to gain hands on experience.

**SDVA373 Software Instrumentation & Analysis**  
3 quarter credits  
Prerequisite: SDVA303  
This course prepares students for the transition from student programmer to professional programmer. The course will cover several methods and tools that will enable them to produce "production-aware" code. A subset of the most commonly used revision control systems will be discussed, and students will be able to explain the relative merits of each and demonstrate proficiency in one of these by the end of the term. Commonly-employed instrumentation and analysis techniques – debugging, tracing, exception handling, performance monitoring, and data logging – will be covered, and students will learn to employ these techniques in a professional setting.

**SDVA383 Alternative Languages I**  
3 quarter credits  
Prerequisite: GDWA283  
This course focuses on creating server-side components for web applications. The course will explore the web server infrastructure and enable students to create functional web applications with data-driven components.

**SDVA393 Operating Systems & File Systems Programming**  
3 quarter credits  
Prerequisite: SDVA323  
This is an introductory course on the fundamental principles of modern operating systems. Specifically, this course will cover core concepts such as systems programming, design issues in process, memory, and file system management, networking, system administration and security. This course also serves as an introduction to the most common operating systems running on servers and workstations (MS Windows a UNIX).

**SDVA403 Game Engine Scripting**  
3 quarter credits  
Prerequisite: SDVA333  
This course will enable students to leverage their existing programming knowledge to create an original game, utilizing a game engine. The course will cover several methods and techniques that will enable students to produce a distribution-ready game. The anatomy of common game engines will be discussed, and the student will utilize one game engine (chosen by instructor) to produce a game (for PC, Mac, or mobile) for their final project.

**SDVA406 Internship**  
3 quarter credits  
Prerequisite: Permission of Academic Affairs  
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.

**SDVA409 Portfolio I**  
3 quarter credits  
Prerequisite: SDVA316  
This course prepares students for the transition to the professional world. Students will demonstrate their conceptual, design and technical skills as they assemble and refine their assets. Working individually with an instructor, each student will select representative work that reflects their unique style and abilities. Emphasis is also placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

**SDVA413 Alternative Languages II**  
3 quarter credits  
Prerequisite: SDVA383  
This course focuses on developing advanced web-based applications using server-side components, with a particular focus on security, performance and scalability.

**SDVA419 Portfolio II**  
3 quarter credits  
Prerequisite: SDVA409  
This course continues to prepare students for the transition to the professional world. Working individually with an instructor, each student will continue to refine their selected assets to reflect their unique style. Students will also continue to enhance their web presence and
SDVA423 Artificial Intelligence
3 quarter credits
Prerequisite: SDVA403
This course explores the techniques of artificial intelligence, including problems and problem spaces, heuristic search techniques, knowledge representation, game theory and probabilistic reasoning.

VEMG111 Introduction to Visual Effects
3 quarter credits
Prerequisites: None
This course begins with an overview of the history of visual effects, with emphasis on the various effects processes in their historical contexts. It continues with discussions of the field of postproduction, animation, and broadcast graphics and analysis of major sectors of those industries and career opportunities within them.

VEMG122 3D Visual Effects Design
3 quarter credits
Prerequisites: None
This is a studio course exploring three-dimensional form and space. This course introduces students to the materials, techniques, and ideas that comprise the three-dimensional world of natural and "man-made" objects. The process begins with the concept, materials, or observations and continues through lectures, demonstrations, critical analysis, and class discussion.

VEMG200 Broadcast and Motion Graphics
3 quarter credits
Prerequisites: GD107
This course will provide an introduction to the variety of broadcast graphics used in video production, including lower thirds, news and weather packages, titling and an emphasis on which fonts are most appropriate for broadcast.

VEMG201 Graphic Symbolism
3 quarter credits
Prerequisites: ART102
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements, including typography, simplified imagery, and abstract shapes, will then be utilized to create individual symbolic designs and compositions.

VEMG211 Intermediate Visual Effects I
3 quarter credits
Prerequisites: VEMG200
This course will explore various techniques to create and implement Computer Graphics Interface into live action. The course will also explore various methods of compositing and compositing concepts to enhance and expand productivity. Specific animation features and functions of the given software will be discussed and applied to the production of short 3D animation projects. Emphasis will be placed on creating program offering Computer Graphics environments and integrating elements into live action.

VEMG221 Intermediate Visual Effects II
3 quarter credits
Prerequisites: VEMG211
Utilizing various painting and compositing packages, students will have the opportunity to learn the principles of rotoscoping and digital painting, as applied to rig removal and special effects.

VEMG222 Intermediate Broadcast Graphics
3 quarter credits
Prerequisites: VEMG200
This course will expose students to the disciplines used in finalizing a video or animation project using compositing software. The class will reinforce compositing concepts, techniques, and vocabulary that students have developed in previous classes. More sophisticated tools and techniques will be introduced. Each student should produce a final edited project utilizing these skills.

VEMG301 Advanced Visual Effects I
3 quarter credits
Prerequisites: VEMG221
This course will expose students to the disciplines used in creating and compositing video shot on a blue or green screen. More sophisticated methods will be introduced for color correcting and adjusting video to produce seamless composites. The class will reinforce compositing concepts, techniques, and vocabulary that students have developed in previous classes. Each student should produce a final edited project utilizing these skills. Concepts presented will include various methods of keying, matte extraction, garbage matting, track mattes, traveling mattes, Red, Green, Blue color space, and color correction.

VEMG311 Advanced Visual Effects II
3 quarter credits
Prerequisites: VEMG301
This course introduces students to the various methods of matching the motion shot on a live-action plate and applying that motion to a digital element; 2D and 3D tracking methods will be introduced. The course will also introduce students to morphing technology and methods by which elements can be seamlessly blended together within the frame.

VEMG315 Motion Tracking
3 quarter credits
Prerequisites: None
This course focuses on developing practical skills in solving motion-tracking problems for video and film production.

VEMG322 Advanced Broadcast Graphics
3 quarter credits
Prerequisites: VEMG222
This course will expose students to more advanced compositing techniques. The class will reinforce compositing concepts, techniques, and vocabulary that students have developed in previous classes. More sophisticated tools and techniques will be introduced. The class will focus mainly on group-oriented projects. Each student will have a vital role in producing a group project involving animation, live-action video, editing, and compositing for a final portfolio piece.

VEMG402 Portfolio Preparation
3 quarter credits
Prerequisites: Permission of the Academic Chair
Students will create treatments, scripts, storyboards, and shooting schedules for the acquisition of source material for the student’s final portfolio.
VEMG405 3D Visual Effects
3 quarter credits
Prerequisites: Permission of the Academic Chair
Effects animation takes students through advanced special effects topics. Students will be using such tools as particles, soft bodies, dynamics, and expressions to create several scenes.

VEMG421 Portfolio Presentation
3 quarter credits
Prerequisites: VEMG402
In this course, the student will complete the digital portion of his/her portfolio to assess its strengths and weaknesses, correct those weaknesses and augment the strengths to produce a professional demonstration tape. Students will apply time- and resource-management principles to the development and production of visual special effects projects.

VGPA107 Discrete Mathematics
3 quarter credits
Prerequisite: MTH105
This course teaches discrete math and applications in programming. It covers the following major topics: set theory, induction, functions, counting and probability, and graphs. The objectives are to develop a clear understanding of these concepts and apply them in algorithm designs and game problem solving.

VGPA117 Geometry for Computer Graphics
3 quarter credits
Prerequisite: VGPA107
Focused on geometrical concepts and operations as related to computer graphics, this course covers mathematical representations of position, motion, and shape, matrices and matrix operations, calculation of perspective and projective transformations, and methods to model curves and surfaces. Principles of differential and integral calculus will also be addressed.

VGPA203 Design Patterns & Data Structures
3 quarter credits
Prerequisite: SDVA213
Organizing, storing, and efficiently accessing large amounts of data are integral to software applications. It is important to keep the software source code manageable as the projects increase in size and power. In this course, students learn the fundamental toolset for software structure as they build simple programs and more complicated applications.

VGPA207 Continuous Mathematics for Applications
3 quarter credits
Prerequisite: VGPA107
This course covers topics in real analysis that have wide application in game-related fields. With the concept of functions and their properties as the foundation, students study concepts from trigonometry, differential and integral calculus, and analytic geometry and how to apply them. Objectives are a clear understanding of the principles and facility with the calculations, rather than mathematical rigor.
ADMISSIONS INFORMATION

Admissions Requirements
Applicants must provide proof of high school graduation as a prerequisite for admission. High school seniors who have not yet graduated should submit a partial transcript indicating their expected graduation date. An Associate’s or Bachelor degree from an accredited institution is acceptable for proof of graduation. Admission to the Game Art & Design (BS) and the Audio Production (BS) degree programs require proof of graduation and a minimum GPA of 2.5. Moreover, students applying to the Game Art & Design (BS) and the Media Arts & Animation (BS) degree programs will be required to submit a professional portfolio to be considered for admission to the program. Students who possess a high school equivalency and/or have passed an equivalency exam may be eligible for admission to the Game Art & Design (BS) or the Audio Production (BS) programs if their score on the exam is equivalent to the GPA cutoff needed in the program.

ADMISSIONS REQUIREMENTS FOR AUDIO PRODUCTION

Overview:
The Art Institute of Las Vegas has an admission requirement that a student who is accepted into Audio Production must have earned a high-school grade-point-average of at least 2.5 in order to enter the program. However, for students who do not meet the 2.5 HSGPA requirement, an additional level of consideration is needed to address whether they may, in fact, be qualified for entry into the Audio program. Note that the following procedures apply only to those who do not meet the normal 2.5 HSGPA requirement.

Addition to Audio Production Requirement:
For Audio, math ability is the key component needed by an applicant, as well as a clear “fit” between the applicant’s goals and the school’s Audio outcomes. For that reason, the following steps can be taken when the applicant does not meet the HSGPA requirement:

1. An interview with the Program Chair of the Audio Production Program to ascertain the student’s goals in the program and estimate the student’s likelihood of success.
2. An assessment of the applicant’s math ability through:
   a. A review of the student’s transcripts to see the quality of math courses taken, and the student’s performance; or
   b. A review of placement test results in the math area; or
   c. A review of standardized test math scores, e.g. SAT or ACT

Note that this will be a holistic process using the results of the interview and math assessment so that Academic Affairs can make a final decision regarding the student’s suitability for the program.

ADMISSIONS REQUIREMENTS FOR GAME ART & DESIGN

Overview:
The Art Institute of Las Vegas has an admission requirement that a student who is accepted into Game Art & Design must have earned a high-school grade-point-average of at least 2.5 in order to enter the program. However, for students who do not meet the 2.5 HSGPA requirement, an additional level of consideration is needed to address whether they may, in fact, be qualified for entry into the Game Art & Design program. Note that the following procedures apply only to those who do not meet the normal 2.5 HSGPA requirement.

Addition to Game Art & Design Requirement:
For GAD, the strong feeling among the directors was that drawing ability was a key component needed by an applicant, along with ability in math. For that reason, the following steps can be taken when the applicant does not meet the HSGPA requirement:
1. Look more closely at the portfolio to ascertain drawing ability. The feeling among the directors is that, while the portfolio is a requirement, it is often not scrutinized carefully enough. A good portfolio could result in a decision to admit a student whose high-school academic performance was substandard.

2. An assessment of the applicant’s math ability through:
   a. A review of the student’s transcripts to see the quality of math courses taken, and the student’s performance; or
   b. A review of placement test results in the math area; or
   c. A review of standardized test math scores, e.g. SAT or ACT

3. As needed, an interview with the applicant by Academic Affairs or designee(s) to ascertain the applicant’s ability to be successful.

Note that this will be a holistic process using the results of the interview and math assessment so that Academic Affairs can make a final decision regarding the student’s suitability for the program.

Software Development for Creative Technologies
Applicants of the Bachelor of Science degree in Software Development for Creative Technologies program must meet the standard Art Institute admission criteria of a final high school GPA of 2.0 or higher or hold a high school equivalency certification and complete an admissions essay. Both new and transfer applicants must also demonstrate college readiness on a normalized math pretest or show demonstrated computational aptitude through recent high school/college transcripts or through recent employment/military service records.

Professional Writing for Creative Arts
Applicants of the Bachelor of Science degree in Professional Writing for Creative Arts program must meet the standard Art Institute admission criteria of a final high school GPA of 2.0 or higher or hold a high school equivalency certification and complete an admissions essay. Both new and transfer applicants must also demonstrate college readiness via a writing sample or show demonstrated writing aptitude through recent high school/college transcripts or through recent employment/military service records.

Proof of Graduation
In order to matriculate at The Art Institute of Las Vegas, a student must provide proof of graduation from an educational institution that is acceptable to The Art Institute of Las Vegas in the form of one of the following:

- An official high-school transcript from a high school whose accreditation is recognized by the U.S. Department of Education.
- General Educational Development (GED®)* test scores.
- An official transcript from a postsecondary school whose accreditation is recognized by the U. S. Department of Education —that demonstrates completion of an associate’s, bachelor’s, master’s, or higher degree.
- In lieu of the GED, an equivalent exam approved in the laws or regulation of a specific state (such as the California High School Proficiency Exam—CHSPE).

* GED® is a registered mark of American Council on Education.

Please note that a student must have completed high school or the high school equivalency program prior to the first day of class in his or her first quarter; the proof of graduation must include dates to verify completion. Under certain conditions, a student may begin classes on a conditional basis while waiting for their proof of graduation. However, students must provide proof of graduation before the completion of their first quarter courses and submission of final grades. If the proof of graduation is not received the student may be canceled. If it is revealed that the student has not graduated from high school or completed a high school equivalency program, the student must be canceled from school.

Admissions Procedures
All individuals seeking admission to The Art Institute of Las Vegas will be interviewed in person or by phone by an Assistant Director of Admissions. The purpose of this interview is as follows:
- To explore the prospective student’s background, interests, and career goals as they relate to the programs offered by The Art Institute of Las Vegas.
- To assist the prospective student in identifying the appropriate area of study based upon background, interests, and career goals.
- To provide information concerning curriculum offerings and support services available at The Art Institute of Las Vegas.
- To assess whether or not the prospective student has a reasonable chance of completing the program of study.

Each applicant must create an original essay of at least 250 words stating how an education at The Art Institute of Las Vegas will help in attaining career goals. Submission of a personal portfolio may be required, depending upon the program. Official transcripts for high school, high school equivalency, and/or college must be provided. An admissions application must be completed and signed by the applicant (and parent or legal guardian if the applicant is under 18 years of age) and submitted to The Art Institute of Las Vegas. After all admissions materials are received, applicants are evaluated by the Admissions Committee. The student must be accepted to the school before they may sign an enrollment agreement and register for classes.

The Admissions Committee is comprised of faculty and staff. The goals of the admissions process are to determine if applicants have a reasonable chance of achieving their goals, based upon past academic records, and that the chosen program of study is appropriate based upon the applicant’s career goals. In some cases, the applicant may be asked to provide additional information, or to meet with the Academic Chair to assist in the assessment of the applicant readiness.

Applicants still in high school may be conditionally accepted until proof of graduation is obtained. Applicants will be notified in writing of the Admissions Committee’s decision. Any applicant who is denied acceptance may file an appeal in writing to the Admissions Committee within three days of notice of denial.

**The Art Institute High School Graduation Validation Policy**

An applicant must be a high school graduate, possess a recognized high school equivalency or have an associate’s degree (of at least two full academic years) that fully transfers to a bachelor's or higher degree from a recognized accredited institution. Students can meet the High School graduation requirement by submitting an official academic transcript that shows at a minimum a completed two-year program that is acceptable for full credit toward a bachelor’s degree at the school from which the two-year degree was 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 DCEH’s 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/high school equivalency 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.
A stand alone "Certificate of Completion" does not suffice for admission to The Art Institutes. Should you receive a transcript with one of these types of diplomas, you must:

1. Immediately notify the ADA and S/DOA regarding this issue. The ADA/S/DOA will notify the applicant.

2. The application paperwork may NOT be submitted to Admissions Committee for review. Either the applicant must receive a regular (Traditional) diploma or take the high school equivalency with passing test scores. If this is not an option, the application will need to be academically rejected after notification.

Students who have conflicting documentation in their file regarding completion of a high school diploma must have this situation resolved before the conclusion of the student’s first quarter (No Later than COB Week 9 or prior to final exams) with consultation of the Art Institute Chief Academic Officer or his/her designee as needed.

Admission Committee Literacy Review Essay Policy
A student must demonstrate literacy, defined as the ability to read and write at a level that allows him or her to be successful in a college level course, with reasonable remediation allowed, in order to be accepted into The Art Institutes. The admission essay will be assessed by a faculty/academic committee (ADCOM) and scored at one of two levels: Meets standard or Does not meet standard. No student may be admitted to an Art Institute without an essay that Meets Standard. An essay may only be rewritten one time for each start, and any appeal decision by the Academic Affairs Office or its designee is final. The evaluation of writing ability is useful in determining the applicant’s compatibility with the program’s course of study and in determining the applicant’s ability to write and develop ideas according to the rules of Standard English.

I. Essay Requirements

a. Applicants must write an essay of at least 250 words, answering the following prompts:

   What are your career goals and how do you expect your education at The Art Institute of Las Vegas to help you attain them? In what ways will you participate and commit to your education in order to be successful?

b. The documents/directions to be provided to the student are in Procedures for ADCOM Literacy Review Student Handout.

c. All prospective students must be assessed for college readiness in literacy except applicants who have attended another Art Institute and who have documentation of an accepted essay to that school in the student file.

d. If an applicant was accepted by another Art Institute and did not attend, or if the applicant attended and failed or withdrew from all classes, the student must apply through the normal admissions process.

e. All members of ADCOM and admissions staff will be trained on the essay and the rubric.

f. Scoring on the rubric is as follows:
   i. Meets Standard: Student is considered literate and may be accepted as long as all other admission requirements are met.
   ii. Does not meet standard: Student does not meet the literacy standard and may not be accepted even if all other admission requirements are met.
   iii. Students will be notified of their essay results in writing by the admissions office.

II. Appeals Process (Rewrite).

a. The student may request to rewrite the essay only one time for each start and is advised to first meet with the appropriate academic official (Academic Affairs Office or its designee) to discuss his or her score. That official may not be a member of the Admissions Committee (ADCOM.)

b. The applicant must submit the appeal (rewrite) essay to the Admissions representative (Enrollment Processor/Admissions Office Manager) for processing prior to the start date.

c. The Essay rewrite must follow the same requirements and guidelines as indicated in section I.

d. Any decision on the results of the rewrite is to be considered final.

e. The applicant must meet ALL admissions requirements for full acceptance to the school.
INTERNATIONAL STUDENT ADMISSIONS POLICY
International Student Admissions Policy
All international students must meet the same admissions standards as all other students when seeking to enroll in The Art Institute of Las Vegas. Please refer to Admissions Requirements. Those international students applying to SEVP-certified schools and requiring the school’s sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. The Art Institute of Las Vegas 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 The Art Institute of Las Vegas’s International Admissions Representative for more detail.

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP
International students requiring The Art Institute of Las Vegas’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 non-immigrant 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 verify all requirements of their visa statuses are met. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

English Language Proficiency Policy
As the lectures, seminars, materials, and discourse which comprise programs of study at The Art Institute of Las Vegas are presented in English, The Art Institute of Las Vegas 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 high school equivalency 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

<table>
<thead>
<tr>
<th>ELP TEST</th>
<th>DIPLOMA</th>
<th>AS/BS</th>
<th>GRAD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL PAPER</td>
<td>480</td>
<td>500</td>
<td>550</td>
</tr>
<tr>
<td>TOEFL i-BT</td>
<td>54-55</td>
<td>61</td>
<td>79-80</td>
</tr>
<tr>
<td>IELTS</td>
<td></td>
<td>Level 5.5</td>
<td>Level 6.0</td>
</tr>
<tr>
<td>American College Testing (ACT)</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>EF International Language Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELS Language Schools</td>
<td></td>
<td>Level 108</td>
<td>Level 109</td>
</tr>
<tr>
<td>iTEP</td>
<td></td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>Michigan English Language Assessment Battery (MELAB or “Michigan Test”)</td>
<td>73</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Scholastic Aptitude Test (SAT)-English Section**</td>
<td>420</td>
<td>526</td>
<td>572</td>
</tr>
<tr>
<td>Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section</td>
<td>453*</td>
<td>526</td>
<td>572</td>
</tr>
<tr>
<td>TOEIC (Academic Test)</td>
<td></td>
<td>600</td>
<td>650</td>
</tr>
</tbody>
</table>

*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 high school equivalency 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.

**Culinary Standards**

To participate in any program in The International Culinary Schools at The Art Institute, each student, with or without reasonable accommodations, must be able to safely and effectively:

- Attend and participate in both day and night shift (including first and fourth shifts) classes
o Communicate in person with co-workers, students and guests and process written and verbal instructions
o Attend and participate in laboratory and production classes of up to 6 hours in length
o Regularly lift and transport food and other culinary product, equipment, small wares and utensils weighing up to 40 pounds.
o 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.
o Pour and serve liquids and beverages, including hot liquids up to temperatures of 180-185 degrees Fahrenheit (82.2 – 85 degrees Celsius)

The foregoing technical standards are essential to the programs of instructions in The International Culinary Schools at The Art Institute and also reflect industry requirements and standards.

Cancellation of Classes
Prior to opening the registration period, The Art Institute of Las Vegas 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 CREDIT
Contact the Academic Affairs Office for all matters related to Transfer Credit and Program Change.

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.

**LIMITATION TO ONLINE EDUCATION QUOTIENT:** Based on government and accreditation standards related to consortium agreements, students are limited in the total number of credits that can be earned in an online delivery mode. Students are required to complete more than 50% of their program credits in residence at the Art Institute School into which they have enrolled and from which they hope to graduate. Once the threshold of 50 percent program credits has been exceeded, the student must be transferred to The Art Institute of Pittsburgh – Online Division for the completion of the program. Transfer between Art Institute campuses does not guarantee that all credits earned will transfer to the same program at the receiving campus, including The Art Institute of Pittsburgh – Online Division.

**TRANSFER OF DEGREES AND COURSE CREDIT FROM COLLEGES AND UNIVERSITIES BEFORE MATRICULATION AT AN ART INSTITUTES SCHOOL**

**Transcripts**
Official transcripts must be sent to the Admissions Office of the admitting Art Institutes school prior to the class start. Transcripts submitted 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.

**Course Descriptions**
The official descriptions of the courses submitted for transfer credit must be comparable to the coursework at an Art Institutes school. Official course descriptions from the sending college or a college catalog will be used to determine comparability and must be received prior to the class start.

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

**Grades of Transfer Credits**
Courses with earned graded of “C” (2.0) or better will be considered for transfer credit.

**Course Prerequisites and Sequence of Courses**
Course prerequisites and course sequences are to be observed to assure appropriate student skill development

**Proficiency Credit from External Sources**
Official documents (CLEP or AP scores) related to transfer or proficiency credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of program 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 Program Chair prior to the class start.

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

**Allowable Total Transfer of Credit**

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. 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. Due to 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 CREDIT AFTER MATRICULATION (CONCURRENT ENROLLMENT OR RE-ENTRY TO THE INSTITUTIONAL) 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 full-time schedule, after a student’s matriculation at an Art Institutes school may be made to the Academic Affairs Office. Transfer Credit may be awarded if all other criteria for transfer of credit are met, and if the institution permits concurrent enrollment.

**Approval Needed**

Requests for concurrent enrollment in a course at another college or university while the student is on 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 will be accepted.

Grading
The concurrent enrollment course must be passed with a grade of “C” or better. 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 documentation is produced that the course was successfully completed.

Allowable Total Transfer of Credit
Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. 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. Due to 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 course(s) must be passed with a grade of “C” or better. The student’s record at an Art Institutes school 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 transfer from one program to another within The Art Institute must obtain approval from the Program Chair of the department from which the student is transferring. 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.

**TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS**
The Art Institute does not imply, promise, or guarantee transferability of its credits to any other institution.

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.

This program is designed to lead directly to employment. Course credits will likely not transfer to other schools, and degrees will likely not be accepted by another school’s graduate degree program.

Additionally, programs offered by one school within The Art Institutes system may be similar to but not identical to programs offered at another school within the system. This is due to differences imposed by state law, use of different instructional models, and local employer needs. Therefore, if you decide to transfer to another school within The Art Institutes system, not all of the credits you earn in this program may be transferable into that school’s program.

If you are considering transferring to either another Art Institutes or an unaffiliated school, it is your responsibility to determine whether that school will accept your Art Institute credits. We encourage you to make this determination as early as possible.

**TRANSFERRING TO ANOTHER ART INSTITUTE**
Students wishing to transfer from one Art Institutes school to another may do so only if they are in good standing at the sending school. Any student dismissed for academic progress cannot transfer to another affiliated Art Institute school until he or she has been reinstated at the sending school and is deemed to be making satisfactory academic
progress. (See the Student Academic Progress Policy-Transfer from another Art Institute). 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.

Course Substitution Policy

Students are expected to complete the program requirements outlined in The Art Institutes Catalog in effect at the time they enroll. However, programs are subject to change at the discretion of The Art Institutes. In these situations or due to other mitigating circumstances (e.g., change in program of study), courses previously completed at the Art Institutes or other accredited higher education institution will be reviewed by the campus academic staff to determine its acceptance or substitution. Students who wish to appeal a course substitution should submit a Course Substitution Form to the Program Chair for consideration at their Campus; online students should submit the Form to their Academic Counselor. The Academic Counselor will forward the form to the Program Director for consideration. The Program Director will then forward the request and recommendation to the Academic Affairs Office for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Coordinator. To be considered for a substitution, the course must be successfully completed at The Art Institute, and satisfy the program student learning outcomes as listed in the Academic Catalog. 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.

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.
FINANCIAL PLANNING

The Art Institute of Las Vegas offers financial planning services for its students. After completion of the application forms, a Student Financial Services (SFS) professional will review them to determine eligibility for financial aid based on federal guidelines. The SFS department will then work with the student and the student’s family to devise a Student Financial Plan that allows students to budget for their entire program, based on financial aid eligibility and family circumstances.

Students are required to reapply for financial aid (a process known as repackaging) every academic year through graduation. Students will be requested to complete a Free Application for Federal Student Financial Aid (FAFSA) every February. They will be notified by the SFS department when the repackaging process needs to be completed. The repackaging process allows students to budget for their entire program.

The Art Institute of Las Vegas participates in a variety of financial aid programs available for those who qualify. Financial aid programs are administered in accordance with prevailing state and federal laws and The Art Institute of Las Vegas’ institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student’s financial aid eligibility.

In order to remain eligible for financial aid, a student must maintain satisfactory academic progress as defined in this catalog in addition to any criteria as specified under the conditions of the particular aid the student is receiving.

The Free Application for Federal Student Aid (FAFSA) Form

The FAFSA form is a standard document used to determine eligibility for federal and some state aid including Federal Pell Grant, Federal SEOG (Supplemental Educational Opportunity Grant), Federal Direct Loan, Federal Parent Loan for Undergraduate Students (PLUS), Federal Work-Study, Perkins Loans, and State Grants. Most students complete the FAFSA online at fafsa.ed.gov.

Federal Student Financial Aid

The purpose of federal student financial aid programs is to provide students with an opportunity to obtain a college education. 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 meet satisfactory attendance requirements may result in the termination or reduction of financial aid.

Though the SFS staff of The Art Institute of Las Vegas 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, so some applicants may need to complete the application process twice during an academic or calendar year.

Status Definitions

- **Full-time**: enrolled in 12 credit hours or more in an academic quarter
- **Three-quarter time**: enrolled in 9-11 quarter credits in an academic quarter
- **Half time**: enrolled in 6-8 quarter credits in an academic quarter
- **Less than half time**: enrolled in 1-5 quarter credits in an academic quarter
- **Academic year**: three full quarters and a minimum of 36-quarter credits.

**Note**: These status definitions are for Student Financial Aid purposes only. Students who enroll for fewer than 15 credits per quarter will extend the time required to complete their degrees.
Provision for Books and Supplies

Students who are Title IV eligible and are expected to receive excess Title IV funding will receive a stipend for the lesser amount of either their presumed excess Title IV funding or their book and supply budget to provide students the ability to purchase books (for courses that do not use Digital Textbooks) and supplies by the seventh (7th) day of the course start date within the payment period.

As described below, by the seventh (7th) day of each course start date within the payment period, The Art Institute will provide a method for students to obtain their books and supplies required for their courses.

• For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.

• For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute’s contracted third-party vendor and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student. A detailed listing of charges is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, the student account will not be charged and the student is responsible for purchasing the required books and supplies for her/his courses. For courses using a Digital Textbook, the charge will be reversed on the student account after the Add/Drop Period.

Starting kit and Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

The student may request a modification at any time for a subsequent payment period, regarding her or his choice to use The Art Institute’s method to obtain books and supplies, but not retroactively, by contacting the Financial Services Department.

Articulation Agreements For Courses Transferring Into This Campus

Many students have previous education experiences and may have earned credits at other institutions. Articulation agreements are developed to identify what specific courses (please note that sometimes there are also minimum grade requirements) will transfer into specific programs at this campus from other institutions under the circumstances described in the actual articulation agreements. An articulation agreement by itself does NOT mean every course will transfer into a program at this campus.

College Articulation/Transfer Agreements – Courses Transferring Into This Campus


High School Articulation/Transfer Agreements – Courses Transferring Into This Campus

2. Zulama (Pennsylvania) Effective 6/15/2015
FINANCIAL AID PROGRAMS

Federal Pell Grant
This grant program is designed to assist undergraduate students with exceptional financial need, as determined through the results of the Free Application of Federal Student Aid (FAFSA), who wish to pursue a college education. Eligibility is determined by a standard U.S. Department of Education formula, which uses family size, income and resources to determine need. The actual amount of the award is determined by such factors as: the amount of money appropriated by Congress to fund the program, the cost of attendance, and the student’s enrollment status.

Federal Supplemental Educational Opportunity Grant (FSEOG)
This program is meant for undergraduate students with exceptional need, as determined through the results of the FAFSA, with priority given to students with Federal Pell Grant eligibility. The federal government allocates this limited pool of funds to participating schools and the school determines to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

Federal Direct Student Loan
Federal Direct Student loans are low-interest loans that are made to the student by the Federal Government and must be used to pay for direct and/or indirect educational expenses. Subsidized loans are need based, as determined by the results of the FAFSA, while unsubsidized loans are not. Interest does not accrue on Subsidized loans while the student is enrolled at least half time or during periods of deferment or during the grace period. Interest does accrue on unsubsidized loans and is the responsibility of the student. It can be paid or it can capitalize on the loan, increasing the overall repayment amount required. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

Federal Direct Parent Loans – (PLUS)
The Federal Parent -PLUS loan is made available to eligible parents of dependent undergraduate students. These loans, when combined with other resources, cannot exceed the student’s cost of education. Either or both parents may borrow through this program and a credit check is required for anyone applying for these loans. Repayment begins within 60 days of final disbursement of the loan within a loan period.

Federal Work Study (FWS)
The Federal Work Study financial aid program is designed to assist students with their financial obligations by working part-time while attending school. Depending on the institution’s annual funding allocated by the federal government, the number of positions available may be limited. Application is done through the FAFSA and students are awarded FWS based on financial need, determined by the FAFSA.

Suspension and Reinstatement of Financial Assistance
The Art Institute of Las Vegas is approved as an eligible Title IV funding institution. All students who receive federal or state sponsored financial assistance must maintain satisfactory academic progress for financial assistance eligibility. Students who are suspended from a program of study or terminated from The Art Institute of Las Vegas are ineligible for financial assistance until they regain admission and comply with satisfactory academic progress requirements. Students who are on probation will remain eligible for Title IV Funding.

Financial Assistance Appeal
Students who are denied or suspended from financial assistance may file with the Student Financial Assistance Review Committee of The Art Institute of Las Vegas an appeal under appropriate federal and state guidelines with the Student Financial Assistance Review Committee of The Art Institute of Las Vegas. This committee consists of the Campus Leader, Director of Administrative and Financial Services, and Director of Financial Services. The committee is responsible for the review of all student financial aid awards when there is a question regarding a student’s eligibility for such awards.
**Vocational Rehabilitation Programs**
Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

**Veterans Education Act**
The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit [www.gibill.va.gov](http://www.gibill.va.gov).

**U.S. Departments of Veterans Affairs and Defense Education Benefits**
The Art Institute of Las Vegas has been approved by the Nevada Commission on Postsecondary Education for the training of veterans and eligible veterans’ dependents. Where applicable, students utilizing the Department of Veterans Affairs (VA) 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 Academic Affairs Policies and Procedures section of the catalog for more information). Students receiving veterans’ benefits must report prior education and training. The Art Institute of Las Vegas will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Nevada Commission on Postsecondary Education, 8778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; phone 702-486-7330; fax 702-486-7340; [http://cpe.nv.gov](http://cpe.nv.gov).

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](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 Institute of Las Vegas is 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 Institute of Las Vegas, 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 Institute of Las Vegas to learn more about these programs and participation. For additional information, visit [https://www.artinstitutes.edu/admissions/details/military-benefits](https://www.artinstitutes.edu/admissions/details/military-benefits).

*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 www.gibill.va.gov/gibill.*

**REFUND POLICIES**

**Examples of the calculations for these policies are available in the Student Accounting Office**

As allowed under Federal, state, and accreditation agency rules, the refund policy may be changed. Students will be notified approximately sixty (60) calendar days in advance of any changes. Students dropping all courses in a term are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive Federal student aid are also subject to the Return of Title IV Funds Policy.

If the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.
Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled On-Ground

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:

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Initial Period Days</th>
<th>Number of Calendar Days in Initial Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 28th = 1st Scheduled Class</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>April 29th</td>
<td>1st Day of Initial Period</td>
<td>2</td>
</tr>
<tr>
<td>April 30th</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>May 1st</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>May 2nd</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>May 3rd</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>May 4th</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>May 5th</td>
<td>7th = Last Day of Initial Period</td>
<td>8</td>
</tr>
<tr>
<td>May 6th</td>
<td>Initial period over – student is eligible to be reviewed for full admission</td>
<td>9</td>
</tr>
</tbody>
</table>

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 fifteen (15) calendar days of the date of the cancellation.

During a first-time student’s Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student’s first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student’s program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student’s first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.
In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.
Cancellation Refund Policy Student Examples for On-Ground Students:

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.

Starting kits purchased from The Art Institute will only be subject to the refund provisions, found above, if returned to the school in condition for resale within twenty-one (21) calendar days from the first scheduled class.

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 three (3) business days after signing the enrollment agreement, whichever is later, and making an initial payment.
3. If the student has not visited the school prior to enrollment, all tuition and fee monies paid by applicants will be refunded if requested within three (3) business days after their first tour of the school and inspection of equipment or if requested within three business days of the student’s attendance at the regularly scheduled orientation program for their starting quarter, whichever is sooner.
4. Refunds will be made within fifteen (15) calendar days after the applicant’s/student’s request or within fifteen (15) calendar days after his/her first scheduled class day.

Refund Policy after Class Start

In the event of withdrawal by the student or termination by the school during any quarter of study:

1. Prepaid tuition and fees for any period beyond the student’s current quarter will be refunded in full.
2. The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student’s last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within fifteen (15) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.
3. Refunds for a student notifying the school prior to the end of a quarter that he/she will be withdrawing at the end of that quarter will be paid within fifteen (15) calendar days of the last day of that quarter.
4. For a student who attended a previous quarter of study and did not indicate that he/she was not returning, refunds will be made within fifteen (15) calendar days of the first scheduled day of class in the quarter in which the student was expected to return.

5. The refund shall be paid to the student, unless payment to a lender or other entity is required by the terms of a student financial aid program in which the school participates.

6. A student who must withdraw due to documentable mitigating circumstances, such as extreme illness or personal emergency, that make it impractical for the student to complete the quarter, may file an appeal requesting an adjustment to his/her account balance for the term in which the student withdrew. A written appeal must be submitted to the Academic Affairs Office or the Appeals Committee for review. The written appeal must be supported with appropriate documentation of the mitigating circumstance(s). If the student’s appeal is approved, the student may be eligible to receive a financial credit, to be determined by the school, to the student account balance at the time of return.

7. 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 a student, to any student financial liability.

8. Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter.

9. Session II academic terms are approximately five and one-half (5 ½) weeks in duration. 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 two (2) 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.

10. 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.

11. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student’s last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

Adjustment of Charges for the Quarter or Courses or Single Courses Delivered Only in Session I or in Session II

In accordance with school policy and the State of Nevada policy, if a student cancels before enrollment, the institution shall refund all the money paid. If a student withdraws or is expelled after starting the program or single course, and before completion of more than sixty percent (60%), the institution shall refund a pro-rata amount of the tuition. No refund is due if the student withdraws or is expelled after completion of more than sixty percent (60%) of the program or single course.

Refund Policy for Online Course Withdrawal

Students who withdraw from a Session I or Session II online course after the add/drop period are treated the same way as if they withdrew from an on-ground class. Session II classes begin approximately the day after the Session I
classes 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 classes.

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) of an eleven (11) week term (before the end of week four (4) of a five and one-half (5 1/2) week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, a “UF”, 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 or Chair and 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 as provided in the Enrollment Agreement.
3. The student exceeds the number of absences allowed and must be withdrawn from the last class remaining on his/her program of study. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within fifteen (15) calendar days of the date of withdrawal.

Kits, Components of the Kits, Books, or Supplies Return Policy

If kits, components of the kit, books, supplies, or uniforms, are returned to the Supply Store in resalable, completely unused condition within twenty-one (21) calendar days of withdrawal.

All refunds and return of funds will be made within fifteen (15) calendar days of the date the student notifies the school of the withdrawal.

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. 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 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.

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

SCHOLARSHIPS

The Art Grant

The Art Grant is an institutional aid award toward your tuition charges up to 20% for Bachelor’s degree programs and up to 15% for Associate’s degree programs. For every 12 credits earned, while maintaining continuous enrollment, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the next successive academic quarter.

New and current students are eligible. The grant award may vary by amount of credits to be completed in a program at an Art Institutes’ school after October 1, 2014, violations of school policies, or breaks in enrollment. Total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Students must read and acknowledge a Memorandum of Understanding regarding The Art Grant, which sets forth eligibility requirements and other conditions, before any grant is awarded.

See your Student Financial Aid Office for details.
The ART Grant program may not be used in combination with the Continual Transfer Waiver.

Early Acceptance Grant

The Early Acceptance Grant is designed to provide a $1,000 tuition award to incoming Art Institute students with unmet financial need. To qualify, you must be accepted into The Art Institutes, complete all steps in the financial aid process, and accept this grant no later than Tuesday, May 1, 2018.

Academic Achievement Scholarship

Deadline: Students need to begin classes by August 16, 2018

The Academic Achievement Scholarship allows qualifying new students to earn up to a 20% tuition scholarship, up to $17,316, by maintaining an honors level Grade Point Average (GPA) and completing community service related projects in their field of study while attending as a full-time student.

ENTRY REQUIREMENTS & CRITERIA

Student must be registered for full time as defined in the catalog.

ACT and SAT scores recommended but not required.

Must have a cumulative GPA of 3.5 to 4.0 from high school or prior college; transcripts must be provided for verification.

Must maintain a cumulative GPA of 3.5 to 4.0 while attending.

Three letters of recommendation; combination of high school guidance counselor and teachers or three teachers or community leaders.

Must show portfolio of work

1st and 2nd year recipients must complete two community service projects in their field of study and submit the projects to be reviewed by a committee.

3rd year recipients must complete one community service project in their field of student and submit the project to be reviewed by a committee.

Must remain continuously enrolled, with no breaks in enrollment.

Must maintain Satisfactory Academic Progress (SAP), as defined in the catalog.

Must be enrolled in a Certificate, Diploma, Associate degree, or Bachelor degree academic program at one of The Art Institute locations.

Must have the Memorandum of Understanding completed, signed, dated, and on file with the institution in order for the Scholarship to be disbursed.

Employees or eligible immediate family members participating in the DCEH Tuition Voucher Program are not eligible to participate in the Scholarship program.

Maintain a GPA of 3.8 to 4.0 on a cumulative basis each quarter to receive up to a 20% tuition scholarship value, up to $17,316. *

Maintain a GPA of 3.5 to 3.79 on a cumulative basis each quarter to receive up to a 15% tuition scholarship value, up to $12,987.*
*The Scholarship amount is based on the initial award. In the event the student earns a higher or lower cumulative GPA in a subsequent quarter, if applicable, the student must maintain the cumulative GPA identified from the initial award in order to continue receiving the Scholarship. Your actual total grant award may vary by program, degree, amount of credits to be completed in a program after the effective date of Academic Achievement Scholarship availability, violations of school policies, or breaks in enrollment. Your total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Check with the school for exceptions and details. The Art Institutes Scholarship Competition

Partial tuition scholarship to high school seniors and international students graduating in 2017 who demonstrate outstanding ability and commitment to succeed in a creative career. The number of scholarships offered varies and every Art Institutes school may not participate. Please contact your school of interest for detailed scholarship information.

**DECA Scholarship**
Open to high school seniors graduating in 2017 who are DECA members. There are varying numbers of DECA scholarships available nationwide and in various categories.
- DECA scholarship: up to $1,000
- DECA state scholarship: up to $1,500
- DECA international scholarship: up to $5,000

**National Art Honor Society Scholarship Culinary**
Three nationwide scholarships are available and are awarded to high school seniors graduating in 2017 who are members of the National Art Honor Society.
- 1ST PLACE: $20,000 tuition scholarship
- 2ND PLACE: $10,000 tuition scholarship
- 3RD PLACE: $5,000 tuition scholarship

**Future Business Leaders Of America National Scholarship Program**
Three $10,000 nationwide tuition scholarships will be awarded to high school seniors graduating in 2017 who are FBLA members; students with a first-year GPA of 3.0 may earn an additional $5,000 tuition scholarship.

**The Scholastic Art & Writing Awards**
Four nationwide $10,000 scholarships will be awarded to eligible high school seniors graduating in 2017 who are Scholastic National Award recipients; awarded on a first-come, first-served basis.

**FCCLA Competitions** *(Family, Career and Community Leaders of America)*
Open to high school seniors graduating in 2017 who are members of FCCLA and participate in competitions in the categories of Culinary (3 nationwide scholarships available), Interior Design (2 nationwide scholarships available), Fashion Design and Fashion Construction (1 nationwide scholarship available in each category), and Hospitality (3 nationwide scholarships available). Tuition scholarships are renewable for up to 4 years.
- 1ST PLACE: $3,000 tuition scholarship ($12,000 maximum)
- 2ND PLACE: $2,000 tuition scholarship ($8,000 maximum)
- 3RD PLACE: $1,000 tuition scholarship ($4,000 maximum)

**SKILLS USA Championship**
Open to high school and post-secondary students who are members of SkillsUSA and participate in competitions in the categories of Advertising Design, Culinary, and Photography (6 nationwide scholarships available in each
category), as well as 3-D Visualization & Animation, Web Design, and Television Production (12 nationwide scholarships available in each category). Scholarships are awarded on first-come, first-served basis.

1ST PLACE: $10,000-$20,000 tuition scholarship*
   *amount varies depending on the program in which the student enrolls
2ND PLACE: $5,000 tuition scholarship
3RD PLACE: $2,500 tuition scholarship

Careers Through Culinary Arts Program (CCAP) Tuition Scholarship
High school seniors graduating in 2018 who are enrolled in a C-CAP culinary program may compete for one $50,000 tuition scholarship to be used for either a two or four-year Culinary Arts (AS) or Culinary Management (BS) degree program at The Art Institute of Phoenix. Tuition scholarships are not redeemable for cash. The tuition scholarship covers academic tuition only and may not be applied against fees, living expenses, or program supplies and may not be transferred between affiliate schools.

For more information on how to apply for C-CAP, speak to the C-CAP Director at your high school, visit www.ccapinc.org, or call 212-974-7111.

Terms of the scholarship are as follows:

- The chosen winner agrees to sign a Memorandum of Understanding accepting their award by July 1, 2018
- The winner must submit their Application and Enrollment Agreement for the July 2018 Summer Quarter
- The winner must begin their program of study in the July 2018 Summer Quarter
- Students must maintain satisfactory academic progress by completing an 18-month Associate Degree program in 21 months or a 36-month Bachelor Degree program in 39 months.
- Students must maintain a GPA of 2.5 or higher to retain the scholarship. The scholarship will be suspended in quarters where the cumulative grade point average falls below 2.5
- The scholarship covers tuition only, valued at $50,000. The scholarship will be awarded in the form of a tuition credit and will be prorated over the length of the program. It may not be applied against fees, living expenses, supplies or other non-tuition related expenses.

National ProStart Invitational
High school seniors graduating in 2017 who are enrolled in a ProStart program are eligible for the National ProStart Invitational Culinary Competition Scholarship (15 available nationwide) and Management Competition Scholarship (15 available nationwide). Competition winners may receive partial tuition scholarships.

1ST PLACE: $10,000 non-renewable tuition scholarship
2ND PLACE: $7,500 non-renewable tuition scholarship
3RD PLACE: $5,000 non-renewable tuition scholarship

ProStart
(Advance Placement Credits)
High school seniors graduating in 2017 who complete the ProStart program with a C average or above and obtain a certificate of achievement may receive Advance Placement credits to any U.S. school of The International Culinary Schools at The Art Institutes.
**ProStart State Scholarships**
State level ProStart Scholarships are awarded to high school seniors graduating in 2017 who are first-place winners in ProStart Culinary Arts and Culinary Management competitions in 41 states and the District of Columbia. The number of scholarships awarded varies by state. First-place award is a $3,000 scholarship, renewable for up to 4 years for a maximum of $12,000.

**Invest In Tomorrow Scholarship**
The Art Institute of Las Vegas Invest in Tomorrow Student Scholarship is open to United States residents who are high school graduates, with a minimum 2.75 high school cumulative grade point average or the equivalent thereof (based on either a 4.0 scale or 5.0 scale) as of date of entry. You must fulfill all individual program admission requirements for the specific design, media arts, culinary or fashion degree program in which you wish to enroll at The Art Institute of Las Vegas. Students with a high school cumulative CGPA of 2.75+ who receive the scholarship will be awarded $2,500 over the course of their associate’s degree program or $5,000 over the course of their bachelor’s degree program. Students with a high school cumulative CGPA of 3.0+ who receive the scholarship will be awarded $5,000 over the course of the their associate’s degree program or $10,000 over the course of their bachelor’s degree program. Please contact your Admissions representative for more information.

**National Art Honor Society Scholarship**
High school seniors who also belong to the National Art Honor Society may apply for the annual The Art Institutes National Art Honor Society Scholarship. Three awards ranging from $20,000 to $5,000 are awarded annually. Details may be obtained by calling The Art Institutes school location of your choice or 1-800-275-2440.

**The Education Foundation Scholarship**
The Education Foundation is a non-profit corporation that was created in 2002 to raise scholarship funding to support the academic and career goals of enrolled and prospective students. Scholarship applicants are evaluated by The Foundation’s Board of Directors. Information about applying for scholarships granted through The Education Foundation is available in the Admissions and the Academic Affairs offices. The School will award scholarships annually based upon the number amount of number of qualified candidates and availability of funds.

**The Art Institutes Community College Scholarship Competition**
Students holding an associate’s degree from a community college with a CGPA of 2.5 or greater are eligible for this annual scholarship competition. Recipients are selected based on an original essay and portfolio submission. One $2,500 scholarship will be awarded. Please see your Admissions Representative for additional information.

**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**
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, and spouse of an active duty service member.

**Veterans**
Eligible veterans may receive a military tuition scholarship of 10%.

**Additional information**
For in-depth information, please speak with an admissions representative at The Art Institutes at 1-855-300-1247 and 1-888-479-6245 for online programs.
ACADEMIC AFFAIRS POLICIES AND PROCEDURES

Late Start Policy
The Art Institute does not allow new students to start late. A late start is defined as someone who would enter on or after the first day of the scheduled start, including the drop/add or schedule adjustment period.

In order to start at the next scheduled start, a student must be:
1. Completed and submitted an application by 5 p.m. one week before the start day (Monday – Main Start, Friday – Mid-Session Start)
2. Accepted, as defined in the ADCOM policy, planned at a 4 or 5 financial status, registered, by the Wednesday preceding the start date. (Main Start) and Monday for a mid-session start.
3. Must meet attendance and confirmation policies for the first week of class.

All placement tests must also be completed if the student is to be entered into a class that requires it; for instance, English or online. If a student is transferring credits in lieu of a placement test, transcripts (either official or unofficial) must be in the admission packet in order to place a student into the appropriate classes.

Orientation
Every incoming undergraduate student, both new and re-entering, who has not earned 24 prior credits at the post-secondary level must complete the institution’s web-based orientation, consisting of 23 modules, before beginning classes. Students also are strongly encouraged to attend the campus on-ground orientation program, designed to introduce them to their learning community, campus facilities, resources, and personnel provided to support them throughout their educational journey.

Students need only complete the new orientation requirements one time, regardless of whether they defer start dates or withdraw and return. Students transferring from one campus to another, without a break in enrollment, are not required to complete orientation. Students not continuously enrolled, prior to transferring, will be treated as new students and must complete the new orientation requirements, unless they have 24 earned credits or have already completed orientation requirements at their prior campus.

Academic Performance Measurements
Student academic performance is recorded, reported, and monitored by the Faculty, Academic Chairs, and the Academic Advisors each quarter.

Grade Availability
Students are empowered to access and print out their grades online as soon as the grades have been posted by the Registrar.

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.

Independent Study
In cases of unusual circumstances, students may be allowed to fulfill the competencies of that course through independent study upon approval of the Academic Affairs Office and under supervision of a master’s-level or equivalent instructor. The instructor and student must sign a contract and provide a syllabus indicating how the
student will demonstrate the competencies of the approved course objectives. Each contract must be approved through a signature of the Academic Affairs Office and include all exams and work produced in the course.

With the approval of the student’s Academic Department Director and the Academic Affairs Office, a student may take courses described in this catalog as independent study, an arrangement whereby the student meets in a non-classroom setting with an assigned instructor on a mutually agreed upon schedule and thereby fulfills the requirements of a specific course.

Approval is usually granted only to students in their final quarters before graduation. No more than 10% of the credits required for the degree may be taken by independent study. In order to be approved for an independent study course, EACH of the following criteria must be met:

- Student has adhered to state and national accreditation regulations regarding independent study, which state that the student may only attempt 10% of their degree credits as independent study courses.
- Student is in good academic standing as defined by the SAP policy in this document.
- Requested class is required to graduate.

If all criteria are met, the request for independent study will be submitted to the Academic Affairs Office.

**Internships**

Internships are short-term, supervised work experiences related to a student’s program of study for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid. Internships are usually one-time work experiences that may or may not directly lead to course credit, pay, or a full time job. The student’s Program Chair must approve any internship for credit. To seek assistance with internship placement, students should contact the Student Employment Advisor in the Student Life Office, who collaborates with employers in all program areas for students who need assistance in locating internship opportunities. Students are encouraged to work with the Student Employment Advisor prior to registering for the internship class if assistance is needed when locating an internship. Students who locate internships on their own must inform Student Employment Advisor and their Program Chair to ensure eligibility.

All students enrolled in an internship course are solely responsible for finalizing placement at the internship site, attendance, and work completed. All academic policies, including refund policies, apply to this course; therefore, students who do not fulfill the requirements of the internship will not be eligible for credit or a refund, and must repeat and repay for the internship course to satisfy the requirements of their program.

Prospective VA benefits recipients must also provide to the VA School Certifying Official (SCO) a copy of their VA benefits letter of eligibility and for veterans a copy of the form DD-214. Additionally, any student who has already been awarded VA benefits from another institution must submit a copy of VA Form 1995 Change of Program to The Art Institute of Las Vegas SCO before the school may certify the student to the Veterans Affairs Administration.

**Minimum Academic Achievement Standards for Student Receiving Department of Defense Tuition Assistance:**

In addition to The Art Institute’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.

Graduation Requirements
The following are graduation requirements at The Institute of Las Vegas:

- The student must satisfy all academic requirements of the program of study. Academic credit may be earned through passing course grades, transfer credit, advanced placement exams, or credit for prior learning.
- The student must earn a minimum of 25% of the credit hours in the program of study through on ground coursework at The Art Institute of Las Vegas.
- The student may earn a maximum of 50% of the credit hours in the program of study through distance education while enrolled at The Art Institute of Las Vegas.
- The student must earn a minimum cumulative grade point average of 2.0.
- The student must earn a minimum Incremental Completion Rate (ICR) of 66.67%.
- Students must meet portfolio and all other requirements.
- The student must have satisfied all financial obligations to the school.
- Students must complete a Graduation Clearance Form with the Student Life office during their final quarter of attendance prior to completion of their course of study. The form must be submitted by the tenth week of the quarter.

Portfolio Requirements
Students graduating with an associate’s or bachelor’s degree must pass a required course during which a portfolio is produced. The portfolio must demonstrate entry-level employment competencies appropriate to the specific program. Faculty committees evaluate portfolios. In addition, the portfolio must be presented during a Portfolio Show.

Portfolio requirements and competency standards for each program are available from the Academic Affairs Department or appropriate Academic Program Chair. The portfolio requirements and program competencies are reviewed periodically to ensure industry currency. The Art Institute of Las Vegas reserves the right to alter or modify the portfolio requirements at any time it is deemed in the best interest of graduating students.

The portfolio class may only be attempted (3) three times. If a student fails to earn a passing grade in any respective portfolio class, it is at the discretion of the student’s Program Chair whether the class may be attempted after the third time.

The following classes require attendance at the quarterly Portfolio Show as a condition of passing the class:

- AUD421 Portfolio Presentation
- CUL233 Capstone/Portfolio
- CM430 Senior Capstone
- DFVP421 Senior Portfolio & Defense
- GAD423 Portfolio Presentation
- GD415 Graphic Design Capstone
- GD499 Portfolio Presentation
- ID431 Portfolio Presentation
- IMD450 Portfolio Presentation
- MMA450 Portfolio Presentation
- VEMG421 Portfolio Presentation
Failure to participate in the Portfolio Show may result in a failing grade in the class, thereby postponing graduation. While not the norm to take a portfolio class off-campus, we would require written approval for a student to participate in and off-campus portfolio class as it would more than likely be a concurrent enrollment.

**Portfolio Show**
The Portfolio Show is a celebration of the work and accomplishments of the graduating class. It also serves to showcase student work to prospective employers, the community, family, and friends.

**UNDERGRADUATE 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.

**Criteria for Honors Designations**
To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation.

**Quarter Honors Designations (at the completion of a quarter)**
Any student who enrolls for and completes 12 credits or more is eligible for the following designations:
Quarter GPA  | Honors Designation
---|---
4.0  | Campus Leader’s Honor List
3.7-3.99  | Dean’s Honor List
3.5-3.69  | Honor Roll

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

**Milestones and Evaluation Points for Satisfactory Academic Progress**
*Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.*

**Certificate and Diploma Programs:**
1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in 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.

| 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 Warning) |
| End of Third Quarter  | < 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.**

<table>
<thead>
<tr>
<th>DEGREE PROGRAMS Evaluation Point</th>
<th>Both Milestones (CGPA and ICR) Must be Met</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Academic Year</td>
<td>&lt; 1.00 and/or 33.33%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td>End of Second Academic Year</td>
<td>&lt; 2.00 and/or 66.67%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td>End of Seventh Quarter and</td>
<td></td>
<td>Academic/Financial Aid Warning (if 1st time), Academic/Financial Aid Dismissal or (if on Academic/Financial Aid Warning)</td>
</tr>
<tr>
<td>Thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td>At Any Time</td>
<td>Anything in excess of 150% MTF</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
</tbody>
</table>
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 the Satisfactory Academic Progress requirements at the next applicable measuring point.

**Procedure for Appealing Academic/Financial Aid Dismissal**

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to 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/Program Directors 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 Academic Advisors or Academic Department Directors 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.

**Academic/Financial Aid Dismissal Appeals not Allowed**

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, the Institution and the Art Institute Vice President of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.

In addition to the Institution’s Review of the Appeal, it must also be reviewed by the Art Institute Vice President of Academic Affairs.

**Explanations of Related Issues**

**Calculation of CGPA**
A student’s cumulative grade point average is calculated by a) Multiplying credits for each course by grade points associated with the grade earned; b) Totaling the grade points earned for all the courses, and c) Dividing total grade points earned by the total number of quality credits. The Institute uses a 4.0 scale in assigning grade points. Note: that if there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

**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. Note: If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, have the appeal granted based on mitigating circumstances before transferring to the new major. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.
In cases in which a student has graduated from one program in the Institution then subsequently begins work in a
different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter
grades and thus will be included in the Cumulative Grade Point Average and will be included in the Incremental
Completion Rate as credits attempted and credits earned.

**Transfers from another Art Institute**

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring
from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid
Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal
at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that
shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-
digit OPE-ID number are the same institution.

Please note that course credits and applicability of those credits at each Art Institute for a program can vary from
location to location. Please carefully discuss any possible transfer with the Art Institute you wish to attend.

**Grading System**

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just
completed. These grades are entered also in the student’s academic transcript, which is updated each quarter. The
criteria for determining a student’s grade shall be as follows (on a percentage of total point basis):

**The Metrics of SAP**

**Academic Grading System**

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 *</td>
</tr>
</tbody>
</table>

*F does compute in GPA and CGPA and does count as credit attempted.

**Other Grade Codes worth Zero Quality Points:**

- **CR = Credit through examination**  
  Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.

- **I = Incomplete**  
  Affects ICR/MTF/CGPA( Computes as an F)  
  This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which “IPA” grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as “F” on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.

- **IPA = Incomplete Pass**  
  This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.

- **IP = In Progress**  
  Affects ICR/MTF/CGPA( Computes as an F)

- **S = Suspension**  
  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.
<table>
<thead>
<tr>
<th>Grade Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP = Not passing/Fail</td>
<td>Does not affect ICR/CGPA. This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course.</td>
</tr>
<tr>
<td>P or PR= Proficiency Credit by Exam or Portfolio</td>
<td>This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>PA = Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>SP or SA = Satisfactory/Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>T = Termination from course</td>
<td>Affects ICR/MTF/CGPA (Computes as an F).</td>
</tr>
<tr>
<td>TR = External Transfer Credit</td>
<td>Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>U = Unsatisfactory</td>
<td>Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>F= Earned F</td>
<td>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.</td>
</tr>
<tr>
<td>UF = Unearned F</td>
<td>Students who failed the course AND did not complete the final assignments in the course. Final assignments include, but are not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. If a student completed some or all of the other requirements in the course but did not complete the final assignment of the course and failed the course, the F grade will be considered unearned. An unearned F grade will be reflected as a &quot;UF&quot; grade on the transcript. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.</td>
</tr>
<tr>
<td>W = Withdrawal</td>
<td>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.</td>
</tr>
<tr>
<td>WF = Withdrawal Fail</td>
<td>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.</td>
</tr>
<tr>
<td>WV = Waiver</td>
<td>Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA</td>
</tr>
</tbody>
</table>

Students receive grades at the end of each quarter including midquarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

**Repeating Courses**

Grades earned in repeated courses will replace grades of ‘F’, ‘UF’, ‘W’, or ‘WF’. Course credits with grades of ‘F’, ‘UF’, ‘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 ‘I’ 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.

**Changed Grade**

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the 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.

**Calculations**

**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 Program Chair or Program Coordinator 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 before the end 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.

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

\[
\frac{(\text{EARNED CREDITS at the institution} + \text{TRANSFER CREDITS Accepted})}{(\text{ATTEMPTED CREDITS at the institution} + \text{TRANSFER CREDITS Accepted})}
\]

The 150% MTF: Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. Transitional study courses do not count in this calculation.

The 150% MTF is determined as follows:

\[
\text{TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM} \times 1.5 = \text{TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.}
\]

STUDENT STATUS CHANGES AND SAP

Transfer Students
Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation. Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be 180 \times 1.5 = 270 credits. Therefore, the 36 transfer credits would be considered attempted and earned so only 234 more credits could be attempted.

Grades for credits transferred in from any post-secondary institution (including an Art Institute) will be recorded as “TR” in the Student Information System and will not affect the student’s CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending school. If the student is transferring to a different institution (as defined by the Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violation satisfactory academic progress cannot transfer or be considered a New student (if they had a break in enrollment) at another affiliated Art Institute until he or she has been granted an appeal at the original school and is deemed to be making satisfactory academic progress.

Changes in Program
Unless a second change is specifically approved for the specific student by Academic Affairs, students are allowed only one change of program and must be making satisfactory academic progress at the time a request is made to change programs.

Courses taken in one program that is applicable to the second program will be transferred with the applicable grade. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the “CHANGE OF MAJOR” adjustment factor would be those credits from the previous major that we will NOT count in the student’s current major.
**Incremental completion rate** is determined as follows (Transitional credits do not count in this calculation):

\[
\frac{(\text{EARNED CREDITS in the New Program} + \text{TRANSFER CREDIT ACCEPTED}) \text{ minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS}}{(\text{ATTEMPTED CREDITS in the New Program} + \text{TRANSFER CREDITS Accepted}) \text{ minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS}}
\]

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:

\[
\text{TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5} = \text{TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.}
\]

**Second Degree**

When a student has graduated from The Art Institute in one program, then subsequently begins work in a different program, grades used in the CGPA of the previous program will be applied to the student’s new program CGPA calculation.

**Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds**

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans’ Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

**Attendance Policy**

**COURSE ATTENDANCE (GROUND)**

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, or examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in class. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

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

A student who is absent for three cumulative weeks (three classes for those that meet once a week or six classes for those that meet twice a week) in an 11-week term * will be withdrawn from the course and will receive a Withdrawal (W) grade during weeks 1 through 9 of an 11 week term and a Withdrawal/Fail (W/F) grade after week 9 of an 11 week term for that course (after week 4 of a 5.5 week Mid quarter ground term**) unless the student submits an appeal to remain in class.
that is accepted by the instructor and department director. **A student is allowed only one appeal per class.** In other words, if a student submits an appeal and it is approved, the next absence will initiate a non-appealable withdrawal from the course. The Attendance Appeal Request Form may be found in the registrar office.

### Appeal Process – Withdrawn from Course (Ground)

Students who are administratively withdrawn from a single course for violating the attendance policy may submit a one-time appeal per course per term to the Academic Affairs Office for reinstatement into their course(s) in the active term. Students who appeal must do so in writing prior to the next class meeting for each course being requested for reinstatement. The instructor must determine that the student still has the potential of successfully completing the course(s) to earn a successful appeal. A copy of this appeal must be put into the student’s file.

### CONSECUTIVE DAYS ABSENCE GRADING POLICY (GROUND)

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

### APPEAL PROCESS – CONSECUTIVE DAYS ABSENT (GROUND)

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: on the day of the recorded absence. The following is a comprehensive list of events that may indicate a mitigating circumstance:

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 on-ground 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 on-ground 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.

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

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

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

ATTENDANCE VERIFICATION

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

QUALIFYING MILITARY SERVICE, DISASTERS, 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.

ONLINE ATTENDANCE POLICY AND SUBSTANTIVE PARTICIPATION CRITERIA (PLUS & AIPOD)

Students taking online classes (including students taking PLUS courses) must submit at least one academically-related posting in the learning management system each full attendance week. For online classes beginning on a Monday, the full attendance week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Sunday. For online classes beginning on Thursday, the full attendance week is defined as beginning on Thursday at 12:00 a.m. MST to 11:59 p.m. MST the following Wednesday.

1. For attendance purposes, an academically-related posting can include, but may not be limited to, posting a drop box submission, posting to a threaded discussion forum, and taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orientation, reading the courses or programs syllabus or activity prior to the start date of the course.

2. Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:
   1. Student submission of an academic assignment
   2. Student submission of an exam
   3. Documented student participation in an interactive tutorial or computer assisted instruction.
4. A posting by the student showing the student's participation in an online study group that is assigned by the institution.
5. Posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
6. An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a faculty member about the subject studied in the course.

Online students are required to meet the first week's attendance in order to be confirmed as an active student. Failure to do this could negatively impact a student's financial aid.

During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AiPOD students who fail to meet the attendance requirements for two consecutive attendance weeks (cumulative for PLUS students) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution.

If the student is administratively withdrawn due to attendance on or before the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a W grade for the course. If the student is administratively withdrawn due to attendance after the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

In the specific case where a student has a current course grade of F but did not complete the final assignment of the course and failed the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.
STUDENT LIFE

The Art Institute of Las Vegas provides a wide variety of support services to students in order to help them complete their educational programs and reach their career goals. Every student is encouraged to take advantage of these support services.

Advising Services
Professional services are available to advise students in personal and other nonacademic areas to help students deal with concerns or problems so that they may maximize their school experience.

Study Groups
Students are encouraged to participate in ad hoc study groups for joint study and research. During orientation and the first day of classes for each course, instructors will encourage students to form study groups.

Tutoring Services
Students who are in need of tutorial assistance in any course may participate in computer-based, peer, or faculty-assisted tutorial programs. This form of tutorial assistance is provided at no additional charge.

Disability Services
The Art Institutes provide accommodations to qualified students with disabilities. The Office of Disability Support Services assists 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 at 1-855-855-0567 or via email at TheCenterDSS@dcedh.org of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. 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 Office of Student Conduct and Resolution at studentresolution@dcedh.org. Complaints will be handled in accordance with the school’s Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Service Bureau/Print Bureau
The Service Bureau (Equipment Check Out Cage) is located on the first floor across from Computer Lab 133. The Print Bureau is located in the same location on the first floor across from Computer Lab 133. The Print Bureau offers a full range of printing services. All prints are sent automatically from any of the computer labs to the Print Bureau. All equipment checked out requires a valid Art Institute of Las Vegas Student Identification Card, plus one additional form of ID. Students must abide by the Service Bureau/Print Bureau posted rules regarding equipment responsibilities.

Supply Store
The Supply Store is located on the first floor near the student lounge. Students can purchase all of their supplies and choose from a variety of apparel and promotional merchandise.

Learning Resource Center (LRC)
The Learning Resource Center, located on the second floor of the The Art Institute of Las Vegas’ career-focused education by acquiring and providing access to contemporary information. The collection includes books, magazines, non-print resources and electronic databases. Internet access, the online catalog and instructional applications are available on the Learning Resource Center’s computers. LRC hours are posted quarterly. The center has been set up to meet students’ needs for the programs taught. It is regularly updated and supplemented with new acquisitions. Instructors are encouraged to look for upcoming books and to advise administration of any books that may prove
useful to their students. Students also have access to the public libraries and the University of Nevada – Las Vegas campus library.

**Graduate Employment Rates**
Complete graduate employment statistics for each program are available in the Admissions and Student Life Offices.

**Part-Time Employment Opportunities**
Many students find that part-time employment is an excellent way to help meet the financial obligations of a college education and maintain a flexible schedule which allows for class time and study time. The Student Employment Advisor aids students in finding suitable employment, posting a weekly listing of part-time job opportunities for students. In addition, the Student Employment Advisor sponsors quarterly job fairs and on campus recruiting events.

**STUDENT LIFE**

**General Information**
The mission of the Student Life 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 Life Department has established the following objectives:

- Provide independent housing resources.
- 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.

**Career & Professional Readiness**
The Department of Career & Professional Readiness partners with students as they explore employment possibilities, develop job skills, and connect with potential opportunities related to their professional endeavors. Our goal is to encourage the career potential of students by facilitating opportunities for them to explore their interests and gain valuable professional experience while utilizing a variety of resources that may be delivered in self-directed, virtual or in-person formats.

Students can seek guidance in building a resume, career planning, developing job-search strategies, preparing for an interview and evaluating potential job opportunities. The Department of Career & Professional Readiness will also work to plan and deliver career readiness workshops, individual or group career planning sessions, job board resources and industry guest speakers in both virtual and in-person platforms.

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

**Alumni Services**
The Career and Professional Readiness Department offers a variety of online services and resources to Art Institute graduates. The self-directed alumni website (www.alumni.artinstitutes.edu) is available to graduates and to students in their last quarter.

The website exists to support the creative endeavors of our graduates and to provide a forum for networking with fellow classmates. Art Institutes graduates can connect from anywhere around the world. Alumni can share their challenges and victories, access services to elevate their career, showcase artwork, and demonstrate their impact in their personal and professional communities. Information about career services, campus events, Art Institute news is also available.

The website is exclusive to Art Institute graduates and there are no costs, fees or dues to access these services. The Art Institutes values our talented alumni community and we strive to build and maintain the alumni relationship.
through e-communications, virtual events, and campus activities. Alumni are invited to share their personal and professional updates with The Art Institutes community!

For more information, visit www.alumni.artinstitutes.edu or email AiAlumniSupport@aii.edu

GENERAL INFORMATION

The Art Institute of Las Vegas Culture
A faculty of professionals instructs students through a well-designed curriculum. The programs are designed to prepare graduates for entry-level positions in their chosen fields. Curricula are periodically reviewed to ensure they meet the needs of a changing marketplace. Students come to The Art Institutes locations from all over the United States and abroad. The student body at The Art Institute of Las Vegas is made up of men and women who have either enrolled directly after completing high school, transferred from colleges and universities, or who have left employment situations to prepare for new careers. Although a visit is not a condition for submitting the application for admission and enrollment agreement, prospective students are encouraged to visit The Art Institute of Las Vegas.

Online Courses
Students have the option of taking a limited number of courses online. Any student who has questions about online courses or wishes to register for online courses must contact a Student Success Advisor or Program Chair in the Academic Affairs office. Prior to taking the first online course, each student must submit a completed online course request packet to a member of Academic Affairs and be approved to take online courses. Failure to do so will result in withdrawal from the online class(es). Online courses may not be taken during the second session of the student’s final quarter if the student wishes to participate in graduation ceremonies. Students who begin their studies at The Art Institute of Las Vegas by taking only online courses must sit in an on-ground class no later than the end of Week 1 of their second quarter or they will be terminated from The Art Institute of Las Vegas.

Based on the nature of online courses and their reliance on written communication methods, required eligibility criteria must be met. CGPA of 2.5 and home access to a computer/Internet connection will also be required. If one of the criteria is not met and the student wishes to take online classes, a written appeal will be made directly to the Academic Chair overseeing the student’s program. All requirements must be fully met before the student can be registered for online classes.

Method of Instruction
Instructional methods at The Art Institute of Las Vegas include lecture, demonstrations, labs, one-on-one tutorial, and periodic examinations. Except for internships, field trips, online courses, and very occasional independent studies, all instruction is conducted in classroom or laboratory settings.

Facilities and Equipment
The Art Institute of Las Vegas occupies approximately 45,000 square feet at 2350 Corporate Circle, Henderson, NV 89074 encompassing classrooms, studios, print and service bureaus, a photography lab, offices, a student lounge, a supply store, a dining lab, and a learning resource center. Equipment provided at The Art Institute of Las Vegas is specific to the program of study. This includes, but is not limited to, projectors, editing decks, camcorders, PC and Macintosh computers, printers, drafting tables, and kitchen appliances. The Art Institute of Las Vegas is not responsible for loss or damage of student property, including artwork or tapes.

Appropriate Attire
While attending The Art Institute of Las Vegas, students are requested to dress in the manner appropriate for their professions.

Smoking Policy
The Art Institute of Las Vegas provides a smoke-free environment in compliance with state, federal, and local laws. This policy is strictly enforced. Smoking is not permitted anywhere in the building or immediately outside the front and rear entrance. Smoking is only permitted in the outside, designated smoking area.
**Student Conduct Policy**

Section I – Guiding Principles

The College 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 College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the College provides guidance to students regarding those standards of student conduct and behavior that it considers 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 College.

Section III - Reach

The Student Conduct Policy shall apply to student conduct that occurs on college premises including online platforms, at college-sponsored activities, student organization sponsored events or in Campus Sponsored Housing. At the discretion of the Chief Conduct Officer (Director of Student Life, Director of Student Life, Academic Affairs Office or a delegate as appointed by the Campus Leader), the Policy also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial college interest and potentially violates a campus policy.

Section IV - Responsibilities of Dual Membership

Students are both members of the College 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 College and to other individuals who make up the community. By enforcing its Student Conduct Policy, the College neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the College 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. The College may sanction other conduct not specifically included on this list.

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 College and/or its officials
Misuse or abuse of school assigned email address and log-in information. Sharing your username or password for any school assigned system with any student or non-student individual

- Logging-in to a school 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 online environment on your behalf or with the intention of impersonation.
  
  o Note: on ground students cannot share or give access to other students or non-student individuals to access the student portal (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, or other weapons, likenesses of weapons, on college property, Campus Sponsored Housing or at college 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 college 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 college property or the property of other students or college 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 college property, college controlled property or the property of another student, faculty, staff member or guest.
- Extortion.
- Setting fires, tampering with fire safety and/or fire fighting equipment.

Disruptive or Disorderly Conduct

- Disruptive Behavior, such as, Interference with the normal operations of the College (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic or other college activities)

Disruptive Classroom Conduct, such as:

- Engaging in behavior that substantially or repeatedly interrupts either the instructor’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, or
• 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 Conduct, such as:
• Disorderly, lewd, indecent, or obscene conduct.
• This would include but is 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 college officials;
• Breach of peace on college property or at any college-sponsored or supervised program; or
• Any in-school, online classroom, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of the College 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 college property or at any function sponsored or supervised by the College.
• Being under the influence of illegal or controlled substances on college property, or at any college function.
• Use, sale, possession or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the College.
• Being under the influence of alcohol on college property or at any college function is also prohibited.

Verbal Assault, Defamation and Harassment, Verbal Abuse of a Student or College Employee.
• Harassment by any means of any individual, including coercion and personal abuse. Harassment includes 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 College.

Falsification
• Willfully providing college officials with false, misleading or incomplete information.
• Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.
Abuse of the College’s Disciplinary System, including but not limited to:
  • Failure to obey the summons of a disciplinary body or college official.
  • Falsification, distortion, or misrepresentation of information before a disciplinary body or college 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 College Facilities
  • Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

Violation of Federal or State Laws
  • Violation of federal, state or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions. In addition, students must disclose any criminal conviction received while a student to the Director of Student Life within 5 days of the conviction.

Insubordination
  • Persistent or gross acts of willful disobedience or defiance toward college personnel.
  • Failure to comply with direction of college 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 college property or at a college-sponsored or supervised functions, upon request of college official acting in the performance of his/her duties.

Violations of College Rules
  • Violations by guest of a student on college property. Students are responsible for the actions of their guests.
  • Violation of school 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 college buildings or areas unless designated as a smoking area.
  • Any violation of the student housing license agreement, rules and regulations and/or the College-sponsored housing student handbook.
  • Any violation of the institution’s 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 school official
• Use of computing facilities to send obscene or abusive messages
• Use of computing facilities to interfere with normal operation of the school’s computing system
• Failure to satisfy school financial obligations.

The above list is illustrative only, and the College may sanction other conduct not specifically included on this list.

Section VI - Sanctions

The College 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 College 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 school’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 will be required to complete an educational service, attend counseling, or have restricted privileges.

4. Removal from Sponsored housing: The student will be immediately dismissed from Campus Sponsored Housing. The student will be required to vacate the premises according to the terms of the sanction.

5. 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, visit campus-sponsored housing, use school facilities, participate in or attend college activities, or be employed by the school during his/her suspension.

6. Expulsion: The student will be expelled from the College immediately. The student will not be permitted to continue his or her studies at the College and may not return to the College or to Campus Sponsored Housing or activities at any time or for any reason.

7. Restitution: Compensation for loss or damage to property leased, owned or controlled by the school. 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 College community may file a complaint against any student for misconduct or for otherwise being in violation of the College 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/s 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 College 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 College 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 Institute staff that a risk to the health, safety or welfare of students, and/or the school 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 school, backpacks, portfolios and clothing. This policy also applies to student property in Campus Sponsored Housing, 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.

- If a student fails to appear for the meeting, the Chief Conduct Officer or his/her delegate may make a determination of violations of The Art Institute policies 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 Interim Suspension until the Disciplinary Panel is convened. (see interim suspension)

2. 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.

3. 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.

4. The student may be accompanied by one person (family member, friend, etc.) to provide support. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

5. In Hearings involving more than one student, the Hearing Officer, in his or her discretion, may permit the hearing concerning each student to be conducted separately.

6. The Disciplinary Panel may hear from any person who may have relevant information and the Panel may review any documents presented to them. a) Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion. b) The Disciplinary Panel may ask questions and may seek information not provided to it.

7. The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.

8. After the Hearing, the Hearing Officer will issue a written decision to the accused student which identifies the accusations and the panel’s conclusions, any sanctions, and the student’s right of appeal.

9. In general, the accused should have access to the documentation reviewed by the 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 College Executive Committee, Campus Staff, Faculty or Student Body. When students are permitted on the Panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the Panel. Failure to sign the permission constitutes an agreement to have no student on the Panel.

Administrative Interim Suspension

Students may be administratively suspended on an Interim basis when:

1. Serious allegations are being investigated;
2. Serious allegations are pending before a disciplinary panel; 
3. In advance of a disciplinary panel hearing; or 
4. When a student potentially poses a threat of harm to himself, to others, or to property of the Institute or a member of the Institute community.

During the Interim Suspension, students are denied access to Campus Sponsored Housing and/or to the school (including classes, labs, Library) and/or all other school 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, and the Chief Conduct Officer or his/her delegate may make reasonable provisions to provide for accommodations of a student in Campus Sponsored Housing.

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 they have extenuating circumstances or believe themselves to have been treated in an arbitrary or biased fashion or without adherence to the College policies 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 school may not be on school property, a student dismissed from Campus Sponsored Housing must leave in accordance with the directions indicated in the decision.

• The student must write a letter of appeal in the student’s own words, addressed to the 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 College’s policies and procedures, and provide any supporting documentation. It must be delivered to the Campus Leader or his/her delegate within seven calendar days following the student’s receipt of the decision.

• Students should provide documentation to support the allegations of the appeal.

• The Campus Leader or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.

• The Campus Leader and/or the 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 is 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 committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
• The Appeal Committee 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 committee will report to the Campus Leader or his/her delegate with its recommendation following its review of the appeal. The Campus Leader or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

**Student Artwork**

Student artwork is important to The Art Institute of Las Vegas. It is of great benefit in teaching other students and in demonstrating the nature and value of the programs. Artwork is used by admissions representatives to show prospective students and counselors what The Art Institute of Las Vegas students have achieved. Student artwork also is a basic part of the catalog and other publications and exhibitions illustrating the programs at The Art Institute of Las Vegas. The Art Institute of Las Vegas reserves the right to make use of the artwork of its students, with student permission, for such purposes. The Art Institute of Las Vegas also reserves the right to select artwork that is appropriate to a given circumstance and may choose not to display work that might be viewed as objectionable by some audiences.

If your work is not on display, you must pick it up by the end of Week 3 of the quarter following submission. After this time, all DVDs and digital prints will be thrown away under the assumption that the designer has the digital files and wants us to discard the material. Unclaimed/abandoned artwork originals will be discarded by the end of Week 10 of the quarter following submission. In submitting your work for display you acknowledge that you have read about the pickup deadlines above and that you will personally pick up any work that you care about keeping.

**Start of Quarter**

Continuing students must sit in class and be marked present no later than the first scheduled class day of the second week of each quarter. Students who wish to begin study for the quarter after this deadline must submit written requests to the Academic Affairs Office, detailing the mitigating circumstances preventing them from starting sooner. Basing his decision on the mitigating circumstances, the Academic Affairs Office will decide whether the student may begin study after the first day of the second week of the quarter. Students who do not meet this requirement will be withdrawn from The Art Institute of Las Vegas and must wait until the next quarter to continue their education at The Art Institute of Las Vegas.

New students must sit in class and be marked present no later than the first scheduled class day of the second week of each quarter. Students who do not meet this requirement will be canceled from The Art Institute of Las Vegas and may be eligible to begin their education at The Art Institute of Las Vegas at the beginning of the next start.

**Release of Documents**

No transcripts, certificates, diplomas or other documents will be released for any student who has an outstanding debt.

**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 Director of Student Life if related to non-academic issues or to the Academic Affairs Office for academic issues. The written account should indicate your name, phone number, and ID# and discuss the steps you have taken to remedy the situation.
The appropriate staff member or department will be notified of the complaint. A follow-up meeting with you and the Director of Student Life and/or the Academic Affairs Office 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 school 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:

Nevada Commission of Postsecondary Education
8778 South Maryland Parkway, Suite 115,
Las Vegas, Nevada  89123-6705
http://cpe.nv.gov

or you may contact :

ACICS
750 First Street N.E., Suite 980
Washington DC 20002-4223
202.336.678

**Student Indemnification**

The state of Nevada Account for Student Indemnification exists to indemnify any student who has suffered damage as a result of:

(a) The discontinuance of operation of a postsecondary educational institution licensed in Nevada; or
(b) The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.

The existence of the account does not create a right in any person to receive money from the account.

**Family Educational Rights and Privacy Act (FERPA)**

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. In addition, it puts limits on what information The Art Institute of Las Vegas may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student’s records.

Certain limitations exist on a student’s right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student’s admission, application for employment or job placement, or receipt of honors. In addition, the term “education record” does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.
When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records
The Art Institute of Las Vegas 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 The Art Institute of Las Vegas officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
   a) a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
   b) a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Art Institute of Las Vegas 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 The Art Institute of Las Vegas will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran’s status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure
Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Art Institute of Las Vegas officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute of Las Vegas will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student’s education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information
The Art Institute of Las Vegas 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 Art Institute of Las Vegas to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, The Art Institute of Las Vegas, 2350 Corporate Circle, Las Vegas, NV, 89074. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above designated categories of personally identifiable directory information.

V. Correction of Educational Records
Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The Art Institute of Las Vegas may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, The Art Institute of Las Vegas will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Art Institute of Las Vegas. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education records. The student may be assisted by other people, including an attorney.
4. The Art Institute of Las Vegas will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.

5. If, as a result of the hearing, The Art Institute of Las Vegas decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.

6. If, as a result of the hearing, The Art Institute of Las Vegas decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

7. If a statement is placed in the education records of a student under paragraph 6 above, The Art Institute of Las Vegas 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 Art Institute of Las Vegas 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

The Art Institute of Las Vegas 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 Art Institute of Las Vegas’ 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 Art Institute of Las Vegas’ policies prohibit use of The Art Institute of Las Vegas 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.
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 Art Institute of Las Vegas’ policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from The Art Institute of Las Vegas.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

The Art Institute of Las Vegas’ policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Art Institute of Las Vegas’ information technology system. The Art Institute of Las Vegas’ policies prohibit use of The Art Institute of Las Vegas’ computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, The Art Institute of Las Vegas 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 Art Institute of Las Vegas itself, which supports this creative and scholarly work.

This document expresses The Art Institute of Las Vegas’ policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Art Institute of Las Vegas—faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of Las Vegas, and this Policy governs in all circumstances, unless The Art Institute of Las Vegas has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this
Policy and the terms of a separate written agreement between The Art Institute of Las Vegas 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, 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.

III. Policy Provisions

A. Faculty, Staff and Student Works


Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of Las Vegas 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 Art Institute of Las Vegas and constitutes a Work Made for Hire.
- e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Art Institute of Las Vegas to create the Intellectual Property.
f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of Las Vegas with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2(a) through (f) above, the Intellectual Property shall be owned by The Art Institute of Las Vegas (or by The Art Institute of Las Vegas and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Art Institute of Las Vegas under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Las Vegas's Campus Leader, and to execute any document deemed necessary by The Art Institute of Las Vegas to perfect legal rights in The Art Institute of Las Vegas and enable The Art Institute of Las Vegas 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 Art Institute of Las Vegas. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Art Institute of Las Vegas.

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 Art Institute of Las Vegas as Works Made for Hire or otherwise.

c) If any Intellectual Property to be owned by The Art Institute of Las Vegas 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 Art Institute of Las Vegas will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Art Institute of Las Vegas.

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 Art Institute of Las Vegas 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 Art Institute of Las Vegas 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 Art Institute of Las Vegas 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 Art Institute of Las Vegas outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

j) The rights of The Art Institute of Las Vegas to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of Las Vegas 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 Art Institute of Las Vegas will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of Las Vegas has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Art Institute of Las Vegas 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.

IV. Institution’s Usage Rights
To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Art Institute of Las Vegas shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of The Art Institute of Las Vegas. Where practicable, The Art Institute of Las Vegas will use best efforts to cite the creator of the Work if The Art Institute of Las Vegas exercises such usage rights.

V. Institution’s Marks
Intellectual Property comprised of or associated with The Art Institute of Las Vegas’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 Art Institute of Las Vegas and/or its affiliates. This Policy is designed to protect the reputation of The Art Institute of Las Vegas and its affiliates, and to prevent the illegal or unapproved use of The Art Institute of Las Vegas’s Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of Las Vegas. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of Las Vegas as appropriate, but any use of The Art Institute of Las Vegas’s Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, The Art Institute of Las Vegas. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute of Las Vegas’s Marks without The Art Institute of Las Vegas’s prior written permission and compliance with the licensing policies of The Art Institute.
of Las Vegas. All requests for use of Institution Marks must be submitted in writing to an officer designated by the Campus Leader. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise The Art Institute of Las Vegas’s Marks.

VI. Substantial Use of Institution Resources
Although “Substantial Institutional Resources” is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Art Institute of Las Vegas, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of “substantial use” from time to time and implement any changes or clarification to the definitions which The Art Institute of Las Vegas deems necessary in order to establish an appropriate standard.

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

VIII. Reservation of Rights
The Art Institute of Las Vegas reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The Art Institute of Las Vegas 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.

IX. Effective Date
This Policy supersedes any preexisting Intellectual Property policy of The Art Institute of Las Vegas and will remain in effect until modified or revoked by The Art Institute of Las Vegas. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with The Art Institute of Las Vegas changes or terminates.

X. 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.

Non-Discrimination Policy
The Art Institute of Las Vegas 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 Institute of Las Vegas provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of Las Vegas will not retaliate against persons bringing forward allegations of harassment or discrimination. The following person has been designated to handle inquiries and coordinate the school’s compliance efforts regarding the Non-Discrimination Policy: Director of Student Life, 2350 Corporate Circle, Henderson, NV, 89074 (702)-992-8562.

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 Art Institute of Las Vegas 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 either with the Director of Student Life, 2350 Corporate Circle. Henderson, NV 89074, 702-992-8562, or with the Academic Affairs Office, 2350 Corporate Circle. Henderson, NV 89074, 702-992-8530. Online students should file complaints with studentcomplaints@aii.edu. The complaint should be presented in writing and it should
describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The Art Institute of Las Vegas 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 Art Institute of Las Vegas’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 Art Institute of Las Vegas. 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. The Art Institute of Las Vegas 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.

Campus Security
The Art Institute 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 Life Office during regular business hours. Copies of the Crime Report are available on The Art Institute’s website at https://content.dcedh.org/assets/pdf/AI/Student-Consumer-Information/ Crime-Reports/crime-report-las-vegas.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 Art Institute reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

No Harassment Policy
The Art Institute of Las Vegas is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive,
illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy.)

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints
The Art Institute of Las Vegas values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at The Art Institute of Las Vegas and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how The Art Institute of Las Vegas will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. Preliminary Issues & Important Definitions

This Policy prohibits “Sexual Misconduct” and “Relationship Violence,” broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one’s biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a School-sponsored program or activity or in student housing; or (iii) off-campus, including at internship/externship/practicum sites, if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is “Sexual Misconduct”?

Sexual Misconduct includes:

• Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.

• Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.

• Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person’s sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person’s knowledge.
• Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.

• Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is “Relationship Violence”?

Relationship Violence includes:

• Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.

• Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.

• Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person’s property.

The following also constitute violations of this Policy:

• Complicity: Assisting, facilitating, or encouraging the commission of a violation of this Policy.

• Retaliation: Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are “Complainants” and “Respondents”?

The Art Institute of Las Vegas is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

D. Defining Consent
In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one’s responsibility to obtain Consent or negate one’s intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for The Art Institutes schools is: Diane Rouda, Associate Vice President of Student Regulatory Affairs. The Title IX Coordinator is responsible for, among other things, coordinating the campus’s efforts to comply with and carry out the campus’s responsibilities under Title IX of the Education Amendments of 1972, including compliance with this policy. The Title IX Coordinator will help to coordinate any investigations under this Policy.

In addition, the School has other individuals who serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under this Policy.

II. Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the School can respond appropriately.

Different employees on campus have different abilities to maintain confidentiality:

- CONFIDENTIAL REPORTING: Some individuals are required to maintain near complete confidentiality. The Title IX Coordinators, Alisa Krouse (akrouse@southuniversity.edu) and Diane Rouda (drouda@dcedh.org) and the Title IX investigator, Nicole Schell (nschell@dcedh.org) serve in this role. These individuals can provide resources and generally talk to a victim without revealing any
personally identifying information about an incident to the School. A victim can seek assistance and support from these individuals without triggering a School investigation.

- NON-CONFIDENTIAL REPORTING. Other than professional counsellors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called “responsible employees”) constitutes a report to the School and generally obligates the School to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, Campus Leader, Director of Student Life, other Student Life staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.

The School will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School’s responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The School will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the School strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the School’s review and investigation of any complaint covered by this Policy. The School will honor a Complainant’s request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the School will endeavor to notify a Complainant or Reporter of the institution’s intent to report the matter to law enforcement in advance of any such report.

The School does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the School’s ability to take certain actions.

Other Code of Conduct Violations: The School encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in School housing. Therefore, the School has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Life, or the Campus Leader. If a report is made verbally, the School will request a written statement by the student.
Upon receipt of a report, the School will generally proceed as described below.

A. Investigation Commencement

The School will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the School is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

Pending a final determination, the Title IX Coordinator and/or Student Life staff will take appropriate interim measures. The University will take steps to prevent the recurrence of harassment and to correct its discriminatory effects on the Complainant and others, if appropriate. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications, and/or transfer or removal from an internship/externship/practicum site. Student Life staff may limit a student or organization’s access to certain School facilities or activities pending resolution of the matter. The School may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the School determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the School will proceed as described below in Section III (E).

If the Complainant requests a confidential investigation, the School will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School’s responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the School will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the School will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The School, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to
contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

E. **Investigation Procedure**

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents.

The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Director of Student Life for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student or third party. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

F. **Determinations**

1. For cases where the Respondent is a student.

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

The School reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member.

The investigator will present all evidence to the Ethics Committee of DCEH. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

3. For cases where the Respondent is a Third Party

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.
If the Title IX Coordinator determines that this Policy has been violated by a third party at an associated off-campus location, such as an internship or practicum site, the Title IX Coordinator will review the terms of any contract or Affiliation Agreement and determine what appropriate action should be taken pursuant to the written agreement.

G. Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees, and termination of any relationship/contract/Affiliation Agreement in the case of a third party.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

If the Respondent is a third party, the notice of outcome will include a finding of fact and a justification for the decision based on appropriate legal standards.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus Leader within 15 business days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus Leader is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus Leader, or designated representative, will notify the non-appealing party of the request for an appeal. Within five business days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party’s written statement if it is not submitted within the designated time limit.

The Campus Leader will endeavor to make a determination of the appeal within 15 business days of receipt. The Leader’s decision is final.
The Art Institutes Grading Policy
Repeating courses.

If otherwise eligible, students may retake coursework for one of the following reasons:

Failed the Course: Students who have failed the course and earned no credit hours.

Withdrawn Course: Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Unearned F (UF), Failing grade (F). Please refer to the grading section of the Satisfactory Academic Progress Policy for information when a W, WF, UF, F grade will be granted.

Stale Course: By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.

Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, DCEH policy, as required by Department of Education regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

Retaking Coursework Policy
Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

Standard Term-based Programs
Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, some DECDH’s Educational Systems 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, DCEH’s 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 a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

Non-term Based Programs
Student's coursework is divided into payment periods based the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirement. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.

Tuition and Fees
Because of the many changes that may occur, in both business and education, it is impossible to guarantee long-standing tuition and fee charges. The Art Institute of Las Vegas, therefore, reserves the right to modify tuition and other charges upon sufficient notice to students and appropriate agencies. It is the responsibility of the student to remain apprised of the status of his or her account.
## TUITION AND FEES

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credit Hours</th>
<th>Program Length (Quarters)</th>
<th>Instruction Weeks</th>
<th>Tuition per Credit Hour</th>
<th>Lab Fee</th>
<th>Digital Textbook</th>
<th>Starting Kit Fee</th>
<th>Approx. Tuition Per Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science (AS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baking &amp; Pastry</td>
<td>90</td>
<td>6</td>
<td>66</td>
<td>$481</td>
<td>$1,680</td>
<td>$1,350</td>
<td>$645</td>
<td>$46,965</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>90</td>
<td>6</td>
<td>66</td>
<td>$481</td>
<td>$1,680</td>
<td>$1,400</td>
<td>$645</td>
<td>$47,015</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>90</td>
<td>6</td>
<td>66</td>
<td>$481</td>
<td>$0</td>
<td>$850</td>
<td>$176</td>
<td>$44,316</td>
</tr>
<tr>
<td>Drafting Technology &amp; Design*</td>
<td>90</td>
<td>6</td>
<td>66</td>
<td>$481</td>
<td>$0</td>
<td>$1,900</td>
<td>$627</td>
<td>$45,817</td>
</tr>
<tr>
<td>Bachelor of Arts (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,800</td>
<td>$627</td>
<td>$90,007</td>
</tr>
<tr>
<td>Interior Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,000</td>
<td>$627</td>
<td>$90,207</td>
</tr>
<tr>
<td>Bachelor of Science (BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$850</td>
<td>$349</td>
<td>$87,779</td>
</tr>
<tr>
<td>Audio Production</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$879</td>
<td>$90,659</td>
</tr>
<tr>
<td>Culinary Management</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$1,890</td>
<td>$2,650</td>
<td>$645</td>
<td>$91,765</td>
</tr>
<tr>
<td>Digital Filmmaking &amp; Video Production*</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,000</td>
<td>$372</td>
<td>$89,952</td>
</tr>
<tr>
<td>Digital Photography*</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$176</td>
<td>$89,956</td>
</tr>
<tr>
<td>Fashion &amp; Retail Management</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$349</td>
<td>$90,129</td>
</tr>
<tr>
<td>Game Art &amp; Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$349</td>
<td>$90,129</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$1,900</td>
<td>$349</td>
<td>$88,829</td>
</tr>
<tr>
<td>Instructional Technology &amp; Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,550</td>
<td>$180</td>
<td>$89,310</td>
</tr>
<tr>
<td>Marketing &amp; Entertainment Management*</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,200</td>
<td>$0</td>
<td>$88,780</td>
</tr>
<tr>
<td>Media Arts &amp; Animation*</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$1,900</td>
<td>$349</td>
<td>$88,829</td>
</tr>
<tr>
<td>Professional Writing for Creative Arts</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,550</td>
<td>$0</td>
<td>$89,130</td>
</tr>
<tr>
<td>Software Development for Creative Technologies</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,350</td>
<td>$180</td>
<td>$89,110</td>
</tr>
<tr>
<td>Visual Effects &amp; Motion Graphics</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$349</td>
<td>$90,129</td>
</tr>
<tr>
<td>Web Design &amp; Interactive Media</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$3,200</td>
<td>$349</td>
<td>$90,129</td>
</tr>
<tr>
<td>Diploma (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baking &amp; Pastry</td>
<td>55</td>
<td>5</td>
<td>55</td>
<td>$481</td>
<td>$1,470</td>
<td>$600</td>
<td>$645</td>
<td>$29,170</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>55</td>
<td>5</td>
<td>55</td>
<td>$481</td>
<td>$1,365</td>
<td>$600</td>
<td>$645</td>
<td>$29,065</td>
</tr>
<tr>
<td>Digital Image Management</td>
<td>48</td>
<td>4</td>
<td>44</td>
<td>$481</td>
<td>$0</td>
<td>$800</td>
<td>$0</td>
<td>$23,888</td>
</tr>
<tr>
<td>Fashion Retailing</td>
<td>48</td>
<td>4</td>
<td>44</td>
<td>$481</td>
<td>$0</td>
<td>$800</td>
<td>$0</td>
<td>$23,888</td>
</tr>
<tr>
<td>Web Design &amp; Development</td>
<td>48</td>
<td>4</td>
<td>44</td>
<td>$481</td>
<td>$0</td>
<td>$800</td>
<td>$0</td>
<td>$23,888</td>
</tr>
<tr>
<td>Web Design &amp; Interactive Communications</td>
<td>48</td>
<td>4</td>
<td>44</td>
<td>$481</td>
<td>$0</td>
<td>$800</td>
<td>$0</td>
<td>$23,888</td>
</tr>
</tbody>
</table>

*This program is no longer accepting new enrollments.

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.
1 Lab fees above represent the total timely, successful completion of the program and are charged per credit hour. Retaking courses will increase the lab fee charge.

2 Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook. The Digital Textbook charge is $50 per course for most courses; however, some courses may have more than one Digital Textbook and carry a Digital Textbook charge of $75 per course. If a student was charged for a Digital Textbook in a previous course and the student is required to use the same Digital Textbook for another course, the student will not incur the Digital Textbook charge again.

3 The starting kit is optional and consists of basic equipment and materials needed for beginning each program. A list of the components of the starting kit is provided to each enrolled student. These materials may be purchased at the school or at most supply stores. Kit prices include tax and are subject to change.

Approximate tuition and fees is based on the current credit hour rate. Total cost will increase with each per credit hour tuition increase.

**Transcript Requests**

The Art Institute of Las Vegas will charge a $7 fee for all transcript requests.

**Digital Bookshelf and Digital Textbooks**

The school is enhancing the learning experience by converting traditional textbooks to electronic media. A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition. Students that opt out of using digital textbooks for that course will not incur the additional Digital Textbook charge. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. The Digital Textbook Charge allows student access to the Electronic Library and HTML versions of the textbook(s), and in some cases, other electronic media, which is integrated into the course.

If a student was charged for a Digital Textbook in a previous course and the student is required to use the same Digital Textbook for another course, the student will not incur the Digital Textbook charge again since students have access to the Digital Textbook for up to ten years. On average the price of the Digital Textbook charge is less than the retail price of the textbook(s) for each course, with the added benefits of no shipping charges, immediate access to the materials, and interactive features that accompany the Digital Bookshelf.
ACADEMIC CALENDAR

In those months in which class meetings are lost to holidays, additional instructional time may be scheduled in order to recover the class time lost.

<table>
<thead>
<tr>
<th>FALL QUARTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter Begins</td>
<td>October 1, 2018</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>October 8, 2018</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>October 29, 2018 – November 2, 2018</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 12, 2018 No classes</td>
</tr>
<tr>
<td>Fall Quarter II Begins</td>
<td>November 8, 2018</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 22 – 23, 2018</td>
</tr>
<tr>
<td>Fall Quarter Ends</td>
<td>December 15, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER QUARTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Quarter Begins</td>
<td>January 7, 2019</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>January 15, 2019</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 14, 2019 No classes</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>February 4, 2019 – February 8, 2019</td>
</tr>
<tr>
<td>Winter Quarter II Begins</td>
<td>February 14, 2019</td>
</tr>
<tr>
<td>President’s Day</td>
<td>February 18, 2019 No classes</td>
</tr>
<tr>
<td>Winter Quarter Ends</td>
<td>March 23, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING QUARTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Quarter Begins</td>
<td>April 21, 2019</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>April 8, 2019</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>April 29, 2019 – May 3, 2019</td>
</tr>
<tr>
<td>Spring Quarter II Begins</td>
<td>May 9, 2019</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27, 2019 No classes</td>
</tr>
<tr>
<td>Spring Quarter Ends</td>
<td>June 15, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER QUARTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter Begins</td>
<td>July 8, 2019</td>
</tr>
<tr>
<td>Last day to add/drop</td>
<td>July 15, 2019</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>August 5, 2019 – August 9, 2019</td>
</tr>
<tr>
<td>Summer Quarter II Begins</td>
<td>August 15, 2019</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2019 No classes</td>
</tr>
<tr>
<td>Summer Quarter Ends</td>
<td>September 21, 2019</td>
</tr>
</tbody>
</table>

Hours of Operation and Classes

Hours of operation are subject to change.

School Hours:
M-F 7am to 11pm
Sa 7am to 6pm

Class Times:
M-F 7am to 11pm
Sa 8am to 6pm
FACULTY

Troy Agena
MFA – Illustration Academy of Art University
BFA – Interactive Product Design
Otis College of Art & Design

Troy Ainsworth
MBA – Accounting
Keller Graduate School of Management
BS – Accountancy
Arizona State University

David Andrews
MA – Telecommunications
Southern Illinois University Carbondale
BA – Media Studies
Webster University

Gregory Anderson
BA – Graphic Design
University of the Arts London

Angela Bachetti
Masters of Architecture
Lawrence Technological University
BS – Architecture
Lawrence Technological University

Leah Benitez
BBA – Marketing, Management
Baker College Management
AAS – Fashion Marketing
The New School

Michael Bindrup
MBA – Global Management
Thunderbird School of Global Management
BA – Communications Studies
UNLV

Rocky Bright
MFA – Animation
Academy of Art University
BS – Media Arts & Animation
The Art Institute of Portland

William Brigman
BA – History
BA – Media Production
Florida State University

Dr. Kristy Brooks
Ed. D. – Music and Art in Education
M. Ed. – Education
MA – Art
Teachers College Columbia University
MS – School Administration & Supervision
The City College of New York
BA – Speech
Michigan State University

Michael Brown
BS – Aero Space Engineering
Texas A & M University

Dr. Ryan Canlas
Ph. D. – English Language & Literature
MA – English Language & Literature
Cornell University
BA – English
University of California Riverside

Dr. John Carter
PH.D – Interdisciplinary Organizational Leadership
University of Oklahoma
Ed. M – Counselor Education
MA – Education
Pepperdine University
BA – Political Science
Washington State University

Matt Christensen
MFA – Film
Columbia University in the City of New York
BA – English
UCLA

Jean-Noel Derval
Certificat D’Aptitude Professionnelle – Cuisinier
Option A: Cuisine Classique

Edmund Estrella
AOS – Culinary Arts
Le Cordon Bleu College of Culinary Arts

Amanda Farrar
MFA – Art
UNLV
BFA – Sculpture
University of North Texas
Ma Fautanu  
MA – Mathematics  
California State University Fullerton  
BS – Mathematics  
Washington State University

Li Harmon  
MS – Instructional Technology  
National University  
BFA – Illustration  
Art Center College of Design

Karina Feliz-Oropeza  
BFA – Fashion Design  
AAS – Fashion Design  
Fashion Institute of Technology

Karen Heater  
MS Ed. – General Education  
BA – Studio Art  
Elmira College

Magdalena Fischer  
MS – Education  
Capella University  
BS – Fashion Design  
Woodbury University

Gary Hoholik  
Master of Architecture – Architecture  
University of Utah  
BS – Mechanical Engineering  
San Diego State College

Stephanie Fox  
MA – Anthropology  
UNLV  
BA – Anthropology  
University of Utah

Nicholas Hotchkiss  
MS – Entertainment Business  
BS – Entertainment Business  
AS – Recording Arts  
Full Sail University

Dr. Christopher Gardner  
Ed. D. – Organizational Leadership  
Argosy University  
MS – Communication Design  
Pratt Institute  
BA – Mass Communications  
University of Utah

Derrycce Howzell  
MS – Higher Education  
Kaplan University  
MA – Communications & Leadership Studies  
Gonzaga University  
BA – Communications Studies  
California State University Northridge

Kendra Geromi  
MBA – Business Administration  
Florida Institute of Technology  
MS – Information and Communication Technology  
University of Denver  
BS – Electronics Engineering Technology  
Pennsylvania College of Technology

Michael Scott Hull  
MA – Instructional Design & Technology: eLearning  
University of Central Florida  
MFA – Media Design  
Full Sail University  
BAS – Supervision and Management  
Daytona State College

Karen Gloeggler  
AAS – Fashion Buying & Merchandising  
Fashion Institute of Technology

Jason Isaac  
BA – Visual Communication Design  
Kent State University

Robert M. Gluck  
BA – English  
Hofstra University

Onaje Johnston  
Ph. D – Information Sciences  
University of North Texas  
MS – Media Studies  
The New School  
BA – Art Studio  
The University of New York

Janis Graham  
MBA – Marketing  
American Intercontinental University  
BFA – Fashion Design  
The Illinois Institute of Art at Chicago
Allen Jordan
MBA - Management
New York Institute of Technology
BA – History
William Paterson University

Jean Kalile
Certificate
Institute Universal of Brazilian

Tim Kelly
MFA – Motion Pictures & Television
Academy of Art University
BS – Industrial Electronics
Ferris State University

Brett Kishkis
BS – Information Systems
MBA – Business Administration
University of Nevada - Reno

Kelly Knox
MA – Humanities
California State University – Dominguez Hills
BA – Drama
Seattle University

Michael Kopanski
BID – Interior Design
AAS – Interior Design
Baker College

Joan Liebschutz
MS – Hotel Administration
UNLV
BS – Business Administration
Stockton State College

Joel Loaiza
MS – Education
Kaplan University
BS – Business Administration
UNLV

Adam Lorey
MM – Management & Marketing
BBA – Marketing
Walsh College

Lisa Mayo-DeRiso
MBA
Pepperdine University
BS – Business
University of Colorado

Michael McShea
BS – Technical Management
Embry Riddle University
AA Culinary Arts
The Art Institute of Washington

Roxanne Montoya
MAED – Adult Education & Training
University of Phoenix
BS – Graphic Design
The Art Institute of Las Vegas

William Ramsey
AOS – Culinary Arts
Culinary Institute of America

Deborah Rayner
MA – History
BA – History
UNLV

Erica Reed
MA – Fashion Design
Drexel University
BS – Clothing, Textile, and Fashion Merchandising
New Mexico State University

Jennifer Saracino
MFA – Fine Arts
Washington State University
BFA – Photography
Academy of Art University

Maria Savet
MA – Learning and Teaching
De La Salle University
BA – Communication Arts
St. Scholastica’s College

Kimberly Smith
MA – Higher Education
University of Redlands
BA – Communications Studies
UNLV

Christophe Sorel
BA – Liberal Studies
Argosy University

Peter Sullivan
MA – Sound Design
Academy of Art University
BS – Audio Production
The Art Institute of Las Vegas
David Suppe  
AS – Culinary Arts  
The Art Institute of Las Vegas

Bruce Wenzel  
AOS – Culinary Arts  
New England Culinary Institute

Angela Sweetser  
AST – Pastry Arts  
Le Cordon Bleu Institute of Culinary Arts - Pittsburgh

Dr. Carolyn Thomas  
Ph. D – Home Economics  
University of Minnesota  
MS – Home Economics  
BAE – Home Economics  
Arizona State University

Steven Thomas  
MA – Communications  
New Mexico State University  
BS – Communications  
Eastern Michigan University

Steven Tilton  
MA – Humanities - Interdisciplinary  
State University of New York – Buffalo  
BA – Communications & Theater Arts  
Heidelberg University

Shawn Treants  
MS – Game Production and Management  
The University of Advancing Technology  
BA – English  
UNLV

William Turbay  
BA – English  
Loyola University

Anna Vishnevsky  
MA – Art  
Indiana State University  
BA – Art History  
BA – Art  
UNLV

Michelle Vietmeier  
MS – Management  
Argosy University  
BA – Liberal Studies  
California State University Chico  
AOS – Culinary Arts  
Le Cordon Bleu College of Culinary Arts