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See aiprograms.info for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info.
About The Art Institute of Indianapolis

Letter from the President

You’re imaginative, artistic, and you want a career that will utilize your creativity and offer a real future. If this sounds like you, you’ve come to the right place. At The Art Institute of Indianapolis you’ll find seasoned faculty and experienced staff who will embrace your imagination, support your goals, and prepare you for life after college. You’ll also find like-minded students—who, like you, are artists excited to fuel their creative ambitions with education.

At The Art Institute of Indianapolis, you’ll graduate with the hands-on experience and practical knowledge to prepare you to seek an entry-level position in the creative and applied arts. You’ll also benefit from the strategic relationships we’ve developed with professionals in the creative industry who provide us with unique insight into the latest trends and help us best prepare our students for their futures.

From our faculty, to our staff, to our students, we are a tight-knit community devoted to one common goal—career-focused education. Let us provide you with the tools to jump start your professional success in the art and design field.

We hope you’ll join us at The Art Institute of Indianapolis. Begin designing your future in the creative industry today.

Wendy Butler

Campus President, The Art Institute of Indianapolis

The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis but may not have been taken at the exact campus location.

Effective Date: April 26, 2018

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Introduction

The Art Institute of Indianapolis, a branch of The Art Institute of Phoenix, opened its classroom doors in January 2006. The campus is located at 3500 Depauw Boulevard in Indianapolis, Indiana.

Located in the northwest part of Indianapolis at the Pyramids, the campus has a pastoral feel, although it is within minutes of a thriving metropolis. The Pyramids are situated on 45 acres of ground with a 25-acre lake. The Pyramids are adjacent to I-465 for convenient travel to all major thoroughfares. The airport is 25 minutes away; downtown is 20 minutes away. Ample parking is available at no additional cost.

The goal of The Art Institute of Indianapolis ("The Art Institute") is to be a leader in providing professional education, and this must be achieved in accordance with our philosophy: everything done at The Art Institute of Indianapolis is based on quality service to clients, development, growth, involvement, and recognition of employees, and sound economic principles.

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

Students utilize computer labs, both Mac and PC, installed with software that will be used in their respective programs. Many labs are equipped with LCD projectors to facilitate instructional presentations. The library will assist the students in their studies as a point of reference, providing students with written and visual references as well as access to online databases for research tasks. The Student Success Center allows students to get additional tutoring as well as a dedicated multipurpose space for students to work on assignments and projects. The Supply Store provides easy access for students and faculty to art materials as well as school logo apparel.

Each program is offered on a year round basis, allowing students to continue to work uninterrupted 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. 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 Indianapolis, 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 Indianapolis, the state of Indiana, and the Midwest.

Mission Statement

The mission of The Art Institute of Indianapolis is to be the leader in providing postsecondary learning centered education programs in the fields of commercial art and design, fashion, and culinary arts in an environment where students who actively participate can maximize their creativity and acquire marketable skills and knowledge to pursue a career at entry-level in their fields of study. The staff and faculty endeavor to provide students an environment that encourages artistic expression, leadership, and responsible decision making. The Art Institute of Indianapolis believes in the worth and potential of each student and strives to provide quality programs and services that foster development of that worth and potential.
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
• Student Success
• Excellence
• Innovation
• Integrity
• Community Involvement

Accreditation and Licensing

Accreditation

The Art Institute of Indianapolis is accredited by the Accrediting Council for Independent Colleges and Schools to award bachelor’s degrees and associate’s degrees. 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.

Notice to students and prospective students: Education Management Corporation campuses have been placed on probation by their accreditor, the Accrediting Council for Independent Colleges and Schools (“ACICS”), based on financial stability standards.

Based on a letter received from ACICS after the August 2017 meeting, the Council considered the show-cause directive for the institutions. As a result of its review, the Council has acted to vacate the show-cause directive. In addition, the Council has acted to place the institutions on financial reporting.

State Licensing

The Art Institute of Indianapolis is authorized by the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206.

Student & Exchange Visitor Program (SEVP)

This school is authorized under Federal law to enroll nonimmigrant alien students.

Administrators

<table>
<thead>
<tr>
<th>Wendy Butler</th>
<th>Dr. Hisham Shaban</th>
<th>Natalie Reed</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Dean of Academic Affairs</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>David Sturgeon</td>
<td>Chad Robertson</td>
<td>Dr. Linda Chavis</td>
</tr>
<tr>
<td>Director of Financial Services</td>
<td>Senior Director of Admissions</td>
<td>Registrar</td>
</tr>
<tr>
<td>Sara O’Sha</td>
<td>Librarian</td>
<td></td>
</tr>
</tbody>
</table>
Statement of Ownership

The Art Institute of Indianapolis is owned by The Art Institute of Indianapolis, 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
Brent Richardson – Co-Chairman and Chief Executive Officer
Randall K. Barton, Esq. – Co-Chairman and Chief Development Officer
Rev. Matthew Barnett – Co-Founder of the Los Angeles Dream Center, founder of the Dream Network
Timothy P. Slottow – Retired President of the University of Phoenix and former CFO of the University of Michigan.
Dr. Rufus Glasper, CPA – President and CEO of the League for Innovation in the Community College and Chancellor Emeritus of Maricopa Community College.
Jack DeBartolo – Prominent architect in the Southwest and Senior Architect for The Pain Centers.
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.

**Bachelor of Science**
- Culinary Management
- Digital Photography
- Fashion Design
- Fashion Marketing & Management
- Fashion & Retail Management*
- Graphic Design*
- Graphic & Web Design
- Hospitality Food & Beverage Management
- Interior Design
- Media Arts & Animation*
- Web Design & Interactive Media*

**Associate of Science**
- Baking & Pastry
- Culinary Arts
- Digital Photography*
- Graphic Design

**Certificate**
- Baking & Pastry
- Culinary Arts

*This program is no longer accepting enrollments*
Baking & Pastry
CERTIFICATE: 5 QUARTERS, 55 CREDITS

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

The Baking & Pastry certificate program covers the basic skill requirements in baking, pastry, and dessert fabrication. In addition, the student is exposed to the four basic management functions of sanitation and safety, purchasing and product identification, management by menu, and food and beverage operations management.

The culinary programs are designed to serve the foodservice industry career focused student, as well as the career changers. Graduates may use the education with additional experience to advance their careers in their current field or transition to a career with greater responsibility.

PROGRAM OBJECTIVES
- Apply the techniques and skills needed to produce quality baked goods in the modern pastry and bake shops and analyze the functions of all ingredients used in producing baked goods and pastries
- Produce various baked goods to include cakes, pies, tortes, and ice-cream along with a variety of international and classical desserts
- Demonstrate the total product utilization concept
- Describe and explain the proper handling and storage of food and sundry products along with proper sanitation and safety procedures and principles
- Accurately follow any given recipe and achieve the specified desired outcome
- Prepare a variety of baked goods, desserts and confectionaries and demonstrate decorating, plating and display techniques
- Identify the concepts of purchasing, receiving, and issuing practices in foodservice operations
- Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention in baked goods and pastries
- Understand the concept, importance, and practice of calculating recipe costs, food cost percentages, proper menu costs while applying various cost control functions as they relate to foodservice operations
- Discuss current developments and trends in the baking and pastry industry and the foodservice industry in general
- Understand and apply safe and proper usage of commonly used equipment, appliances, and hand tools used in the modern kitchen and bake shop
- Produce modern and classical wedding and all occasion cakes that are relevant to the modern pastry industry

Entry-Level Employment Opportunities
Graduates are prepared to seek entry-level positions in the field of baking and pastry in a managed capacity in restaurant pantries, bakeries and decorating facilities as a bagel maker, bread baker, dough maker, pastry baker, pastry finisher, pie baker, or pie maker.

Gainful Employment Information
Please visit ge.artinstitutes.edu/programoffering/8 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Certificate in Baking & Pastry program.
# Baking & Pastry

**CERTIFICATE: 5 QUARTERS, 55 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL101</td>
<td>Fundamentals of Classical Techniques</td>
<td>6</td>
</tr>
<tr>
<td>CUL104</td>
<td>Concepts and Theories of Culinary Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CUL121</td>
<td>American Regional Cuisine</td>
<td>6</td>
</tr>
<tr>
<td>CUL139</td>
<td>Latin Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL200</td>
<td>European Cakes and Tortes</td>
<td>3</td>
</tr>
<tr>
<td>CUL207</td>
<td>Artisan Breads and Baking Production</td>
<td>6</td>
</tr>
<tr>
<td>CUL210</td>
<td>Chocolate, Confections &amp; Centerpieces</td>
<td>6</td>
</tr>
<tr>
<td>CUL213</td>
<td>Management, Supervision, and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CUL240</td>
<td>Sustainable Purchasing and Controlling Costs</td>
<td>3</td>
</tr>
<tr>
<td>CUL251</td>
<td>Introduction to Baking Science and Theory</td>
<td>6</td>
</tr>
<tr>
<td>CUL264</td>
<td>Advanced Patisseries and Display Cakes</td>
<td>6</td>
</tr>
<tr>
<td>GE101</td>
<td>Nutrition Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits Required for Graduation** 55
Baking & Pastry
ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS

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

The Associate of Science degree program in Baking & Pastry presents a broad introduction to the many aspects of the foodservice industry using a learner-centered approach to culinary education. Food production skills are complemented by courses detailing the business of pastry arts. This preparation is accomplished through practical experiences in modern kitchens, including simulated situations and real-world production applications in the dining lab. Courses such as Artisan Breads and Baking Production (CUL207), Advanced Patisserie and Display Cakes (CUL264), European Cakes and Tortes (CUL200), and Chocolates, Confections & Centerpieces (CUL210) offer students advanced techniques with which to further their skills and prepare to seek entry-level industry specific positions.

The culinary programs are designed to serve the foodservice industry career focused student, as well as the career changers. Graduates may use the education with additional experience to advance their careers in their current field or transition to a career with greater responsibility.

Program Objectives
- Apply the techniques and skills needed to produce quality baked goods in the modern pastry and bake shops and analyze the functions of all ingredients used in producing baked goods and pastries
- Produce various baked goods to include cakes, pies, tortes, and ice-cream along with a variety of international and classical desserts
- Demonstrate the total product utilization concept
- Describe and explain the proper handling and storage of food and sundry products along with proper sanitation and safety procedures and principles
- Accurately follow any given recipe and achieve the specified desired outcome
- Prepare a variety of baked goods, desserts and confectionaries and demonstrate decorating, plating and display techniques
- Identify the concepts of purchasing, receiving, and issuing practices in foodservice operations
- Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention in baked goods and pastries
- Understand the concept, importance, and practice of calculating recipe costs, food cost percentages, proper menu costs while applying various cost control functions as they relate to foodservice operations
- Discuss current developments and trends in the baking and pastry industry and the foodservice industry in general
- Understand and apply safe and proper usage of commonly used equipment, appliances, and hand tools used in the modern kitchen and bake shop
- Produce modern and classical wedding and all occasion cakes that are relevant to the modern pastry industry
- List, describe and demonstrate employability skills in the following: leadership, teamwork, integrity, service, and time management
- Identify and apply effective communication and motivational techniques to create a positive work climate
- List and describe the basic steps of budget development
- List, describe and discuss the relationship between cost, price, revenue and profit
- Demonstrate writing and costing standardized recipes
- List and discuss how the menu functions as a planning tool, control tool and a marketing tool
- List and summarize factors affecting facility design, space allocation, equipment selection with relationship to the menu
• Demonstrate the process to determine standard food and beverage cost
• Identify and demonstrate menu planning principles, pricing styles, and design considerations
• Describe and discuss managing service in food and beverage operations
• Identify and apply culinary specific techniques, ingredients and spices unique to a variety of International and World Cuisines
• Demonstrate planning, timing and preparation of meal components while emphasizing a commitment to quality and excellence
• Create and present a detailed business plan for a minimum of one hundred seat restaurant

Entry-Level Employment Opportunities
Graduates can use the education to advance their careers in their current field or transition to a career with greater baking and pastry responsibility. Graduates of the Baking & Pastry program will be prepared to seek entry-level positions in kitchens such as pastry bakers, pastry finishers, bagel makers, bread bakers, dough makers, pie bakers, and pie makers.
# Baking & Pastry

## ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Associate of Science Degree in Baking &amp; Pastry</th>
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### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CUL101</td>
<td>Fundamentals of Classical Techniques</td>
<td>6</td>
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<tr>
<td>CUL104</td>
<td>Concepts and Theories of Culinary Techniques</td>
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<tr>
<td>CUL121</td>
<td>American Regional Cuisine</td>
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<tr>
<td>CUL132</td>
<td>Management by Menu</td>
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<td>CUL139</td>
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<td>CUL200</td>
<td>European Cakes and Tortes</td>
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<tr>
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<td>CUL240</td>
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<tr>
<td>CUL251</td>
<td>Introduction to Baking Science and Theory</td>
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<tr>
<td>CUL252</td>
<td>Food and Beverage Operations Management</td>
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<tr>
<td>CUL262</td>
<td>A La Carte</td>
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</tr>
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<td>CUL264</td>
<td>Advanced Patisserie and Display Cakes</td>
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<td>CUL273</td>
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<td>CUL299</td>
<td>Externship</td>
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**Total Required Core Curriculum Credits**  
72

### General Education Requirements

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<td>GE101</td>
<td>Nutrition Science</td>
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<tr>
<td>GE110</td>
<td>English Composition</td>
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<tr>
<td>GE120</td>
<td>College Mathematics</td>
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<tr>
<td>GE140</td>
<td>Speech and Communication</td>
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<td>GE150</td>
<td>Natural Science</td>
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<tr>
<td>GE280</td>
<td>Conversational Spanish I</td>
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**Total Required General Education Credits**  
24

**Total Credits Required for Graduation**  
96

### SUGGESTED ELECTIVE OPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CUL241</td>
<td>Classical European Cuisine</td>
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</tr>
<tr>
<td>CUL244</td>
<td>Asian Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CUL246</td>
<td>World Cuisine</td>
<td>3</td>
</tr>
</tbody>
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*** Each student must meet any required prerequisites for the elected course.
**Culinary Arts**

**CERTIFICATE: 5 QUARTERS, 55 CREDITS**

The Culinary Arts Certificate program at The Art Institute of Indianapolis 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%.

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

The Culinary Arts certificate program covers the basic skill requirements, knowledge of American regional cuisine, basic skills in baking, pastry, and dessert fabrication. In addition, the student is exposed to the four basic management functions of sanitation and safety, purchasing and product identification, management by menu, and food and beverage operations management.

The culinary programs are designed to serve the foodservice industry career focused student, as well as the career changers. Graduates may use the education with additional experience to advance their careers in their current field or transition to a career with greater responsibility.

**PROGRAM OBJECTIVES**

- Understand fundamental concepts, skills, and techniques involved in basic cookery by preparing stocks, glazes, and a variety of classical and contemporary sauces and products
- Demonstrate proficiency in all basic cooking techniques and skills
- Demonstrate the total product utilization concept
- Describe and explain the proper handling and storage of food and sundry products along with proper sanitation and safety procedures and principles
- Accurately follow any given recipe and achieve the specified desired outcome
- Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention in baked goods and pastries
- Prepare a variety of baked goods, desserts and confectionaries, and demonstrate decorating, plating and display techniques
- Identify primal, sub-primal, and market cuts of meat, poultry and seafood
- Discuss current developments and trends in the foodservice industry
- Fabricate seafood and meats into market cuts while preparing traditional, regional, ethnic, classical and contemporary hot and cold appetizers, salads and entrées

**Entry-Level Employment Opportunities**

Graduates are prepared to seek entry-level positions in the field including prep cook, first cook, and assistant pastry chef.

**Gainful Employment Information**

Please visit [ge.artinstitutes.edu/programoffering/491](ge.artinstitutes.edu/programoffering/491) for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Certificate in Culinary Arts program.
# Culinary Arts

**CERTIFICATE: 5 QUARTERS, 55 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Certificate in Culinary Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CUL101</td>
<td>Fundamentals of Classical Techniques</td>
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<tr>
<td>CUL104</td>
<td>Concepts and Theories of Culinary Techniques</td>
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<tr>
<td>CUL121</td>
<td>American Regional Cuisine</td>
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<tr>
<td>CUL139</td>
<td>Latin Cuisine</td>
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<tr>
<td>CUL201</td>
<td>Garde Manger</td>
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<td>CUL213</td>
<td>Management, Supervision, and Career Development</td>
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<td>CUL240</td>
<td>Sustainable Purchasing and Controlling Costs</td>
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<td>CUL244</td>
<td>Asian Cuisine</td>
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<td>CUL246</td>
<td>World Cuisine</td>
</tr>
<tr>
<td>CUL251</td>
<td>Introduction to Baking Science and Theory</td>
</tr>
<tr>
<td>CUL252</td>
<td>Food and Beverage Operations Management</td>
</tr>
<tr>
<td>CUL262</td>
<td>A La Carte</td>
</tr>
<tr>
<td>GE101</td>
<td>Nutrition Science</td>
</tr>
</tbody>
</table>

**Total Credits Required for Graduation** 55
Culinary Arts
ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS

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

The Associate of Science degree program in Culinary Arts presents a broad introduction to the many aspects of the foodservice industry using a learner-centered approach to culinary education. Food production skills are complemented by courses detailing the business of culinary arts. This preparation is accomplished through practical experiences in modern kitchens, including simulated situations and real-world production applications in the dining lab.

The culinary programs are designed to serve the foodservice industry career focused student, as well as the career changers. Graduates may use the education with additional experience to advance their careers in their current field or transition to a career with greater responsibility.

PROGRAM OBJECTIVES
- Understand fundamental concepts, skills, and techniques involved in basic cookery by preparing stocks, glazes, and a variety of classical and contemporary sauces and products
- Demonstrate proficiency in all basic cooking techniques and skills
- Demonstrate the total product utilization concept
- Describe and explain the proper handling and storage of food and sundry products along with proper sanitation and safety procedures and principles
- Accurately follow any given recipe and achieve the specified desired outcome
- Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention in baked goods and pastries
- Prepare a variety of baked goods, desserts and confectionaries, and demonstrate decorating, plating and display techniques
- Identify primal, sub-primal, and market cuts of meat, poultry and seafood
- Discuss current developments and trends in the foodservice industry
- Fabricate seafood and meats into market cuts while preparing traditional, regional, ethnic, classical and contemporary hot and cold appetizers, salads and entrees
- Identify the concepts of purchasing, receiving, and issuing practices in foodservice operations
- Apply knowledge of quality standards and regulations governing food products to the purchasing function
- Calculate overall recipe and menu cost
- Identify principles of menu and foodservice facility layout and design
- Understand the use of computers in the foodservice industry
- Select and demonstrate the optimum storage conditions for all food and sundry products
- Demonstrate and discuss nuances of cuisines and ingredients used in the various international cultures
- Understand culinary terminology
- Describe and demonstrate the roles and responsibilities of the front-of-the-house staff
- Apply various cost-control functions as they relate to foodservice operation
- Prepare regional, international, and classical cuisine dishes and possess an in-depth understanding of how they are utilized in restaurants and foods service industry today
- Understand baking and pastry techniques and plating concepts used in the modern foodservice industry

Entry-Level Employment Opportunities
Graduates are prepared to seek entry-level positions in the field including assistant baker, grillardin, line cook, pantry cook, and prep cook.
## Culinary Arts

**ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
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### Core Curriculum Requirements

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**Total Credits Required for Graduation** 96

### SUGGESTED ELECTIVE OPTIONS

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Culinary Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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

The program presents a broad introduction to the many aspects of the foodservice industry using a learner-centered approach to culinary education. Food production skills are complemented by courses detailing the business of culinary arts. This combination of skill set and business knowledge will enhance each graduate’s ability to meet the challenges of an increasingly demanding and rapidly changing field. This preparation is accomplished through practical experiences in modern kitchens, including simulated situations and real-world production applications in the dining lab.

The culinary programs are designed to serve the foodservice industry career-focused student, as well as those who change careers. Graduates may use the education and additional experience to advance their careers in their current field, transition to a career with greater responsibility or pursue a management position.

PROGRAM OBJECTIVES
The Bachelor of Science in Culinary Management program competencies include the following:

- Understand the varied employment opportunities available in the foodservice industry
- Create a business plan
- Explore, develop, and demonstrate individual management and leadership styles
- Identify, discuss, and describe wines and spirits
- Understand liquor history, liability, and controls
- Recognize the components of event management and contract negotiation
- Learn the art of customer service
- Understand the history of food
- Examine labor laws and employment trends
- Demonstrate quality communication, empowerment, and goal setting as the foundation for decision making, team development, and coaching
- Understand the goal of total product utilization and the importance of control cost and tracking income and spending in the modern kitchen
- Understand fundamental concepts, skills, and techniques involved in basic cookery by preparing stocks, glazes, and a variety of classical and contemporary sauces and products
- Demonstrate proficiency in all basic cooking techniques and skills
- Demonstrate the total product utilization concept
- Describe and explain the proper handling and storage of food and sundry products along with proper sanitation and safety procedures and principles
- Accurately follow any given recipe and achieve the specified desired outcome
- Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention in baked goods and pastries
- Prepare a variety of baked goods, desserts and confectionaries, and demonstrate decorating, plating and display techniques
- Identify primal, sub-primal, and market cuts of meat, poultry and seafood
- Discuss current developments and trends in the foodservice industry
- Fabricate seafood and meats into market cuts while preparing traditional, regional, ethnic, classical and contemporary hot and cold appetizers, salads and entrées
- Identify the concepts of purchasing, receiving, and issuing practices in foodservice operations
- Apply knowledge of quality standards and regulations governing food products to the purchasing function
- Calculate overall recipe and menu cost
- Identify principles of menu and foodservice facility layout and design
- Understand the use of computers in the foodservice industry
Culinary Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

- Select and demonstrate the optimum storage conditions for all food and sundry products
- Demonstrate and discuss nuances of cuisines and ingredients used in the various international cultures
- Understand culinary terminology
- Describe and demonstrate the roles and responsibilities of the front-of-the-house staff
- Apply various cost-control functions as they relate to foodservice operation
- Prepare regional, international, and classical cuisine dishes and possess an in-depth understanding of how they are utilized in restaurants and foodservice industry today
- Understand baking and pastry techniques and plating concepts used in the modern foodservice industry

Entry-Level Employment Opportunities
Graduates of the Culinary Management degree program will be prepared to seek entry-level positions in restaurants, hotels, foodservice institutions, catering and other culinary or hospitality related business in positions such as assistant baker, kitchen manager, catering manager, assistant purchasing director, restaurant manager, food production manager, airline catering manager, assistant catering manager, assistant food and beverage director.
# Culinary Management

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

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**Culinary Management**  
**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

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### General Education Requirements

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**Total Required General Education Credits**  
**54**

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

### SUGGESTED ELECTIVE OPTIONS

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Hospitality Food & Beverage Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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

The Bachelor of Science degree program in Hospitality Food & Beverage Management provides a wide variety of specialized education to students planning to pursue a management career in the food and beverage industry. The program offers a comprehensive curriculum that covers all the important aspects of beverage management, marketing and sales, and culinary arts. Courses cover beverage laws and regulations, beverage management, professional selling of alcoholic beverages, marketing and wine appreciation. Coursework covers catering management, ethnic, and regional cuisine, wine and spirits; fine dining; and cost controls in food and beverage operations. The degree also includes a requirement to complete a beverage-management/marketing internship, which students can complete at a retail store, restaurant, hotel, distributor, vineyard, winery, or other sector of the beverage industry.

PROGRAM OBJECTIVES
- Present a broad introduction to the many aspects of the hospitality industry using a learner-centered approach to hospitality education
- Complement food production skills with courses detailing the business of hospitality management
- Combine skill set and business knowledge that will enhance each graduate's ability to meet the challenges of an increasingly demanding and rapidly changing field
- Utilize practical experiences in modern kitchens, including simulated situations and real-world production applications in the dining lab
- Develop graduates to be prepared to seek entry-level hospitality employment with the opportunities for advancement in the hospitality industry
- Describe the varied employment opportunities available in the hospitality industry
- Create a business plan
- Explore, develop, and demonstrate individual management and leadership styles
- Identify, discuss, and describe wines and spirits
- Understand liquor history, liability, and controls
- Recognize the components of event management and contract negotiation
- Learn the art of customer service
- Understand the history of food
- Examine labor laws and employment trends
- Communicate quality communication, empowerment, and goal setting as a foundation for decision making, team development, and coaching
- Understand the goal of total product utilization and the importance of controlling cost and tracking income and spending in the modern kitchen

Entry-level Employment Opportunities
Graduates are prepared to seek entry-level positions in food and beverage management in restaurants, hotels, resorts, casinos, cruise ships, bars, pubs, wineries, gourmet and wine boutiques and other businesses providing food and beverage services as banquet directors, banquet managers, cafeteria directors, food and beverage managers, food service directors, food service managers, restaurant general managers, tavern operators, banquet chefs, chef de cuisines, chef de froids, executive chefs, head chefs, kitchen chefs, master chefs, pastry chefs, sous chefs, sushi chefs, banquet supervisors, bar managers, cafeteria managers, dairy bar managers, food service supervisors, head waiters, head waitresses, kitchen supervisors, certified personal chefs, personal chefs, or private chefs.
Hospitality Food & Beverage Management

BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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# Hospitality Food & Beverage Management

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

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</table>
Digital Photography
ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS

The Associate of Science degree program in Digital Photography reflects the continued impact of technology in the photography industry and the breadth of skills needed by graduates to maintain and increase marketability and success upon completion of their degree. Specifically, this program model contains courses focused on the increased level of skill in areas such as photographic design, lighting, studio photography, portraiture and image manipulation to provide a strong technical and creative foundation.

PROGRAM OBJECTIVES

- 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
- Demonstrate proficiency with professional capture formats
- Apply advanced principles of color management
- Utilize raster-imaging software for image manipulation and output
- Demonstrate proficiency with 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
- 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
- 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

Entry-Level Employment Opportunities
The Digital Photography program prepares students to seek entry-level positions such as advertising photographer, photojournalist, portrait photographer, studio photographer, wedding photographer, digital photo printer, digital photo technician, digital retoucher, photo lab technician, photo machine operator, photo print specialist.
# Digital Photography

**ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Associate of Science Degree in Digital Photography</th>
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## Core Curriculum Requirements

<table>
<thead>
<tr>
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**Total Required Core Curriculum Credits** 72

## General Education Requirement

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**Total Required General Education Credits** 24

**Total Credits Required for Graduation** 96
Digital Photography
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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. 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 visualizations.

Program Objectives

- Demonstrate proficiency with professional capture formats
- Apply advanced principles of color management
- Utilize raster-imaging software for image manipulation and output
- Demonstrate proficiency with 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
- 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
- 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
- Identify and apply basic concepts of running a business
- 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 trends
- Execute concepts to multiple platforms

Entry-Level Employment Opportunities

The Digital Photography program prepares graduates to seek entry-level positions such as advertising photographer, industrial photographer, medical photographer, newspaper photojournalist, photojournalist, portrait photographer, school photographer, wedding photographer, digital imaging technician, digital photo printer, digital photo technician, digital retoucher, photo lab specialist, photo lab technician, photo machine operator, photo print specialist, photo retoucher, studio photographer, or print retoucher.
## Digital Photography

BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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**Total Required Core Curriculum Credits** 126
# Digital Photography

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
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## General Education Requirement

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

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

The mission of the Bachelor of Science in Fashion Design degree program is to prepare the graduate to apply design skills and production techniques to seek entry-level opportunities in the textile and apparel industries. For example, graduates may seek entry-level opportunities in surface design, textiles, apparel, and accessories.

The Fashion Design program provides a foundation of knowledge and skills together with performance standards of the current industry practices and applications found in the apparel and textile industry. Students engage in both conceptual and applied coursework, as well as hands-on technological applications.

**PROGRAM OBJECTIVES**

- Understand the influence of multiculturalism and historic costume to gain historical knowledge of past fashion trends
- Understand regional demographics, consumer target markets and mass globalization to produce for specific clientele
- Identify fabrics and textile fibers for selected end use
- Analyze fashion concepts and design cycles to forecast future trends
- Apply traditional sketching and computer techniques to produce fashion illustrations and technical specification packages
- Employ skills in sewing techniques and garment construction
- Demonstrate table and computer-aided pattern drafting and draping techniques to produce final patterns
- Interact with industry professionals as guest lecturers or critics to associate industry knowledge with collection evaluation
- Apply technical skills and production knowledge to create a final collection
- Prepare to seek entry-level careers in apparel design and manufacturing
- Apply knowledge gained in specialty fashion design courses to produce final collection
- Experiment with various fabrics and mediums to create a specialty garment
- Demonstrate advanced technical skills to produce a cohesive collection
- Create a digital portfolio with professional leave-behind materials using advanced computer skills

**Entry-Level Employment Opportunities**

Graduates are prepared to seek entry-level opportunities which may include apparel designer, clothes designer, clothing designer, costume designer, custom furrier, dance costume designer, dress designer, fashion designer, hat designer, sweater designer, uniform designer, blind stitch machine operator, button sewing machine operator, carpet sewing machine operator, custom T-shirt embroidery machine operator, embroidery machine operator, hemming and tacking machine operator, or ultrasonic seaming machine operator.
Fashion Design  
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

<table>
<thead>
<tr>
<th>Program Name</th>
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</table>
**Fashion Design**

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
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<th>Program Name</th>
<th>Bachelor of Science Degree in Fashion Design</th>
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**Total Required General Education Credits**

| Total | 54 |

**Total Credits Required for Graduation**

| Total | 180 |

**Design Studio Elective Options**

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**Program Elective Options**

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Fashion Marketing & Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

The mission of the Bachelor of Science degree in Fashion Marketing & Management program is to prepare graduates to seek entry-level positions in store management, event promotion, sales, product and sales development, and small business ownership.

The Bachelor’s degree in Fashion Marketing & Management program is a twelve-quarter program that will offer experience across disciplines in business, fashion, and design, covering both soft and hard lines. This cross-functional focus will allow students to expand beyond traditional fashion design positions and choose among options in manufacturing, design, and retailing.

PROGRAM OBJECTIVES

- Define retailing, to include “bricks-and-mortar”, “clicks-and-mortar”, direct marketers with clicks-and-mortar retailing operations, and bricks-and-mortar retailers, relate them to the marketing concept with an emphasis on the total retail experience
- Discuss why customer and channel relationships must be nurtured 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
- 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 mathematics, 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 this program are prepared to seek entry-level opportunities which may include: gold buyer, merchandise buyer, retail buyer, tie buyer, wholesale buyer, automotive salesperson, department store salesperson, menswear salesperson, new car salesperson, pet supplies salesperson, pets salesperson, shoe salesperson, used car salesperson, women’s apparel salesperson, bottling equipment sales representative, freight broker, hotel supplies salesperson, mortician supplies sales representative, pulpwood dealer, or wholesale diamond broker.
# Fashion Marketing & Management

**Bachelor of Science: 12 Quarters, 180 Credits**

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<tr>
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| Program Elective I | 3 |
| Program Elective II| 3 |
| Program Elective III| 3 |
| Program Elective IV| 3 |
| Program Elective V | 3 |
| Program Elective VI| 3 |

**Total Required Core Curriculum Credits**

126
## General Education Requirement

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**Total Required General Education Credits** 54

**Total Credits Required for Graduation** 180

## Program Elective Options

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<th>Course Name</th>
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Fashion & Retail Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

As of December 13, 2016, this program is in teach-out and no longer accepting enrollments.

The mission of the Bachelor of Science degree in Fashion & Retail Management program is to prepare graduates to seek entry-level positions in store management, event promotion, sales, product and sales development, and small business ownership.

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# Fashion & Retail Management

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

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**Total Required Core Curriculum Credits: 126**
Fashion & Retail Management
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

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Graphic Design
ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS

The Associate 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 Associate of Science in 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 graphic design and illustration, and teaches 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. The objective of the program is to help the student attain a fundamental grounding in graphic design, including an introduction to theory and practice of electronic publishing techniques, illustration media for advertising, and promotional campaign materials. Emphasis is placed on concept development and creative problem solving as it relates to technology, design, and development.

PROGRAM OBJECTIVES
• 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

Entry-Level Employment Opportunities
Graphic Design graduates are prepared to seek entry-level positions such as production designers, graphic artists, graphic designers, and design production coordinators.
# Graphic Design

**ASSOCIATE OF SCIENCE: 6 QUARTERS, 96 CREDITS**

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<tr>
<th>Program Name</th>
<th>Associate of Science Degree in Graphic Design</th>
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| **General Education Requirement** |                                               |
| Course Code | Course Title                     | Credits |
| GE110       | English Composition             | 4       |
| GE115       | Critical Thinking               | 4       |
| GE120       | College Mathematics             | 4       |
| GE130       | Art History                      | 4       |
| GE140       | Speech and Communication        | 4       |
| GE160       | Psychology                       | 4       |
| **Total Required General Education Credits** | 24 |

| **Total Credits Required for Graduation** | 96 |

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3500 Depauw Blvd., Suite 1010
Indianapolis, IN 46268
Graphic Design

BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

AS OF SUMMER 2013, THIS PROGRAM IS IN TEACH-OUT AND NO LONGER ACCEPTING ENROLLMENTS.

The Bachelor of Science degree program in Graphic Design provides 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 teaches 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. The objective of the program is to help the student attain a fundamental grounding in graphic design, including an introduction to theory and practice of print production, electronic publishing techniques, illustration media for advertising, and promotional campaign and presentation authoring.

PROGRAM OBJECTIVES

- 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 are prepared to seek entry-level positions such as art directors, magazine designers, 3D animators, animators, multimedia artists, special effects artists, calligraphers, tattoo artists, catalogue illustrators, graphic artists, graphic designers, and visual designers.
**Graphic Design**

**Bachelor of Science Degree in Graphic Design**

*As of Summer 2013, this program is in teach-out and no longer accepting enrollments.*

<table>
<thead>
<tr>
<th>Course Code</th>
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Graphic Design

BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

AS OF SUMMER 2013, THIS PROGRAM IS IN TEACH-OUT AND NO LONGER ACCEPTING ENROLLMENTS.

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<thead>
<tr>
<th>Program Name</th>
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<tr>
<td>General Education Requirement</td>
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<table>
<thead>
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**Total Required General Education Credits** 54

**Total Credits Required for Graduation** 180

*** Electives may be taken from any program elective options with Academic Chair approval. Each student must meet any required prerequisites for the elected course.

**SUGGESTED ELECTIVE OPTIONS**

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</table>
Graphic & Web Design
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

The Bachelor of Science degree program in Graphic & Web Design is designed to teach students how to express themselves creatively while visually communicating a message without losing sight of the end user. The Graphic & Web Design degree program emphasizes hands-on learning. Students in the Graphic & Web Design degree program have the opportunity to use industry-related technology and software. Course topics in the Graphic & Web Design degree program include typography, illustration, interface design and web development.

Initially, students will have the opportunity to develop an understanding of color and composition, design and technology. As they progress through the program, students are trained in creative problem solving and learn to offer solutions that are effective in the business world and applicable on various mediums.

Emphasis is placed on concept development and creative problem solving as it relates to technology, design, and development. Skills and techniques of advanced technologies are often taught by industry professionals. Tools include scanners, digital cameras, handheld devices and various hardware and software. Training includes the execution of assignments encountered during industry internships.

PROGRAM OBJECTIVES
Graphic & Web Outcomes:
- Demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding of the usage of: space, line, color, shape, texture, form and value.
- Demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writing.
- Express a clear message to specific demographics using various mediums.
- Articulate their chosen design direction and solution by communicating their mastery knowledge of graphic design, problem solving, ethics, and industry standards in a visual presentation.

Graphic Design Specific:
- Demonstrate, through a printed and online portfolio, the application of competencies through projects that highlight their mastery of industry software and technology in the print design field.
- Master technical aspects of prepress, output, and quality reproduction as well as web design.

Web Design Specific:
- Demonstrate, through a live web site, a mastery of interactive design and development using industry software, authoring systems, and/or web scripting.
- Apply and integrate advanced functionality within interactive business solutions for clients.

Entry-Level Employment Opportunities
With a Bachelor of Science degree in Graphic & Web Design, graduates can pursue entry-level jobs such as internet application developer, internet developer, intranet developer, web content developer, web designer, web developer, catalogue illustrator, graphic artist, graphic designer, or visual designer.
# Graphic & Web Design

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Bachelor of Science Degree in Graphic &amp; Web Design</th>
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<tr>
<td><strong>Common Courses</strong></td>
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<td>GWDA243</td>
<td>Object - Oriented Scripting</td>
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<td>Design for Mobile Devices</td>
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# Graphic & Web Design

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Bachelor of Science Degree in Graphic &amp; Web Design</th>
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## Graphic Design Concentration Courses

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<td>GWDA212</td>
<td>Typography - Expressive &amp; Experimental</td>
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<td>Form &amp; Space</td>
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<td>GWDA242</td>
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**Subtotal Credits** 45

## Graphic Design Concentration Program Elective Options

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<tr>
<td>GWDA263</td>
<td>Web Standards</td>
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### Web Design Concentration Courses

<table>
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<tr>
<td>GWDA283</td>
<td>Advanced Web Design</td>
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<tr>
<td>GWDA313</td>
<td>Emerging Technology</td>
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</tr>
<tr>
<td>GWDA317</td>
<td>Interactive Communication: Planning &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>GWDA318</td>
<td>Interactive Industry &amp; Business Operations</td>
<td>3</td>
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<tr>
<td>GWDA372</td>
<td>Content Management Systems</td>
<td>3</td>
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<tr>
<td>GWDA407</td>
<td>Interactive Communication: Usability &amp; Prototyping</td>
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<tr>
<td>GWDA453</td>
<td>Interactive Communication: Development &amp; Delivery</td>
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**Subtotal Credits** 45

### Web Design Concentration Program Elective Options

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<td>GWDA212</td>
<td>Typography - Expressive &amp; Experimental</td>
<td>3</td>
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<td>GWDA222</td>
<td>Intermediate Layout Design</td>
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<td>GWDA292</td>
<td>Experience Design</td>
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<td>GWDA333</td>
<td>Senior Project: Pre-Production</td>
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<tr>
<td>GWDA353</td>
<td>Server-Side Scripting</td>
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<td>GWDA363</td>
<td>Client-Side Scripting</td>
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<tr>
<td>GWDA423</td>
<td>Senior Project: Production</td>
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</tr>
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</table>
**Interior Design**
**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

The Bachelor of Science degree program in Interior Design utilizes industry-related technology, affording the student the opportunity to get a foundation in design skills. Upon successful completion, the graduate will be awarded a Bachelor of Science degree in Interior Design.

**PROGRAM OBJECTIVES**

- 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 are prepared to seek entry-level positions such as a furniture arranger, home lighting adviser, interior designer, kitchen and bath designer, kitchen designer, residential designer, commercial designer, textile designer, model home furnishing designer, purchasing professional, AutoCAD drafter, Revit specialist, flooring specialist, designer assistant, or interior design merchandiser.
**Interior Design**

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Bachelor of Science Degree in Interior Design</th>
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**Core Curriculum Requirements**

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<td>FND110</td>
<td>Observational Drawing</td>
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<td>FND120</td>
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<td>FND150</td>
<td>Digital Color Theory</td>
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<tr>
<td>INTA101</td>
<td>Architectural Drafting</td>
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<tr>
<td>INTA102</td>
<td>Introduction to Interior Design</td>
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<tr>
<td>INTA103</td>
<td>CAD I</td>
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<tr>
<td>INTA105</td>
<td>Sketching &amp; Ideation</td>
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<tr>
<td>INTA107</td>
<td>History of Architecture, Interiors &amp; Furniture I</td>
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<td>INTA111</td>
<td>Space Planning</td>
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<td>INTA112</td>
<td>Design Basics 3D</td>
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<td>INTA122</td>
<td>Textiles</td>
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<tr>
<td>INTA201</td>
<td>Materials &amp; Specifications</td>
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<td>INTA202</td>
<td>Presentation Techniques</td>
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<tr>
<td>INTA203</td>
<td>CAD II</td>
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<td>INTA207</td>
<td>History of Architecture, Interiors &amp; Furniture II</td>
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<td>INTA211</td>
<td>Codes &amp; Regulations</td>
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<tr>
<td>INTA212</td>
<td>Residential Design I</td>
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<tr>
<td>INTA222</td>
<td>Human Factors</td>
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<td>INTA232</td>
<td>Lighting Design</td>
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<td>INTA242</td>
<td>Commercial Design I</td>
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<td>INTA252</td>
<td>Interior Detailing</td>
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<td>INTA262</td>
<td>Construction Documents I</td>
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<td>INTA302</td>
<td>Residential Design II</td>
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<td>INTA303</td>
<td>Digital Modeling I</td>
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<td>INTA306</td>
<td>Professional Practice</td>
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<td>INTA312</td>
<td>Global Design</td>
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<td>INTA313</td>
<td>Digital Modeling II</td>
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<td>INTA322</td>
<td>Building &amp; Mechanical Systems</td>
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<td>INTA332</td>
<td>Environmental &amp; Sustainable Design</td>
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<td>INTA342</td>
<td>Commercial Design II</td>
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<td>INTA352</td>
<td>Hospitality Design</td>
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<tr>
<td>INTA402</td>
<td>Senior Studio I</td>
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<td>INTA406</td>
<td>Internship</td>
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<td>INTA409</td>
<td>Portfolio</td>
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<td>INTA412</td>
<td>Institutional Design</td>
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<td>INTA422</td>
<td>Senior Studio II</td>
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<td>INTA432</td>
<td>Construction Documents II</td>
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**Total Required Core Curriculum Credits** 126
## Interior Design

**Bachelor of Science Degree in Interior Design**

### General Education Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GE110</td>
<td>English Composition</td>
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<td>GE115</td>
<td>Critical Thinking</td>
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<tr>
<td>GE120</td>
<td>College Mathematics</td>
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<tr>
<td>GE130</td>
<td>Art History</td>
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<td>Speech and Communication</td>
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<td>GE160</td>
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<td>GE200</td>
<td>Sociology</td>
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<tr>
<td>GE201</td>
<td>Historical and Political Issues</td>
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<tr>
<td>GE220</td>
<td>World Civilization</td>
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<tr>
<td>GE250</td>
<td>Anthropology</td>
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<tr>
<td>GE260</td>
<td>Research and Technical Writing</td>
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<tr>
<td>GE280</td>
<td>Conversational Spanish I</td>
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<tr>
<td>GE490</td>
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**Total Required General Education Credits**  54

### Program Elective Options

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<thead>
<tr>
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<tr>
<td>ID121</td>
<td>Architectural Drafting II</td>
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<tr>
<td>ID221</td>
<td>Furniture, Cabinet and Product Design</td>
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<tr>
<td>ID303</td>
<td>Programming/Space Planning (Commercial)</td>
<td>3</td>
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<tr>
<td>ID421</td>
<td>Facilities and Project Management</td>
<td>3</td>
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<tr>
<td>KB201</td>
<td>Bath Design</td>
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<tr>
<td>KB202</td>
<td>Kitchen Design</td>
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</table>
Media Arts & Animation
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

Both network and cable television, major corporations, commercial post-production facilities, and film production companies are among the industries that make use of skills developed by graduates of the Media Arts & Animation program.

Students begin with a substantial 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 can learn to use the tools of the computer animation profession, ranging from computer operating systems to 3-D modeling and desktop video production. These tools enhance students’ flexibility and creativity, and enable them to produce individualized digital portfolios, which demonstrate their practical and technical abilities to potential employers. The objective of the program is to help the student attain a fundamental grounding in media arts and animation, including an introduction to theory and practice of characterization, scriptwriting and storyboarding, sculpture, animation, and 3-D modeling and computer graphics. Graduates will be prepared to seek entrance into this fast-paced, high tech, and rewarding field with focused entry-level skills.

PROGRAM OBJECTIVES
- 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
Entry-level opportunities such as 3D animator, animator, multimedia artist, special effects artist, digital image specialist, motion graphics artist, character animator, and background design/layout animator are at the forefront of an industry that is repackaging information in creative new ways.
# Media Arts & Animation

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Bachelor of Science Degree in Media Arts &amp; Animation</th>
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## Core Curriculum Requirements

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>DFVA353</td>
<td>Compositing for Digital Film</td>
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<td>FND105</td>
<td>Design Fundamentals</td>
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<td>FND110</td>
<td>Observational Drawing</td>
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<td>Perspective Drawing</td>
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<td>FND135</td>
<td>Image Manipulation</td>
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<td>FND150</td>
<td>Digital Color Theory</td>
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<tr>
<td>MAAAB101</td>
<td>Language of Animation &amp; Film</td>
<td>3</td>
</tr>
<tr>
<td>MAAAB102</td>
<td>Life Drawing &amp; Gesture</td>
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<tr>
<td>MAAAB111</td>
<td>Animation Principles</td>
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<td>MAAAB112</td>
<td>Short Format Storytelling</td>
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<td>MAAAB122</td>
<td>Drawing &amp; Anatomy</td>
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<td>Character &amp; Object Design</td>
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<td>MAAAB203</td>
<td>Audio &amp; Editing Techniques</td>
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<td>MAAAB204</td>
<td>Acting &amp; Movement for Animators</td>
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<tr>
<td>MAAAB212</td>
<td>2D Animation</td>
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<td>3D Modeling</td>
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<td>MAAAB222</td>
<td>Storyboarding &amp; Animatics</td>
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<td>Hard Surface &amp; Organic Modeling</td>
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<td>MAAAB232</td>
<td>3D Animation</td>
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<td>MAAAB233</td>
<td>Motion Graphics</td>
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<td>MAAAB242</td>
<td>Character Modeling</td>
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<td>MAAAB243</td>
<td>Material &amp; Lighting</td>
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<tr>
<td>MAAAB252</td>
<td>Background Design &amp; Layout</td>
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<tr>
<td>MAAAB302</td>
<td>3D Character Animation</td>
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<td>3D Character Rigging</td>
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<td>MAAAB309</td>
<td>Portfolio Pre-Production</td>
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<td>Animation Studio</td>
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<td>MAAAB313</td>
<td>Advanced Lighting &amp; Texturing</td>
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<td>MAAAB323</td>
<td>Emerging Technology for Animation</td>
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<tr>
<td>MAAAB333</td>
<td>Dynamics &amp; Simulation</td>
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<td>MAAAB343</td>
<td>Pre-Production Team</td>
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<tr>
<td>MAAAB353</td>
<td>Technical Visualization</td>
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<tr>
<td>MAAAB363</td>
<td>Advanced Illustration for Production</td>
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<tr>
<td>MAAAB402 or MAAAB406</td>
<td>Special Topics or Internship</td>
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<tr>
<td>MAAAB403</td>
<td>Production Team</td>
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<td>MAAAB409</td>
<td>Portfolio Production</td>
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<td>MAAAB419</td>
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<td>MAAAB502</td>
<td>Program Elective II</td>
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<td>MAAAB503</td>
<td>Program Elective III</td>
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</table>

**Total Required Core Curriculum Credits** 126
# Media Arts & Animation

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Bachelor of Science Degree in Media Arts &amp; Animation</th>
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## General Education Requirements

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GE115</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>GE120</td>
<td>College Mathematics</td>
<td>4</td>
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<tr>
<td>GE130</td>
<td>Art History</td>
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<td>GE140</td>
<td>Speech and Communication</td>
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<td>GE201</td>
<td>Historical and Political Issues</td>
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<td>GE220</td>
<td>World Civilization</td>
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<td>Anthropology</td>
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<td>Research and Technical Writing</td>
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<td>GE280</td>
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**Total Required General Education Credits**  
54

**Total Credits Required for Graduation**  
180

## Program Elective Options

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<th>Course Title</th>
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<tbody>
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<td>GAD201</td>
<td>Sculpture</td>
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<td>GWDA133</td>
<td>Fundamentals of Web Design</td>
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<td>MMA202</td>
<td>Computer Paint</td>
<td>3</td>
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<td>MMA406</td>
<td>Advanced 3D Animation</td>
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<tr>
<td>MMA411</td>
<td>Traditional Animation Studio</td>
<td>3</td>
</tr>
<tr>
<td>PHOA101</td>
<td>Principles of Photography</td>
<td>3</td>
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</tbody>
</table>
Web Design & Interactive Media

BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

As of Summer 2013, this program is in teach-out and no longer accepting enrollments.

Web design and interactive media is a 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, scriptwriting, sound, video, and animation. In later quarters, students have the opportunity to 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 information design, interactive authoring, computers in animation, and video. Many faculty members are industry professionals committed to helping students combine their creative abilities with technical skills.

PROGRAM OBJECTIVES

- Demonstrate professional visual communication skills through the use of graphic illustrations, photography and typography
- Integrate composition and design in support of concept
- Demonstrate the ability to program and code to functional requirements of media project(s)
- Apply critical thinking and needs analysis to concept design and in developing media marketing
- Apply presentation and communication skills to produce design and business solutions appropriate to a particular client or target audience
- 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
- 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 program are prepared to seek entry-level positions such as internet application developer, internet developer, intranet developer, web content developer, web designer, web developer.
Web Design & Interactive Media
BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS

AS OF SUMMER 2013, THIS PROGRAM IS IN TEACH-OUT AND NO LONGER ACCEPTING ENROLLMENTS.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DMP131</td>
<td>Introduction to Video</td>
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<td>DMP132</td>
<td>Introduction to Audio</td>
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<td>GD101</td>
<td>Drawing and Perspective</td>
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<td>GD104</td>
<td>Color Theory</td>
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<td>GD123</td>
<td>Design Concepts</td>
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<td>GD202</td>
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<tr>
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<td>Digital Illustration</td>
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<td>GD214</td>
<td>Corporate Identity</td>
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<td>GD225</td>
<td>Photography Techniques</td>
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<td>GD411</td>
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<td>IMD122</td>
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<td>IMD202</td>
<td>Scriptwriting for Interactive Media</td>
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<td>IMD213</td>
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<td>IMD223</td>
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<td>IMD230</td>
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<td>IMD240</td>
<td>Interactive Motion Graphics</td>
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<td>IMD335</td>
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<td>IMD402</td>
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<td>IMD403</td>
<td>Senior Project Research</td>
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<td>Professional Practice</td>
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<td>IMD411</td>
<td>E-Learning Applications</td>
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<tr>
<td>IMD412</td>
<td>Senior Project Application and Defense</td>
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Web Design & Interactive Media

**BACHELOR OF SCIENCE: 12 QUARTERS, 180 CREDITS**

*As of Summer 2013, this program is in teach-out and no longer accepting enrollments.*

<table>
<thead>
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<th>Program Name</th>
<th>Bachelor of Science Degree in Web Design &amp; Interactive Media</th>
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<td><strong>General Education Requirements</strong></td>
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<td>GE115</td>
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<td>GE120</td>
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<td>GE130</td>
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<td>Speech and Communication</td>
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<td>Historical and Political Issues</td>
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<td>GE220</td>
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<td>GE490</td>
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Course Descriptions

Course Numbering System
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.

General Education 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.

Course Prefixes
ADVA - Advertising
CM - Culinary Management
CUL - Culinary
DFVA - Digital Film & Video Production
DMP - Digital Media Production
DPH - Digital Photography
FADA - Fashion Design
FB - Hospitality Food & Beverage Management
FD - Fashion Design
FMMA - Fashion Design or Fashion & Retail Management
FND - Graphic & Web Design
FRM - Fashion & Retail Management
FS - Fashion Studies
GAD - General Art and Design
GD - Graphic Design
GE - General Education
GWDA - Graphic & Web Design
ID - Interior Design
IMD - Interactive Media Design
INT - Interior Design
KB - Kitchen and Bath Design
MAAA - Media Arts & Animation
MMA - Media Arts and Animation
PHG - Photography
PHOA - Photography
RS - Related Studies
VEMG - Visual Effects and Motion Graphics

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.
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
Examine 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.

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.

ADVA328 Public Relations
3 Quarter Credits
Prerequisite: None
Examines the role of public relations, showing the principles, methods and means of influencing public opinion.

ADVA348 Leadership & Organizational Behavior
3 Quarter Credits
Prerequisite: FADA308
Examine human relations theory and individual, group and organizational performance in relation to the structure of a business. Explore the dynamics of successfully leading a diverse workforce through organizational change.

ADVA407 E-Commerce Strategies & Analytics
3 Quarter Credits
Prerequisite: FADA308 or GWDA308 or GWDA318
Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators (KPIs) for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success. Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

CM226 Catering and Event 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 campus Dean for information.

CM320 Facilities Management and Design
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 campus Dean for information.

CM330 Hospitality Marketing
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 campus Dean for information.

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. Attention is given to the planning and design of facilities, including equipment, space and functional relationships; cost and operating efficiencies; emphasis on maintenance programs; safety regulations; building code requirements; and energy conservation.

CM337 Foodservice Technology and Information
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 campus Dean for information.

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 managerial and business aspects, rather than 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.
**CUL213** Prerequisites: CUL213  
3 quarter credits  
Culinarians

**CM348 Legal Issues and Ethics for Culinarians**  
3 quarter credits  
Prerequisites: CUL213  
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

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 include, but are 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.

**CM345 Quality Service Management and Training**  
3 quarter credits  
Prerequisites: CUL252  
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

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 course will cover employee training and development from both a strategic and operational perspective. The class culminates with an examination of Charlie Trotter’s service standards, which are often used by the best-rated restaurants in the United States.

**CM340 Foodservice Financial Management**  
3 quarter credits  
Prerequisites: RS221  
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

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 of emphasis include cultural dimensions of management, international management strategy, international marketing and international human resource management.

**CUL101 Fundamentals of Classical Techniques**  
6 quarter credits  
Prerequisites: CUL104 is recommended to be taken at the same time  
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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, broths, glazes, soups, thickening agents, grand sauces and emulsion sauces. Lectures and demonstrations teach organizational skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

**CUL104 Concepts and 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 campus Dean for information.

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 of emphasis include cultural dimensions of management, international management strategy, international marketing and international human resource management.
kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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, broth, glazes, soups, thickening agents, the grand sauces and emulsion sauces. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying.

CUL121 American Regional Cuisine 6 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course reinforces the knowledge and skills learned, 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 of the surrounding region. The concepts of mise en place, timelines, plate presentation, and teamwork are introduced and stressed.

CUL132 Management by Menu 3 quarter credits
Prerequisites: None
This course prepares future foodservice managers by giving a clear picture of the important role that menu planning plays within operations. It covers topics ranging from menu development, pricing, and evaluation to facilities design and layout. Because good menu development is crucial to the success of any foodservice operation this course addresses the planning tools needed, sources of operational information, and merchandising methods for reaching patrons.

CUL139 Latin Cuisine 3 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course emphasizes both the influences and ingredients that create the unique character of selected Latin cuisines. 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.

CUL200 European Cakes and Tortes 3 quarter credits
Prerequisites: CUL251
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
Students will build on competencies previously learned and apply those skills into new products to create more elaborate tortes and cakes using complex finishing methods by applying glazes, using decorative sponges, and building multi-component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes; glazed, iced, molded, and cream filled cakes, and bombes.

CUL201 Garde Manger 6 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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.

CUL207 Artisan Breads and Baking Production 6 quarter credits
Prerequisites: CUL251 in bachelor and associate programs; CUL251 in Baking & Pastry certificate program
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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 learn assembly speed and increase their proficiency in meeting production deadlines with quality products.
CUL210 Chocolate, Confections & Centerpieces
6 quarter credits
Prerequisites: CUL251
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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.

CUL213 Management, Supervision, and 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 the 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.

CUL240 Sustainable Purchasing and 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 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 costs.

CUL241 Classical European Cuisine
3 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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 the British Isles, Italy, France, Germany, Austria, Switzerland, and Scandinavian countries. Importance will be placed on ingredients, flavor profiles, preparations, and the techniques representative of these cuisines.

CUL244 Asian Cuisine
3 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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 China, Japan, Vietnam, Thailand, and Indonesia. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines. Please note that while the recipes used in this curriculum are close replications to the original dishes, they are not, and in many cases cannot be, exact duplications of the authentic dish.

CUL246 World Cuisine
3 quarter credits
Prerequisites: CUL101
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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 cuisines.

CUL251 Introduction to Baking Science and Theory
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 campus Dean 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, rolling doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Emphasis is also placed on dessert plating and presentation. Students must pass a practical exam.

CUL252 Food and 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 campus Dean for information.

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

CUL262 A La Carte
6 quarter credits
Prerequisites: Academic Chair approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course introduces students to the A La Carte kitchen, emphasis is on the “a la minute” method of food preparation, along with 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 the A La Carte menu are stressed. The principles of dining room service are practiced and emphasized. The philosophy of food is further explored and examined in light of today’s understanding of food, nutrition, and presentation.

CUL264 Advanced Patisserie and Display Cakes
6 quarter credits
Prerequisites: CUL251
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course explores the techniques of plated desserts and the theory behind building edible art for A La Carte service, competition, or banquet functions. Methods and procedures for producing high quality specialty decorated cakes, as well as the design, assembly, and decorating of wedding cakes will be introduced.

CUL271 Art Culinare
6 quarter credits
Prerequisites: Academic Chair approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course will celebrate the development of a business establishment. This course is a
supervised entry-level work experience in the restaurant/hospitality field requiring a minimum of 99 clock hours. Individual conferences and class attendance is required. Students are responsible for securing an externship job and may seek assistance through the Institute. Students gain experience needed to seek entry into their field upon graduation.

**CUL420 Exploring Wines and the Culinary Arts**
3 quarter credits
Prerequisites: CUL252
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varietals that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles, and quality levels of wine. Students will become familiar with the world’s most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food. Participation may be limited by state drinking age requirements. Please contact school for information.

**CUL425 Senior Culinary Practicum**
3 quarter credits/33 clock hours
Prerequisites: Academic Chair approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course is a continuation of the associate level Capstone. While the associate level Capstone focuses on the operational aspects of the business plan, the Baccalaureate Capstone focus on the managerial aspects of the business plan. Through the competencies developed with previous related studies course 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.

**CUL499 Management Externship**
3 quarter credits/99 clock hours
Prerequisites: Academic Chair approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean 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 and become successful in the foodservice business. Emphasis is placed on developing hospitality management skills.

**DFVA353 Compositing for Digital Film**
3 Quarter Credits
Prerequisite: Academic Chair Approval
Students in this course learn the concepts, techniques, and vocabulary of compositing. Students apply rotoscoping, match moving, keying, layering to finalize their multiple-source projects.

**DMP131 Introduction to Video**
3 quarter credits
Prerequisites: None
This course investigates the technical terms of video production and industry uses of basic video production equipment and techniques.

**DMP132 Introduction to Audio**
3 quarter credits
Prerequisites: None
This course covers 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.

DPH114 Color Management
3 quarter credits
Prerequisites: GD104 AND GD114
Students learn and apply the techniques of digital color management to photographic production. Students build and apply color profiles for input and output devices.

DPH201 Digital Photographic Production
3 quarter credits
Prerequisites: PHG110 or GD225 AND GD114
In this introduction to digital photo production, students become acquainted with the concepts, hardware, and software related to digital image acquisition, manipulation, and output, including scanning, masking, layering, retouching, and printing.

DPH204 Advanced Principles of Photography
3 quarter credits
Prerequisites: PHG110
This is an introduction to color transparencies, digital image capture, and support software. Students will learn to control color and contrast with transparency materials during film exposure/development and to optimize digital captures for the best possible output. In this course, students will continue the development of their skills in identifying basic photographic tools and their intended purposes, including the proper use of various camera systems and a light meter. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

DPH303 Digital Prepress
3 quarter credits
Prerequisites: DPH204 AND PHG110 or PHOA101
This course will prepare the students to execute a variety of output methods commensurate with industry needs. Students will refine traditional B&W printing skills and theories to create a benchmark for quality digital outputting. These refinements will be carried over into digital printing with ink-jet and other digital output systems. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection, and soft proofing techniques.

DPH353 Event Photography
3 quarter credits
Prerequisites: DPH204 AND PHG110
This course explores the dynamics of responding to rapid and ever-changing action, common to events such as sporting contests. Emphasis is placed on equipment selection, preparedness, timing, and image-series.

FADA102 Fashion Illustration
3 Quarter Credits
Prerequisite: None
This course is an introduction to rendering the fashion figure, garments, details, and textiles using various media.

FADA103 Textile Fundamentals
3 Quarter Credits
Prerequisite: None
Students study textiles exploring natural and manufactured fibers, structure, production, uses, and characteristics.

FADA108 Textile Applications
3 Quarter Credits
Prerequisite: FADA103
This course is an 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.

FADA111 Survey of the Fashion Design Industry
3 Quarter Credits
Prerequisite: None
This course is an overview of the fashion industry, examining how garments are designed, created, produced and marketed.

FADA113 Fundamentals of Patternmaking
3 Quarter Credits
Prerequisite: FADA121
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.

FADA121 Fundamentals of Construction
3 Quarter Credits
Prerequisite: FADA101
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.

FADA131 Intermediate Construction
3 Quarter Credits
Prerequisite: FADA121
In this course students study the
application of intermediate and industrial construction techniques to further refine construction skills.

FADA201 Advanced Construction 3 Quarter Credits
Prerequisite: FADA131
In this course students study advanced construction techniques applied to structured garments.

FADA202 Technical Drawing 3 Quarter Credits
Prerequisite: FADA103
Development of presentation boards and technical illustrations manually and by computer aided design technology.

FADA203 Intermediate Patternmaking 3 Quarter Credits
Prerequisite: FADA113
Flat pattern techniques in accordance with garment trade practices. Emphasis will be on the manipulation of patterns for more complex designs.

FADA207 Early History of Fashion 3 Quarter Credits
Prerequisite: None
Students study evolution of garments and accessories from the ancient Egyptians through the French Revolution.

FADA208 Trends & Forecasting 3 Quarter Credits
Prerequisite: FADA217
The course focuses on the study of trends, trend forecasting, demographics and social issues that affect fashion.

FADA212 Advanced Fashion Illustration 3 Quarter Credits
Prerequisite: FADA102
Student 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.

FADA213 Advanced Patternmaking 3 Quarter Credits
Prerequisite: FADA203
Students study advanced patternmaking and construction techniques including stretch fabric blocks for garment creation.

FADA217 Modern History of Fashion 3 Quarter Credits
Prerequisite: None
Students study evolution of garments and accessories from the French Revolution to the present.

FADA223 Computer Patternmaking 3 Quarter Credits
Prerequisite: FADA203
In this course, students will utilize industry standard software to further their patternmaking skills.

FADA233 Draping 3 Quarter Credits
Prerequisite: FADA203
The course is an introduction to the principles and techniques of draping. Proportion, line, grain and fit are analyzed.

FADA243 Specialized Sewing Techniques 3 Quarter Credits
Prerequisite: FADA201
This course explores tailoring, advanced sewing, and finishing techniques. Students learn appropriate fabric selection, proper cutting and marking, and inner construction methods.

FADA302 Fit Analysis 3 Quarter Credits
Prerequisite: FADA233
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.

FADA303 Advanced Computer Patternmaking 3 Quarter Credits
Prerequisite: FADA223
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.

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.

FADA312 Sourcing & Technical Design 3 Quarter Credits
Prerequisite: GWDA103
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.

FADA313 Computer Production Systems 3 Quarter Credits
Prerequisite: FADA303
This course covers industrial application of patternmaking through the creation of production ready patterns including grading and marker making.

FADA322 Senior Collection Concept 3 Quarter Credits
Prerequisite: Academic Chair Approval
Students develop a final collection beginning with market research, development of concepts, illustrations, and the sourcing of materials.

FADA332 Surface Design 3 Quarter Credits
Prerequisite: FADA108
Students utilize manual surface
design applications of colors, prints, and motifs on a variety of fabrications.

FADA402 Digital Textile Design
3 Quarter Credits
Prerequisite: FADA303
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.

FADA403 Senior Collection Technical
3 Quarter Credits
Prerequisite: FADA322
Students continue developing final collection through completion of technical drawings, specifications, patternmaking and fit.

FADA406 Internship
3 Quarter Credits
Prerequisite: Academic Chair Approval
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level positions in the field when they graduate.

FADA409 Portfolio I
3 Quarter Credits
Prerequisite: Academic Chair Approval
This course is designed to prepare students for the transition to the professional world. This course is designed to prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

FADA413 Senior Collection Production
3 Quarter Credits
Prerequisite: FADA403
Students complete the final development phase of their senior collection including specification package. Emphasis placed on finished construction and presentation of original line.

FADA419 Portfolio II
3 Quarter Credits
Prerequisite: Academic Chair Approval
This course focuses on the completion of the portfolio. Students' final portfolios should focus on their individual strengths. This work should reflect their uniqueness and their ability to meet demanding industry standards and prepare them for entry into the professional world.

FB190 Introduction to Hospitality
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 campus Dean for information.

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

FB201 Merchandising in Foodservice
3 quarter credits
Prerequisites: None
This course will focus on the study of visual merchandising in varied foodservice settings. Students will apply merchandising theory, principles, and practices to solve industry case studies and emerging trends. Merchandising formats will consist of traditional, nontraditional and virtual.

FB210 Fundamentals of Professional Service
3 quarter credits
Prerequisites: None
This introductory course will provide the student with the basic skills required to serve guests within various types of hospitality environments. These skills will include technology, service styles, organization skills, handling and storage procedures for Food and Beverages and other supplies. Communication methods between the front and back of the house will also be addressed. Emphasis will be placed on classic service techniques and how they have evolved in the modern context.

FB212 Club Operations Management
3 quarter credits
Prerequisites: None
This course is designed to give students the basic understanding of the organization and management of various types of private clubs including city, country, and other recreational and social clubs. It will provide students with the unique sensitivities required in managing and operating the increasingly lucrative club management market.

FB220 Beverage Purchasing, Inventory Control and Menu Authoring
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 campus Dean for information.

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

**FB300 Hospitality Law**  
3 quarter credits  
Prerequisites: Academic Chair approval

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

**FB421 Sales and Public Relations**  
3 quarter credits  
Prerequisites: CUL132

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

**FB482 New World and Exploring Wines**  
3 quarter credits  
Prerequisites: CUL420

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

This class provides comprehensive information pertaining to the New World’s wine regions and the varietals, vineyard conditions, and cellular practices essential to their production. Economic, political, and sociological conditions, as well as historical context, are explored. Particular attention is given to developing the student’s sensory evaluation skills and their application to wine selection and food pairing. Participation may be limited by state drinking age requirements. Please contact school for information.

**FD280 Advanced Concept Development**  
3 quarter credits  
Prerequisites: FS240

In this course students will explore advanced design processes and presentation skills utilizing computer-aided design technology.

**FD300 Production Processes**  
3 quarter credits  
Prerequisites: FADA312

This course presents an in-depth study of apparel production processes from design concept to finished product. 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.

**FD321 Design Studio: Menswear**  
3 quarter credits  
Prerequisites: FD280 AND FADA203

Students design and construct apparel for the men’s market.

**FD332 Design Studio: Women’s Wear**  
3 quarter credits  
Prerequisites: FD280 AND FADA243

Students design and construct apparel for the women’s market.

**FD499-A Internship**  
3 quarter credits/99 clock hours  
Prerequisites: Academic Chair approval

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.

**FMMA101 Introduction to Retailing**  
3 Quarter Credits  
Prerequisite: None

Students will be introduced to all major retailing topics involving both large and small retailers, brick and mortar retailers, E-commerce, direct marketers and their combinations. Topics to be discussed will include consumer behavior, information systems, store locations, operations, human resource management, customer communications, computerization and integrating and controlling the retail strategy in the twenty-first century. Careers in retailing will also be discussed.

**FMMA103 Survey of Manufacturing & Product Development**  
3 Quarter Credits  
Prerequisite: None

This course introduces students to 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.

**FMMA104 Sales Promotion**  
*3 Quarter Credits*  
**Prerequisite:** ADVA204  
This course is a workshop in which students design and prepare a sales and promotion package. Students will thoroughly explore the process of crafting a marketing and sales promotion that is carefully targeted and positioned to reach the goal of generating sales. Students will explore various presentation methods including multi-media formats, and practice techniques for overcoming objections to achieve targeted results.

**FMMA201 Merchandising Math**  
*3 Quarter Credits*  
**Prerequisite:** None  
A survey of quantitative skills necessary for merchandise planning in the wholesale and retail business environment.

**FMMA202 3D Visual Merchandising I**  
*3 Quarter Credits*  
**Prerequisite:** FND135  
This course will provide you with an introduction to concepts relating to basic space planning. Through a combination of lectures, real world case study analysis, and hand-on exercises using virtual 3D space planning software, you will complete the course having a solid foundation of space planning fundamentals.

**FMMA203 Event & Fashion Show Production**  
*3 Quarter Credits*  
**Prerequisite:** FND135  
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 make-up and video teams.

**FMMA208 Finance Principles**  
*3 Quarter Credits*  
**Prerequisite:** FADA308  
This course introduces the nature and purpose of financial principles, presents the accounting cycle, and explains how to comprehend and analyze year end income statements.

**FMMA211 Retail Buying**  
*3 Quarter Credits*  
**Prerequisite:** FMMA201  
This course provides a foundation for the study of retail buying. Theories are analyzed through the study of merchandise classifications and the calculation of open-to-buys.

**FMMA212 3D Visual Merchandising II**  
*3 Quarter Credits*  
**Prerequisite:** FMMA202  
In this course you will study principles of store design with an emphasis on psychological motivation. Using 3D visual merchandising software you will practice store simulations, lighting scenarios, strategic product placement, and use of scenery and special effects to support merchandise.

**FMMA218 Human Resource Management**  
*3 Quarter Credits*  
**Prerequisite:** FADA308  
This course is designed to provide an overview and foundation for all facets of human resource management. Topics will include job design, labor relations, recruitment, selection and development of employees, compensation administration, employee appraisal, and government regulations involved with equal employment opportunity, affirmative action, accommodations, Fair Labor Standards Act, and workplace safety. The strategic aspect of human resource management will be explored in depth.

**FMMA221 Merchandise Management**  
*3 Quarter Credits*  
**Prerequisite:** FMMA211  
An advanced course in the study of stock control and managing open-to-buys which provides a practicum in buying, utilizing computer spreadsheets for data analysis.

**FMMA301 Elements of Retail Logistics & Distribution**  
*3 Quarter Credits*  
**Prerequisite:** FMMA211  
This course will explore the process of strategically managing the procurement, movement and storage of materials, parts and finished inventory (and the related information flows) through the organization and its marketing channels with the goal of balancing cost and service requirements in anticipation of demand.

**FMMA302 Global Marketing**  
*3 Quarter Credits*  
**Prerequisite:** ADVA307  
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.

**FMMA303 Apparel Fit & Construction Evaluation**  
*3 Quarter Credits*  
**Prerequisite:** None  
This course is designed for fashion management students to evaluate the equation between quality and cost in garments as well as understanding body measurement points, fit and silhouette analysis. Students should be able to measure garments and identify components and textiles as well as analyze quality of trims, fabrics and construction in relationship to price point.
FMMA308 Fashion Business Law  
3 Quarter Credits  
Prerequisite: FADA308  
This course includes issues such as: intellectual property, licensing, counterfeiting, commercial operation/expansion (corporation, partnerships, sole proprietorship), selling and buying, employment law, marketing, advertising and promotion, retail leasing, and international aspects.

FMMA312 Fundamentals of Fashion Styling  
3 Quarter Credits  
Prerequisite: FADA217  
Through visual examples, assignments, and critiques this course introduces students to the field of fashion styling and its relationship to the fashion industry. Through completion of location and studio projects students develop basic requirements to produce contemporary fashion imagery. Students gain experience in how to source clothing and accessories necessary for styling, and they learn to create, to manipulate, and to rework concepts in order to communicate through images.

FMMA406 Internship  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level positions in the field when they graduate.

FMMA408 Entrepreneurship  
3 Quarter Credits  
Prerequisite: ADVA348  
Studies explore innovation and rapid change as they relate to the entrepreneur. Discussion includes issues regarding financial, behavioral, organizational, and marketing challenges facing emerging enterprises. Students create a business plan for the start-up of a new fashion-related company, product, or service. Special emphasis is placed on the disciplines of planning that are vital to entrepreneurial success.

FMMA409 Portfolio  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
This course is designed to prepare students for the transition to the professional world. This course is designed to prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

FMMA419 Portfolio & Professional Development  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding.

FND110 Observational Drawing  
3 quarter credits  
Prerequisites: None  
This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality through the use of tone light and shadow.

FND120 Perspective Drawing  
3 Quarter Credits  
Prerequisite: FND110  
This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective, where the students will draw three-dimensional objects in one-, two-, and three-point perspective.

FND135 Image Manipulation  
3 quarter credits  
Prerequisites: 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  
Prerequisites: None  
Introduction to the principles of color and an exploration of color theory as it relates to media.

FND237 Current Designers  
3 quarter credits  
Prerequisites: None  
Students analyze the dynamics of world famous designers.
process and the steps to sell a product or service is essential to 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.

This course explores design principles which are applied to the creation of marketable concepts and designs derived from research and practices within the fashion industry.

**FS290 Research and Sourcing Fundamentals**
3 quarter credits
Prerequisites: FADA312
Through a variety of in-depth research and analysis, students learn about manufacturing sources and costs that affect production of a garment and the financial viability of their choices.

**FS420 Applied Product Development**
3 quarter credits
Prerequisites: FADA103
Students will work on a simulation within a group setting on product development processes from concept to consumer.

**GAD201 Sculpture**
3 quarter credits
Prerequisites: MAAA102
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.

**GD101 Drawing and 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.
GD102 Fundamentals of Design
3 quarter credits
Prerequisites: None
Students develop the foundation to apply basic design principles to a variety of visual effects. The students develop a firm workable foundation to layout and organize design elements.

GD104 Color Theory
3 quarter credits
Prerequisites: None
In this course, students will explore color theory, including additive and subtractive color. Discussion of color and its relationship to composition through harmony and contrast in a variety of formats and media is also stressed.

GD111 Life Drawing
3 quarter credits
Prerequisites: GD101
Continuing to develop the various drawing skills from the first drawing course, students will focus on depicting gesture and motion, capturing the essence of movement and form in space, and creating compositions based on the four basic lighting situations.

GD113 Typography
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.

GD114 Digital Imaging
3 quarter credits
Prerequisites: 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 design with type and visuals, as well as utilize 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: GD102
This course identifies the components of the design process and explores research methods. Design solutions appropriate to a targeted market will be emphasized. There will be preparation of simple and complex designs. Typesetting, pagination, image reproduction, color specification, trapping procedures, and binding and finishing techniques will be explored.

GD124 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 learn how to research and utilize a wide variety of design styles.

GD131 Observational Drawing
(equivalent to FDN110)
3 quarter credits
Prerequisites: GD101
This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality through the use of tone, light, and shadow.

GD201 Illustration
3 quarter credits
Prerequisites: GD101 AND GD111
This course is an introduction to the philosophy behind illustration and its use in the industry. Assignments will focus on black and white and color techniques, using contrast, values, composition, and function.

GD202 Electronic Design
3 quarter credits
Prerequisites: None
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 3-D Design
3 quarter credits
Prerequisites: GD204
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: GD121 AND 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.

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.

**GD214 Corporate Identity**  
3 quarter credits  
**Prerequisites:** GD113 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.

**GD221 Print Production**  
3 quarter credits  
**Prerequisites:** GD114 AND Academic Chair approval  
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.

**GD222 Corporate Communications**  
3 quarter credits  
**Prerequisites:** GD202 AND GD214  
This advanced design course will deal primarily with the development of corporate imaging. Building on theories developed in “Corporate Identity,” the course will further examine logo design and application. Students will learn how a corporate “look” unifies all aspects (both graphic and otherwise) of a company’s communication.

**GD225 Photography Techniques**  
3 quarter credits  
**Prerequisites:** None  
Students discover and explore the basic principles of photography through the creative and technical uses of a camera. Fundamental functions, exposure, effect of the shutter, and aperture composition and qualities of light are covered.

**GD233 Advanced Typography**  
3 quarter credits  
**Prerequisites:** GD113  
This course explores printed communication and the use of typography as an exclusive element of design. The development of marketable, original, and creative problem-solving solutions will also be examined, with an emphasis on professional presentation techniques.

**GD301 Professional Practice**  
3 quarter credits  
**Prerequisites:** Academic Chair approval  
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 Layout**  
3 quarter credits  
**Prerequisites:** GD114 AND GD204  
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:** GD204 AND 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.

**GD312 Painting**  
3 quarter credits  
**Prerequisites:** GD104 AND GD111  
This course is an in-depth study of the development of paintings and various painting techniques. Emphasis will be placed on the application of value and tonal studies, using a variety of wet and dry media.

**GD313 Publication Design**  
3 quarter credits  
**Prerequisites:** GD121, GD202 AND GD204  
Students will prepare scanned and object oriented graphics files and integrate them with text in a multiple page composition file. File transfer and document printing are covered. The place of electronic page make-up in modern print production will be studied.

**GD321 Package Design**  
3 quarter credits  
**Prerequisites:** GD121 AND GD203  
This course defines the role of packaging in product identification, presentation, and production, and explores the processes used in establishing a strong identity program for consumer products. The unique challenges of adapting typography, illustration, design, and materials to three-dimensional form will be explored, and students’ skills in layout, design, and typography will be expanded and strengthened. Research will include marketing objectives, structural integrity, and display aesthetics.

**GD401 Advanced Illustration**  
3 quarter credits  
**Prerequisites:** GD201  
This course emphasizes the importance of concept and originality of ideas in contemporary illustration.

**GD402 Art Direction**  
3 quarter credits  
**Prerequisites:** None  
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.

**GD411 Advanced Digital Imaging**
3 quarter credits
Prerequisites: FND135 or GD114
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, 3-D objects, layering, texture mapping, and archiving will be covered.

**GD412 Advanced Design**
3 quarter credits
Prerequisites: GD233
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.

**GE101 Nutrition 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 sources 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.

**GE110 English Composition**
4 quarter credits
Prerequisites: None
This course emphasizes the college-level writing process of developing and supporting a thesis in an organized essay, using appropriate diction, language, and standard conventions of written English. Also emphasized is the development of critical and logical thinking skills by reading and responding to the writing of others.

**GE115 Critical Thinking**
4 quarter credits
Prerequisites: None
This course is designed to assist students in becoming more effective learners. Content focuses on identifying and developing skills, processes, and techniques for effective assimilation of knowledge. Reasoning principles for critical analysis and evaluation of thought and discourse will be explored. Students learn to apply creative and critical techniques in problem solving and decision making.

**GE120 College Mathematics**
4 quarter credits
Prerequisites: None
This is a self-paced, mastery-based course designed for active learning in college mathematics. Structured around an emporium model, it utilizes computer-based coursework that incorporates personalized and adaptive learning built from a custom pre-assessment tool. This pre-assessment is built on an established set of competencies that determines what concepts students will be required to master. Following this assessment, each student receives an individualized learning path toward achieving the desired learning outcomes. Student learning will be supported by highly-interactive learning activities, online tutorials, faculty-led discussion groups and one-on-one mentoring in the classroom.

**GE130 Art History**
4 quarter credits
Prerequisites: None
This course examines the historical development of painting, sculpture, and architecture. The course presents a comparative study and comprehensive presentation of the visual images that chronicle the socioeconomic, political, technical, and philosophical evolution of Western Civilization from the Renaissance to present day.

**GE140 Speech and Communication**
4 quarter credits
Prerequisites: None
This course is designed to help students to effectively communicate their ideas to others through visual and oral presentations. Students will learn how to present and assimilate information logically and effectively.

**GE150 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 effects they can have on it.

**GE160 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. The course will provide, through both content and methodology, insight into human behavior and self-awareness.

**GE200 Sociology**
4 quarter credits
Prerequisites: None
This course explores the dynamics and structure of human society. Students examine the fundamental processes and constructs responsible for social behaviors, institutions, and societal organizations. This includes analysis of groups, social change, cultures,
GE210 Historical and Political Issues
4 quarter credits
Prerequisites: None
This course is designed to create an awareness of the ideas, individual and social forces that have shaped U.S. history. The course analyzes the essentials of the United States Constitution. Sources of study include videos on constitutional and cultural issues.

GE220 World Civilization
4 quarter credits
Prerequisites: None
This course covers history from the seventeenth century through post-World War II. It includes political, economic, and cultural development through the Enlightenment, the Industrial Revolution, and World Wars I and II.

GE250 Anthropology
4 quarter credits
Prerequisites: None
This course introduces cultural anthropology as a sub-field of anthropology. Emphasis is on the diversity of cultural patterns throughout the world and the essential humanity of all people. Students will study a variety of social structures found among peoples of different technological, geographical, historical, and cultural settings.

GE260 Research and Technical Writing
4 quarter credits
Prerequisites: GE110
This course continues the research process of developing and supporting a thesis in an audience-centered, organized essay. Students will study the fundamentals of research and technical writing, including information-gathering techniques, evaluation of sources, appropriate language and diction, source citation, and conventions of Standard English.

GE280 Conversational Spanish I
4 quarter credits
Prerequisites: None
This course introduces students to the Spanish language through written materials and oral exercises. Students explore the fundamentals of grammar and begin to develop the listening and speaking skills necessary for conversation. Students also are introduced to the interrelationship of language and culture.

GE290 Conversational Spanish II
4 quarter credits
Prerequisites: GE280
This is the second course in Spanish and will build on the knowledge gained from Conversational Spanish I. The course 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, 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.

GE490 General Education Capstone
2 quarter credits/22 clock hours
Prerequisites: Academic Chair approval
The seminar format course allows the students to synthesize the data acquired within their General Education courses. Students will complete a comprehensive project under guidance.

GWDA101 Applications & Industry
3 quarter credits
Prerequisites: GWDA110
This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

GWDA102 Rapid Visualization
3 quarter credits
Prerequisites: FND110
This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.

GWDA103 Digital Illustration
3 quarter credits
Prerequisites: None
This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

GWDA105 Concept Design
3 quarter credits
Prerequisites: GWDA111
This course advances the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

GWDA110 Concept Design
3 quarter credits
Prerequisites: GWDA111
This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

GWDA111 Introduction to Layout Design
3 quarter credits
Prerequisites: 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
Prerequisites: 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 also be introduced to contemporary typesetting technology.

GWDA122 Typography–Hierarchy
3 quarter credits
Prerequisites: 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.

GWDA123 Programming Logic
3 quarter credits
Prerequisites: GWDA133
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
Prerequisites: 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.

GWDA201 Audio & Video
3 quarter credits
Prerequisites: GWDA283
Students will develop editing skills while communicating messages and telling stories through the introduction of various media and technology. Examining the latest advances in audio and video, computer graphics, special effects, editing, and the important role these new technologies play in digital video production will be employed.

GWDA202 Interface Design
3 quarter credits
Prerequisites: 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.

GWDA203 Pre-press & Print Production
3 quarter credits
Prerequisites: GWDA111
This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class.

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.

GWDA207 Design History
3 quarter credits
Prerequisites: GWDA111
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 fashion design trends in general. Through lectures, supplied visual examples, independent research and design assignments the student’s study a variety of major design influences. The students also study how to research and utilize a wide variety of design styles.

GWDA209 Portfolio I
3 quarter credits
Prerequisites: GWD273
This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed.
Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

GWDA212 Typography—Expressive & Experimental
3 quarter credits
Prerequisites: GWDA122
Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

GWDA213 Timeline Animation & Interaction
3 quarter credits
Prerequisites: FND135
Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding will be explored. Designing and delivering low-bandwidth animations, presentations, and web sites will be explored, as well as, basic scripting capabilities. The course covers design, standards, procedures, and delivery. Emphasis is placed on industry standards, ensuring compatibility (browser/platform), and developing a complete product from concept to delivery.

GWDA222 Intermediate Layout Design
3 quarter credits
Prerequisites: GWDA111
This advanced layout course enhances and reflects skills developed in fundamental design courses. Critical analysis will be applied through the usage of type and layout to create clear, communicative design. Portfolio-quality projects will be developed as part of this process.

GWDA232 Form & Space
3 quarter credits
Prerequisites: FND105
Form and Space involves the formal understanding and manipulation of the basic-organizing principals of the 3 dimensional worlds. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation.

GWDA242 Graphic Symbolism
3 quarter credits
Prerequisites: GWDA133
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images.

GWDA243 Object-Oriented Scripting
3 quarter credits
Prerequisites: 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.

GWDA252 Advanced Layout Design
3 quarter credits
Prerequisites: GWDA222
This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.

GWDA253 Authoring for Interaction
3 quarter credits
Prerequisites: GWDA283
Students combine experience design concepts with advanced programming solutions. Emphasis is placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWDA262 Package Design
3 quarter credits
Prerequisites: GWDA203
Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints.

GWDA263 Web Standards
3 quarter credits
Prerequisites: GWDA243
An investigation into the importance of adhering to web standards and following accessibility guidelines. Students gain an understanding of how these best practices enable inclusive designs that address diverse user needs, contribute to improved Search Engine Optimization, and meet legal requirements such as Section 508. Students code and test sites for cross-browser compatibility, valid markup, and compliance with accessibility guidelines.

GWDA272 Corporate Identity
3 quarter credits
Prerequisites: GWDA222
Students will investigate the use of corporate design and identity for branding. Further exploration of corporate ID as a branding tool in advertising, marketing and social media will be employed. Comprehensive corporate identity systems, as well as, additional business collateral and a Graphic Standards Manual will be developed.
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.

GWDA282 Collateral Design
3 quarter credits
Prerequisites: GWDA252
The role that collateral design plays in the support of advertising campaigns is introduced and developed. Students explore various collateral design techniques, direct mail, business-to-business, business-to-consumer, non-profit, trade, and social media. The process of multiple-presentation techniques and media formats are emphasized.

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.

GWDA292 Experience Design
3 quarter credits
Prerequisites: GWDA202
An examination of user-centered experience and its relationship to information architecture, interface design, and usability. Concepts such as storytelling, immersion, flow, affordances, and wayfinding are explored in terms of their impact on the user experience of interactive interfaces. Students explore how to design engaging and usable digital experiences.

GWDA302 Information Design
3 quarter credits
Prerequisites: GWDA222
In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.

GWDA303 Interactive Motion Graphics
3 quarter credits
Prerequisites: GWDA273
Students expand on the narrative structure in a time-based environment. The advanced principles and practices of digital audio and 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.

GWDA305 Art Direction
3 quarter credits
Prerequisites: None
This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students’ leadership, communications and negotiation skills.

GWDA307 User Experience Design: Research
3 quarter credits
Prerequisites: Academic Chair Approval
A focused examination of user experience design research, concept development, and planning techniques for the design of multi-platform interactive experiences. Students will research and conceptualize an engaging and user-friendly experience that utilizes multiple channels to deliver strategic objectives. In-depth research and analysis of users, business requirements, and cultural trends is conducted and provide an advanced understanding of the research methods of user experience designers.

GWDA308 Business of Graphic Design
3 quarter credits
Prerequisites: 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.

GWDA312 Publication Design
3 quarter credits
Prerequisites: GWDA222
This intermediate course focuses on computer based page layout. Emphasis will be placed on design, multiple page layout, type management, high-end output file management, and static and digital publications.

GWDA313 Emerging Technology
3 quarter credits
Prerequisites: GWDA213
An examination of concepts and methodologies used in emerging technology. Students will research technical requirements for implementing the emerging technology and also discuss the potential impact on technological, social, and cultural change. A prototype and/or interactive marketing campaign will be produced to demonstrate understanding of the emerging technology.

GWDA315 Contemporary Typography
3 quarter credits
Prerequisites: GWDA212
The use of typographic techniques inspired by contemporary type designers will also be explored.
Students will define multiple typographic styles found in history. Development of type centered visual communications will be implemented to create marketable pieces.

**GWDA317 Interactive Communication: Planning & Research**
3 Quarter Credits
Prerequisite: GWDA204
This course covers real-world pre-production methods and research for interactive media. Emphasis is on content research, assessing client needs, pre-production assets, and planning of advanced interactive communication publications.

**GWDA318 Interactive Industry & Business Operations**
3 Quarter Credits
Prerequisite: GWDA101
This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into an interactive media and design profession.

**GWDA322 Sequential Illustration**
3 quarter credits
Prerequisites: GWDA102
This course will focus on developing familiarity with the various forms of narrative and sequential illustration to include basic storyboarding, single and multi-panel comic strips, comic books, graphic novels, and web comics. Coursework will explore the design process, working methods, and creation of sequential and narrative illustrations. Discussions will focus on the historical development and current trends of visual storytelling as well as touch upon professional practices for cartoonists.

**GWDA323 Design Team Pre-Production**
3 quarter credits
Prerequisites: GWDA209
Real-world web pre-production through small teams is examined. Assessing client needs, pre-production assets, project management, and communication will be emphasized. Students will work in production groups to examine business problems and must determine the source problem, ascertain a working solution and implement a functional model complete with proposals, design, technical, and quality assurance documentation.

**GWDA332 Life Drawing**
3 quarter credits
Prerequisites: GWDA102
This course is an advanced drawing class that builds on the basic drawing skills and concepts. Anatomical and proportional relationships as well as figure drawing will be covered.

**GWDA333 Senior Project Pre-Production**
3 quarter credits
Prerequisites: Academic Chair approval
Planning of an advanced interactive project. Students submit and present an individualized proposal and concept prototype for a project. In-depth research and planning of the content, design, and technology is emphasized, as well as formal written communication, independent critical analysis, and ability to defend the interactive solution proposed.

**GWDA342 Editorial Illustration**
3 quarter credits
Prerequisites: None
In this course, students translate narrative content into visual conceptual imagery through illustrative solutions. These illustrations are then incorporated into page layouts, and other publication design formats. Students research visual solutions and explore appropriate media, imagery, and style to interpret the author’s point-of-view.

**GWDA343 User Experience Design: Project Development**
3 quarter credits
Prerequisites: GWDA392
A continuation of User Experience Design: Prototyping, this course examines the methodologies and techniques of developing multi-platform interactive experiences. Previous user experience research, prototyping, and testing culminate into an engaging, interactive, multi-platform user experience. Students demonstrate an advanced understanding of the User Experience design industry.

**GWDA352 History of Typography**
3 quarter credits
Prerequisites: GWDA212
Students will explore the history of typographic styles from the historical through the present day. The study of type, typefaces and the evolution of printed letters from hand type to metal type to digital type will be discussed. The difference between typographers and printers of type will be investigated.

**GWDA353 Server-Side Scripting**
3 quarter credits
Prerequisites: 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 placed on forms and content management.

**GWDA362 Font Design**
3 quarter credits
Prerequisites: GWDA212
Students will explore the creation of typographic form. The discussion of type nuances, legibility and reader comprehension will be researched. Development of a personalized typeface will be implemented.

**GWDA363 Client-Side Scripting**
3 quarter credits
Prerequisites: GWDA243
This course provides a further exploration to designing dynamic sites. Students explore the components of software that
makes up a web server, the differences between server-sided and client-sided authoring and basic scripting that uses this information to help design more dynamic sites. Client-side scripting, as a method to develop advanced dynamic web applications, will be developed.

**GWDA372 Content Management Systems**

3 quarter credits

**Prerequisites:** 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.

**GWDA373 Advanced Server-Side Scripting**

3 quarter credits

**Prerequisites:** GWDA353

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

**GWDA374 Design for Mobile Devices**

3 quarter credits

**Prerequisites:** GWDA202

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

**GWDA392 User Experience Design: Prototyping**

3 quarter credits

**Prerequisites:** GWDA307

A continuation of User Experience Design: Research, this course examines methodologies and techniques of prototyping and usability testing for the design of multi-device interactive experiences. Students utilize previous research to iteratively create and test prototypes. A variety of prototyping techniques are explored including paper and digital prototyping methods. Various testing methods are also explored from guerilla usability testing to more formal testing sessions.

**GWDA402 Book Illustration**

3 quarter credits

**Prerequisites:** None

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

**GWDA403 Interactive Motion Graphics**

3 quarter credits

**Prerequisites:** GWDA317

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

**GWDA407 Interactive Communication: Usability & Prototyping**

3 Quarter Credits

**Prerequisite:** GWDA413

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

**GWDA411 Graphic Design Capstone**

3 quarter credits/44 clock hours

**Prerequisites:** GWDA252

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.

**GWDA412 Mixed Media**

3 quarter credits

**Prerequisites:** GWDA102

In this course, students translate narrative content into visual imagery through illustrative and graphical solutions that explore mixed media. Further development into digital media will be initiated to create a tra-digital (traditional and digital design) composition conveying a message to a designated target audience.

**GWDA413 Design Team: Production**

3 quarter credits

**Prerequisites:** GWDA323

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

GWDA419 Portfolio II  
3 quarter credits  
Prerequisites: GWDA413  
This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

GWDA422 Hand Lettering  
3 quarter credits  
Prerequisites: GWDA212  
Various media will be utilized to create market-specific hand-drawn word mark families. Students will learn to create visual messages through the use of hand lettering.

GWDA423 Senior Project Production  
3 quarter credits  
Prerequisites: GWDA333  
A continuation of Senior Project Pre-Production. Students prepare, present, and defend an advanced interactive project. The course emphasizes production values, technical sophistication, quality assurance, evaluation of the effectiveness of the product, conceptual thinking, critical analysis, written communication, and presentation skills.

GWDA432 Digital Typography  
3 quarter credits  
Prerequisites: None  
Beginning with an introduction to the history of letterforms and the function of typography, this course examines the construction and application of digital typographic text and headline display. Emphasis is placed on advanced concepts of typography as an essential element of design.

GWDA433 Advanced Motion Graphics  
3 quarter credits  
Prerequisites: GWDA303  
Advanced motion graphics as a design solution and story-telling technique. This is an advanced course that applies motion graphics as an integrated interactive solution; students script interaction, sequencing, and motion for interactive projects. Optimization is a critical consideration in the creation of the user-centered experience.

GWDA443 Advanced Scripting  
3 quarter credits  
Prerequisites: GWDA363  
Students develop and design advanced client- and server-side interactive media presentations to be delivered over multiple platforms. Students further explore the expectations of the business community in areas such as server implementations and security implications. Students gain experience in advanced scripting.

ID113 Introduction to Interiors  
3 quarter credits  
Prerequisites: None  
This is an introductory course that covers the history and evolution of the profession of interior design. Students are familiarized with the requirements of the field, professional organizations, career opportunities, and future trends of the practice of interior design. Principles and elements of design are explored as students learn concepts of residential space planning and utilization of interior space as applied to functional and esthetic requirements of the client.

ID121 Architectural Drafting II  
3 quarter credits  
Prerequisites: INTA101  
This course is a continuation of ID111. Students develop a comprehensive set of working drawings for a residential project. Emphasis will be placed on elevations, cabinet details, and necessary specifications to compliment the graphic communications.

ID212 Residential Design  
3 quarter credits  
Prerequisites: ID111 AND ID202  
This course is a study of the elements unique to residential spaces based on client need that traces the design process from programming through working drawings and presentation. This course presents the students with the opportunity to produce projects for their professional portfolio.

ID221 Furniture, Cabinet and Product Design  
3 quarter credits  
Prerequisites: INTA101  
This course reviews the process of custom design construction techniques, working drawings, material, and finishes specifications.

ID303 Programming/Space Planning (Commercial)  
3 quarter credits  
Prerequisites: INTA211 AND INTA111
Students explore creative thinking skills and their ability to communicate design ideas with visual representations, bubble diagrams, matrices, storyboards, etc., developing multiple solutions to complex commercial design scenarios. The focus is on the programming and space planning segment of the design development process.

**ID325 Acoustical Design**  
3 quarter credits  
**Prerequisites:** ID121, ID212 AND ID303  
This course is the study of the principles and application of acoustics in interior design. Students explore factors that impact the acoustics of interior spaces including properties and performance criteria of materials, positioning, and selection of sound and home theater systems and soundproofing and insulation of spaces according to its uses. Students will explore the specific acoustical needs for various residential and commercial spaces.

**ID421 Facilities and Project Management**  
3 quarter credits  
**Prerequisites:** FND120, FND105, FND150 AND FND110  
This course examines the complexity of facilities and project management and contract administration. Studies include the planning process, motivating, monitoring and reporting performance, time management, scheduling, project control, and supervision.

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

**IMD122 Introduction to Authoring**  
3 quarter credits  
**Prerequisites:** GD114  
This course will introduce the student to concepts and designs utilized in the development of education, sales, and marketing presentations. Students will create an integrated, interactive multimedia presentation using the basic concepts and principles of multimedia and graphic design.

**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.

**IMD132 Fundamentals of the World Wide Web**  
3 quarter credits  
**Prerequisites:** None  
Students are presented the history and development of the World Wide Web. They also develop the theoretical foundations for comprehending the networks that underlie the Web.

**IMD201 Web Authoring**  
3 quarter credits  
**Prerequisites:** IMD121  
This course is a study of interactive multimedia with an emphasis on the hardware, software peripherals, and interdisciplinary content required for the successful completion of interactive multimedia projects.

**IMD202 Scriptwriting for Interactive Media**  
3 quarter credits  
**Prerequisites:** GE110  
This is a specialized writing course for interactive design. Students will learn the unique characteristics and techniques of media writing and apply them to interactive media production. Students will also learn to conduct research for media writing projects.

**IMD203 Introduction to Scripting Languages**  
3 quarter credits  
**Prerequisites:** IMD121 AND IMD123  
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.

**IMD211 Desktop Video**  
3 quarter credits  
**Prerequisites:** DMP131  
Students will demonstrate knowledge of editing using non-linear editing software and hardware in a computer lab. Students will produce and edit video and audio using digital desktop video techniques.

**IMD213 Intermediate Scripting Languages**  
3 quarter credits  
**Prerequisites:** IMD203  
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.

**IMD221 Concepts in Motion Design**  
3 quarter credits  
**Prerequisites:** IMD230  
This course is an introduction to motion design, concepts, and techniques. Students create motion design, concepts, and techniques. Students will create interactive motion using basic principles of design for timeline based media.

**IMD223 Advanced Scripting Languages**  
3 quarter credits  
**Prerequisites:** IMD213  
Students will refine dynamic scripting skills to develop complex interactivity and applications (applets). The course also examines client side forms in conjunction with server-side scripting applications.

**IMD230 Concepts in Motion Design**  
3 quarter credits  
**Prerequisites:** GD114 AND GD211  
This course is an introduction to motion design, concepts, and techniques. Students will learn the unique characteristics and techniques of media writing and apply them to interactive media production. Students will also learn to conduct research for media writing projects.

**IMD230 Concepts in Motion Design**  
3 quarter credits  
**Prerequisites:** IMD230  
This is an intermediate course focusing on motion graphics as an interactive design solution. Students will develop interactive motion graphics which incorporate created or imported original graphics.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMD250</td>
<td>Interactive Motion Scripting</td>
<td>3</td>
<td></td>
<td>This is an advanced course that applies motion graphics for interaction, sequencing, and motion in interactive projects. Optimizing is a critical consideration in the creation of the user-centered experience.</td>
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<td>3 quarter credits</td>
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<tr>
<td>IMD302</td>
<td>Net Broadcasting</td>
<td>3</td>
<td>IMD211 AND IMD240</td>
<td>In this course, students learn the basics of audio and video streaming technologies and apply them to sites and events. 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.</td>
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<td></td>
<td>3 quarter credits</td>
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<tr>
<td>IMD322</td>
<td>Designing for Dynamic Websites</td>
<td>3</td>
<td>IMD223</td>
<td>Students will apply user-centered design principles, database structures, and server-side scripting to create dynamic web sites. The content of the course includes an overview of major online services, portals, and developing content aggregators. Students 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.</td>
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<tr>
<td>IMD325</td>
<td>Introduction to User-Centered Design</td>
<td>3</td>
<td>IMD201</td>
<td>This course introduces students to the concepts and processes of developing web sites, which have addressing and solving user needs as a primary goal. During the course, students either physically create a web site or a prototype. Students present and defend their decisions.</td>
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<tr>
<td>IMD335</td>
<td>User-Centered Design: Usability Testing</td>
<td>3</td>
<td>IMD325</td>
<td>This course introduces students to concepts and techniques used in usability testing. Through theories presented in the course, students learn common ways to locate errors or problems with interactive products. This course will focus on web design usability testing.</td>
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<tr>
<td>IMD345</td>
<td>User-Centered Design: Integrated Information</td>
<td>3</td>
<td>IMD335</td>
<td>This course allows the students to refine their skills relating information design to company objectives, both business and financial.</td>
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<tr>
<td>IMD401</td>
<td>E-Learning Design</td>
<td>3</td>
<td>IMD230</td>
<td>This course introduces students to the principles of instructional design as applied to e-learning. Skill development will include goal analysis, performance objective writing, instructional strategies, and instructional materials creation.</td>
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<tr>
<td>IMD402</td>
<td>Designing for Server Side Technology</td>
<td>3</td>
<td>IMD322</td>
<td>Students will build on the skills taught in the Designing for Dynamic Websites class. Students will design and develop web content for server-based dynamic delivery. Focus will be on incorporating server-side solutions into user-centered web design in order to provide an exchange of information between client and server.</td>
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<tr>
<td>IMD403</td>
<td>Senior Project Research</td>
<td>3</td>
<td>RS121</td>
<td>The student selects a Multimedia or Web Design topic for their graduate project. During this course, students research their topic and begin programming the application for their graduate projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results. This class should be taken in the last year of the student’s program.</td>
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<tr>
<td>IMD404</td>
<td>Professional Practice</td>
<td>3</td>
<td>IMD323</td>
<td>This course introduces 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.</td>
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<tr>
<td>IMD405</td>
<td>E-Learning Applications</td>
<td>3</td>
<td>IMD401</td>
<td>Through this course, students are introduced and gain experience in the design, development, and evaluation of effective e-learning programs. The course focuses on theoretical foundations of e-learning, types of authoring software, options for authoring systems, and principles of effective design, instructional analysis, and production of e-learning materials. Students design, build, evaluate, and revise instructional applications using industry standard authoring systems.</td>
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<td>3 quarter credits</td>
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IMD412 Senior Project Application and Defense
3 Quarter Credits
Prerequisites: IMD403
This course is a continuation of the Senior Research Project. Students prepare, present, and defend a graduate project suitable for professional utilization.

INTA101 Architectural Drafting
3 Quarter Credits
Prerequisite: None
This course is an introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and elevation construction with an emphasis on proper line weight, quality, and scale.

INTA102 Introduction to Interior Design
3 Quarter Credits
Prerequisite: None
Students are introduced to the responsibilities of today's interior design professional. Assignments require the application of the elements and principles of design for interior spaces to create aesthetic solutions. Basic lessons in ergonomics, space planning, and human factors introduce the skills used to make functional and purposeful design decisions.

INTA103 CAD I
3 Quarter Credits
Prerequisite: INTA101
This course is an introduction to the principles and operation of computer-aided drafting to produce floor plans, elevations and other components of construction drawings.

INTA105 Sketching & Ideation
3 Quarter Credits
Prerequisite: FND120
Students visually conceptualize design solutions through rapid sketching in this course.

INTA107 History of Architecture, Interiors & Furniture I
3 Quarter Credits
Prerequisite: None
This course covers the evolution of architecture, interiors, furniture, and design from the ancient world to the mid-19th Century. The cultural, political, social, and/or economic conditions of the times are included.

INTA111 Space Planning
3 Quarter Credits
Prerequisite: INTA101
This course begins the design series by introducing the interior design process including programming, schematics, design development, space planning and alternate design solutions.

INTA112 Design Basics 3D
3 Quarter Credits
Prerequisite: INTA101
This course explores the basic elements and principles of three-dimensional design. Students will use traditional and/or digital tools to help them visualize their designs volumetrically and apply 3D design elements to the spatial envelope.

INTA122 Textiles
3 Quarter Credits
Prerequisite: 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.

INTA201 Materials & Specifications
3 Quarter Credits
Prerequisite: INTA122
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.

INTA202 Presentation Techniques
3 Quarter Credits
Prerequisite: INTA103
This course explores alternate methods of creating and producing interior design presentations. Combining a variety of software, reproduction methods, and digital rendering techniques, students explore ways to manipulate images into a cohesive graphic presentation.

INTA203 CAD II
3 Quarter Credits
Prerequisite: INTA103
Students will enhance their CAD skills while increasing their speed and problem solving capabilities. Students will gain proficiency in computer-assisted drafting through progressively complex applications.

INTA207 History of Architecture, Interiors & Furniture II
3 Quarter Credits
Prerequisite: None
This course covers the development of architecture, interiors, furniture, and design from the Industrial Revolution to the present. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.

INTA211 Codes & Regulations
3 Quarter Credits
Prerequisite: None
This course studies the principles, policies, and practices required by regulatory bodies and jurisdictions having authority over interior construction building, fire codes and ADA regulations as they apply to interior design projects.

INTA212 Residential Design I
3 Quarter Credits
Prerequisite: INTA111
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.

3500 Depauw Blvd., Suite 1010
Indianapolis, IN 46268
INTA222 Human Factors  
3 Quarter Credits  
Prerequisite: None  
This course covers the principles and considerations related to human factors, universal design, anthropometrics, ergonomics and the psychological response of users to interior spaces.

INTA232 Lighting Design  
3 Quarter Credits  
Prerequisite: INTA111  
This course covers a comprehensive study of the various natural and artificial lighting techniques as they apply to interior environments.

INTA242 Commercial Design I  
3 Quarter Credits  
Prerequisite: INTA111  
This course is the design and presentation of a commercial project with emphasis on the workplace environment.

INTA252 Interior Detailing  
3 Quarter Credits  
Prerequisite: INTA203  
In this course students study the materials and fabrication techniques involved in the design and construction of interior details.

INTA262 Construction Documents I  
3 Quarter Credits  
Prerequisite: INTA203  
This course introduces students to the contract document process for interior spaces.

INTA302 Residential Design II  
3 Quarter Credits  
Prerequisite: INTA212  
This course is the design and presentation of a complex residential project with an emphasis on historic precedent.

INTA303 Digital Modeling I  
3 Quarter Credits  
Prerequisite: INTA202  
This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process.

INTA306 Professional Practice  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
This course presents the principles governing the business, legal, and contractual aspects of the interior design profession.

INTA312 Global Design  
3 Quarter Credits  
Prerequisite: INTA111  
This course covers the research and application of global design and the study of different cultures as they relate to design issues and concerns.

INTA313 Digital Modeling II  
3 Quarter Credits  
Prerequisite: INTA303  
This course compliments the skills gained in 3D modeling. Students apply camera and lighting techniques as it applies to interior environments.

INTA322 Building & Mechanical Systems  
3 Quarter Credits  
Prerequisite: INTA211  
This course is a study of the materials, principles and sustainable concepts utilized in basic construction, building, and mechanical systems for interiors.

INTA332 Environmental & Sustainable Design  
3 Quarter Credits  
Prerequisite: INTA242  
This course covers the principles and practices of sustainable and environmental design as applied to a design project.

INTA342 Commercial Design II  
3 Quarter Credits  
Prerequisite: INTA242  
This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design.

INTA352 Hospitality Design  
3 Quarter Credits  
Prerequisite: INTA342  
This course is the design and presentation of team-based hospitality project with emphasis on innovation and creativity.

INTA402 Senior Studio I  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation and information gathering. Ultimately a design program and schematic solution are prepared that will be further developed into a complete design solution in Senior Studio II for an interior environment that will better support the psychological and physiological health, safety and welfare of the public.

INTA406 Internship  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level positions in the field when they graduate.

INTA409 Portfolio  
3 Quarter Credits  
Prerequisite: Academic Chair Approval  
This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an interior design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual...
thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short-and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

INTA412 Institutional Design  
3 Quarter Credits  
Prerequisite: INTA342  
This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior.

INTA422 Senior Studio II  
3 Quarter Credits  
Prerequisite: INTA402  
In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices.

INTA432 Construction Documents II  
3 Quarter Credits  
Prerequisite: INTA262  
This course expands upon the concepts examined Construction Documents I. Students produce an advanced set of design drawings to support their senior studio.

KB201 Bath Design  
3 quarter credits  
Prerequisites: INTA101 and INTA111  
This course addresses the fundamentals of 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.

KB202 Kitchen Design  
3 quarter credits  
Prerequisites: KB201  
Kitchen Design is a course based on the National Kitchen and Bath Association (NKBA) guidelines. Students learn how to create kitchens that suit the needs of all users throughout their life cycle. Every aspect of universal design, as it applies to kitchen planning, is covered to integrate how the student can create functional, flexible, accessible, universally designed spaces without sacrificing aesthetics.

MAAA101 Language of Animation & Film  
3 Quarter Credits  
Prerequisite: None  
Students explore fundamentals of animation through a historical survey. This course will consider trends and genres of animated film in a variety of media.

MAAA102 Life Drawing & Gesture  
3 Quarter Credits  
Prerequisite: FND110  
In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course.

MAAA111 Animation Principles  
3 Quarter Credits  
Prerequisite: MAAA102  
Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life.

MAAA112 Short Format Storytelling  
3 Quarter Credits  
Prerequisite: None  
This course introduces students to short format storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.

MAAA122 Drawing & Anatomy  
3 Quarter Credits  
Prerequisite: MAAA102  
Students will continue to develop drawing skills and will focus on basic anatomical structures of human and animal forms.

MAAA202 Character & Object Design  
3 Quarter Credits  
Prerequisite: MAAA102  
This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media.

MAAA203 Audio & Editing Techniques  
3 Quarter Credits  
Prerequisite: MAAA112  
In this course, students use the features and functions of video editing and audio systems while employing the language of film. Students also explore various media available for video input and output. Students will learn to capture sound, apply it for audio enhancement, and learn how to produce appropriate audio effects and transitions.

MAAA204 Acting & Movement for Animators  
3 Quarter Credits  
Prerequisite: MAAA111  
The course is an introduction of acting as a tool of research through studies of animated movement. Characters’ personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media.
MAAA212 2D Animation  
3 Quarter Credits  
Prerequisite: MAAA111
Students will apply animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of various image acquisition techniques, pencil tests, inking, and other 2D animation skills will be explored.

MAAA213 3D Modeling  
3 Quarter Credits  
Prerequisite: FND150 or FND135
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.

MAAA222 Storyboarding & Animatics  
3 Quarter Credits  
Prerequisite: MAAA203
This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology, and concepts used in the creation of storyboards and animatics with audio.

MAAA223 Hard Surface & Organic Modeling  
3 Quarter Credits  
Prerequisite: MAAA213
This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.

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.

MAAA233 Motion Graphics  
3 Quarter Credits  
Prerequisite: FND135
This course is an introduction to timeline based compositing for both creative and technical processes.

MAAA242 Character Modeling  
3 Quarter Credits  
Prerequisite: MAAA223
In this course, students will use advanced modeling techniques to create 3D characters. Students will research and create character models based on anatomy using industry standard techniques.

MAAA243 Material & Lighting  
3 Quarter Credits  
Prerequisite: MAAA223
In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

MAAA252 Background, Design & Layout  
3 Quarter Credits  
Prerequisite: FND135
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will utilize foreground, mid-ground, and background design elements.

MAAA302 3D Character Animation  
3 Quarter Credits  
Prerequisite: MAAA242
This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters.

MAAA303 3D Character Rigging  
3 Quarter Credits  
Prerequisite: MAAA223
This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model.

MAAA309 Portfolio Pre-Production  
3 Quarter Credits  
Prerequisite: Academic Chair Approval
This course is designed to prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

MAAA312 Animation Studio  
3 Quarter Credits  
Prerequisite: MAAA302
Students will use advanced animation techniques to create, design, produce and edit a fully realized concept.

MAAA313 Advanced Lighting & Texturing  
3 Quarter Credits  
Prerequisite: MAAA243
In this class students will continue their exploration of and expand on their knowledge of materials, textures, lighting and rendering strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.

MAAA323 Emerging Technology for Animation  
3 Quarter Credits  
Prerequisite: MAAA232
This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods, Assets will be generated and delivered based on given
MMAA333 Dynamics & Simulation
3 Quarter Credits
Prerequisite: MAAA232
This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real world phenomena.

MMAA343 Pre-Production Team
3 Quarter Credits
Prerequisite: Academic Chair Approval
This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production.

MMAA353 Technical Visualization
3 Quarter Credits
Prerequisite: MAAA223
In this course students will create detailed visualizations of engineered objects and spaces. Students also learn to illustrate physical effects of lighting, textures, and movement for animation and visualizations.

MMAA363 Advanced Illustration for Production
3 Quarter Credits
Prerequisite: FND135
Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course.

MMAA402 Special Topics
3 Quarter Credits
Prerequisite: MAAA309
This course addresses emerging technologies and techniques in the field of Media Arts. The course will also provide an intense examination of issues relevant to the Media Arts industry in a specific geographic region or sector of the Media Arts industry (Animation, Rigging, 3D Modeling, etc.)

MMAA403 Production Team
3 Quarter Credits
Prerequisite: MAAA343
In this course students will work in a studio environment and will focus on the production and post-production of an animated short.

MMAA406 Internship
3 Quarter Credits
Prerequisite: Academic Chair Approval
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level positions in the field when they graduate.

MMAA409 Portfolio Production
3 Quarter Credits
Prerequisite: MAAA309
This course is designed to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a professional portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as conceptual thinking, design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development, and presentation strategies.

MMAA419 Portfolio Presentation
3 Quarter Credits
Prerequisite: MAAA409
In this class, students complete the portfolio process. Students assemble portfolios, web sites, resumes, marketing and self-promotion materials into a comprehensive presentation. Students participate in a thesis exhibition.

MMA122 Introduction to 2-D Animation
3 Quarter Credits
Prerequisites: GD114
This course is a study of 2-D animation using a 2-D paint and animation program as the primary tool. Students will study the basics of timing, weight, and anticipation. Use of a capture device, pencil tests, inking, and other 2-D animation skills will be explored. The students will apply these skills through storyboarding and character studies.

MMA202 Computer Paint
3 Quarter Credits
Prerequisites: FND135
This course is an introduction to the computer as an illustration medium. Assignments are designed to explore “surface” qualities, texture, image layering, automatic distortions, and additive color theory, color mixing with light, digitizing video camera input, resolution systems and color digitizing. This course will explore issues of hard copy and problems with reproduction.

MMA203 Intermediate 2-D Animation
3 Quarter Credits
Prerequisites: MMA122
In this course, students learn and apply techniques to create ten-second animations with a purpose. Addition of multiple characters increases the level of complexity and necessitates a short story line. Use of a capture device, pencil tests, inking, and other 2-D skills will be explored.
### PHG110 Principles of Photography
**3 quarter credits**
**Prerequisites:** None
In this fundamental course, students will identify basic photographic tools and their intended purposes, including the proper use of various camera systems, light meters, and film selection. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

### PHG120 Lighting
**3 quarter credits**
**Prerequisites:** PHG110
In this course, students will be introduced to the basic concepts and principles of lighting for photography. The fundamentals of recognizing and controlling both natural and studio lighting with emphasis on the quality, direction, and effect on the photographic image will be covered.

### PHG130 Survey of Photography
**3 quarter credits**
**Prerequisites:** None
In this course, 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 will be obtained through lectures presented by working professionals and field trips to business locations. This class increases the students’ understanding of the history of photography through the discussion of recognized photographers and their influences on society. This course provides a framework for critically considering photographs through describing, interpreting, evaluating, and theorizing.

### PHG140 Large Format Photography
**3 quarter credits**
**Prerequisites:** PHG110
Working individually and in teams, students will utilize large format cameras, both in the studio and on location, working with various light sources. Topics include: exposure and image control, and the management of perspective and focus with movements that are unique to the view camera.

### PHG150 Photographic Design
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG110
This course requires students to demonstrate their ability to define and solve advanced design problems. Students will analyze the characteristics and purposes of various problems and then offer clear and creative solutions for each. The students are expected to communicate ideas using symbolism appropriately.

### PHG150 Photographic Criticism
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG150
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.

### PHG200 Studio Photography
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG110
This course explores the special needs of location photography. The planning and logistics of shooting on location are covered. 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.

### MMAA406 Advanced 3-D Animation
**3 quarter credits**
**Prerequisites:** MAAA303
This course continues to explore the various techniques to create animation in a 3-D environment on a computer. Emphasis will be placed on the advancement of animation techniques as learned in Intermediate 3-D Animation.

### MMAA411 Traditional Animation Studio
**3 quarter credits**
**Prerequisites:** MAAA212 AND MAAA343
Students work with team members on actual animation jobs from the field, or create a full-length animation with a purpose. In this advanced course, all nuances of project creation, production, and post-production are taught.

### PHG110 Principles of Photography
**3 quarter credits**
**Prerequisites:** None
In this fundamental course, students will identify basic photographic tools and their intended purposes, including the proper use of various camera systems, light meters, and film selection. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

### PHG120 Lighting
**3 quarter credits**
**Prerequisites:** PHG110
In this course, students will be introduced to the basic concepts and principles of lighting for photography. The fundamentals of recognizing and controlling both natural and studio lighting with emphasis on the quality, direction, and effect on the photographic image will be covered.

### PHG130 Survey of Photography
**3 quarter credits**
**Prerequisites:** None
In this course, 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 will be obtained through lectures presented by working professionals and field trips to business locations. This class increases the students’ understanding of the history of photography through the discussion of recognized photographers and their influences on society. This course provides a framework for critically considering photographs through describing, interpreting, evaluating, and theorizing.

### PHG140 Large Format Photography
**3 quarter credits**
**Prerequisites:** PHG110
Working individually and in teams, students will utilize large format cameras, both in the studio and on location, working with various light sources. Topics include: exposure and image control, and the management of perspective and focus with movements that are unique to the view camera.

### PHG150 Photographic Design
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG110
This course requires students to demonstrate their ability to define and solve advanced design problems. Students will analyze the characteristics and purposes of various problems and then offer clear and creative solutions for each. The students are expected to communicate ideas using symbolism appropriately.

### PHG150 Photographic Criticism
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG150
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.

### PHG200 Studio Photography
**3 quarter credits**
**Prerequisites:** DPH201 AND PHG110
This course explores the special needs of location photography. The planning and logistics of shooting on location are covered. 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 Portraiture Photography
3 quarter credits
Prerequisites: DPH204 AND PHG150
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 portraiture.

PHG360 Marketing and Promotions
3 quarter credits
Prerequisites: DPH204, PHG150 AND
RS131
This course explores professional development tools, including résumés,
covers, 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.

PHG380 Photojournalism
3 quarter credits
Prerequisites: PHG110 or GD225 AND
GD102
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 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.

PHG390 Creative Concepts
3 quarter credits
Prerequisites: PHG240 AND PHG330
This course concentrates upon the exploration of image concepts, content, symbolism, and narrative potential of photography. Emphasis will be placed upon experimenting with alternatives to the single “documentary style” traditional approach to photography. Students will be challenged to develop a wider understanding of possible photographic solutions to problems of communication and self-expression.

PHG410 Corporate/Industrial
Photography
3 quarter credits
Prerequisites: DPH204 AND PHG150
Students explore the special needs and challenges of the corporate and industrial photographer through a wide variety of assignments that these photographers are called on to execute. Students will shoot and produce assignments related to annual reports that will include exclusive portraiture, corporate events, architectural, and product photography.

PHG440 Architectural Photography
3 quarter credits
Prerequisites: DPH204 AND PHG150
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.

PHOA101 Principles of Photography
3 quarter credits
Prerequisites: None
In this fundamental course, students will identify basic photographic tools and their intended purposes, including the proper use of various camera systems, light meters, and film selection. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

RS111 Business Law
3 quarter credits
Prerequisites: None
This course includes the study of basic legal principles related to the conduct of business. Specifically, this course includes: an overview of the legal system, contracts, intellectual property, real property, law of sales, agency and employment law, business organizations, security devices, bankruptcy, and alternative dispute resolution.

RS121 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 learn how to identify the ways in which world events and cultural assumptions influence marketing.

RS131 Fundamentals of Advertising
3 quarter credits
Prerequisites: None
This course 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.

RS201 Portfolio Preparation
3 quarter credits
Prerequisites: Academic Director approval
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.

RS202 Portfolio Presentation
3 quarter credits
Prerequisites: Academic Director approval
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.
RS221 Introduction to Accounting Principles
3 quarter credits
Prerequisites: GE120
This course introduces the basic concepts of financial accounting, including the principles upon which the determination of a company’s net income and financial position are based. The course presents the accounting cycle, recording process, and financial statements. 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.

RS251 Project Management
3 quarter credits
Prerequisites: None
This course focuses on the multimedia project management process and development of the project team as key to the successful achievement of multimedia project goals. The process examines the main elements required in every proposal/plan, time frame, and budget. Key areas of interactive design project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively.

RS321 Principles of Marketing Research
3 quarter credits
Prerequisites: RS121
The course focuses on the use of marketing research as a tool for solving management problems. Students learn research planning and design, sampling, data collection methods (including the Web), data analysis methods, and communicating research results.

RS333 Leadership and Organizational Development
3 quarter credits
Prerequisites: None
Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving are the hallmarks of this course.

RS341 Human Resource Management
3 quarter credits
Prerequisites: None
This course introduces the principles and practices of human resources management with topics of job design, labor relations, recruitment, selection and development of employees, compensation administration, employee appraisal, and government regulations involved with equal employment opportunity, affirmative action, accommodations, Fair Labor Standards Act, and workplace safety.

RS401 Portfolio Preparation
3 quarter credits
Prerequisites: Academic Director approval
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.

RS402 Portfolio Presentation
3 quarter credits
Prerequisites: Academic Director approval
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.

RS410 Innovation and Entrepreneurship
3 quarter credits
Prerequisites: Academic Director approval
This course is intended for the student's final quarter. It 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.

RS499-A Internship
3 quarter credits/99 clock hours
Prerequisites: Academic Director approval
This course will guide students 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. This course is intended for the students' final quarter.

VEMG211 Intermediate Visual Effects I
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 post-production, animation and broadcast graphics, and analysis of major sectors of those industries and career opportunities within them.
Admissions Information

Admissions Requirements
Applicants must be a high school graduate or hold a state approved High School Equivalency Exam as a prerequisite for admission. In lieu of documenting high school graduation, applicants who have graduated with an associate degree or higher (or its equivalent, if earned at an institution outside of the United States) earned at an accredited institution of postsecondary education can provide official college transcripts showing the degree granted.

An official transcript indicating date of high school graduation, state approved High School Equivalency Exam scores, or date of college graduation including degree granted, is required as proof. An official transcript bears an official seal and signature. It must be received directly from the institution of record. Hand carried transcripts will not be accepted. High school seniors who have not yet graduated should submit a partial transcript indicating their expected graduation date to be considered for conditional acceptance. Submission of a personal portfolio may be required depending on the desired academic curriculum.

The Art Institute High School Graduation Validation Policy
An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma) (or TASC) 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/GED (or TASC) 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 GED (or TASC) 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 Dean or his or her 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 Indianapolis 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 (Dean of the Campus or his or her 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.
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
- Communicate in person with co-workers, students and guests and process written and verbal instructions
- Attend and participate in laboratory and production classes of up to 6 hours in length
- Regularly lift and transport food and other culinary product, equipment, small wares and utensils weighing up to 40 pounds.
- Regularly lift and transport trays with hot and cold plated foods, small wares and other items, and serve and clear tables where guests are seated.
- Pour and serve liquids and beverages, including hot liquids up to temperatures of 180-185 degrees Fahrenheit (82.2 – 85 degrees Celsius)
- Use knives and other commercial cooking utensils
- Perform repetitive motion skills required in the kitchen and the food industry, such as whisking, dicing, or piping
- Handle and cook different varieties of fish, seafood, beef, pork, chicken, lamb, venison, or other meats, vegetables, and fruit products
- Handle and bake/cook using different flours – including all grains – as well as chocolate, fruits, and nuts
- Operate commercial cooking and food service equipment
- Stand or maneuver in professional or commercial kitchens, dining rooms and related facilities for up to 2 hours
- Sit on a kitchen stool or at a classroom desk for up to 50 minutes
- Visually assess, and evaluate the taste, appearance, texture and aroma of food and beverage products
- Use commercial cleaning and sanitizing equipment and materials
- Produce food products within the time parameters designated by a course objective within a class or for a hands-on or baking practical

The foregoing technical standards are essential to the programs of instructions in The International Culinary Schools at The Art Institute and also reflect industry requirements and standards.

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.

Hardware Specifications
The Art Institute of Indianapolis uses Desire 2 Learn’s Brightspace to deliver its digital textbooks. As with any software, the faster the processor, the more RAM, and the larger hard drive space you provide, the better the performance. Users wanting to move their material to their hard drive may need additional space. It is also important
that users understand the process and benefits of maintaining their machines in top operating condition by keeping
them current with the latest operating system updates, correctly configuring virus control, and other beneficial
habits.

**Brightspace Technology Requirements**

Desire 2 Learn’s Brightspace learning management system supports the most common web browsers (such as
Firefox, Safari, Chrome and Microsoft Edge) that are running on the latest versions.

*Click here to perform a quick system check.*

When using Brightspace, students must also ensure their browser has JavaScript and Cookies enabled and if
working on a desktop computer, have Adobe Flash Player 10.1 or greater installed. D2L offers the following
Brightspace apps for mobile devices and/or tablets on the Android and iOS operating systems. Android devices
supported include Android™ 4.4 or later on tablets or phones. Apple iOS devices that are supported include iOS®
10.0 or later on the iPhone®, 5c, 5s, SE, 6, 6 Plus, 6s, 6s Plus, 7, 7 Plus, iPod® touch (5th and 6th generation).

*For complete details on supported browsers, you can review Brightspace documentation here.*

**Admissions Procedures**

All individuals seeking admission to The Art Institute of Indianapolis 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 Indianapolis,
- 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 Indianapolis, and
- To assess whether or not the prospective student has a reasonable chance of successfully 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
Indianapolis will help in attaining career goals. Official transcripts for high school, GED®* (or TASC), and/or college
must be provided.

An admissions application with completed essay and Enrollment Agreement must be completed and signed by the
applicant and submitted to The Art Institute of Indianapolis. Online applicants must also obtain and submit a signed
Enrollment Agreement for their application to be considered and to ensure their tuition rate.

After required admissions materials are received, high school transcript or GED (or TASC) scores and admissions
essay, applicants are evaluated by the Admissions Committee. The Admissions Committee is comprised of faculty
and staff who are committed to student success. The goals of the admissions process are to determine if applicants
have a reasonable chance of success, based upon past academic records, and that the chosen program of study is
appropriate based upon the applicant’s stated career goals. In some cases, the applicant may be asked to provide
additional information, or to meet with the Academic Program Director to assist in the assessment of the applicant.
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 President upon notice of denial. A student must be accepted before starting class.

The Art Institute of Indianapolis is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational
Institute of Indianapolis does not discriminate against its employees or applicants 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.

Applicants requiring additional educational or tuition assistance will be referred to appropriate government agencies or other special educational institutions equipped to handle such situations. For information, please contact the Director of Admissions. The Art Institute of Indianapolis reserves the right to request any additional information deemed necessary to evaluate an applicant’s potential for academic success.

* GED® is a registered mark of American Council on Education.

**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 Indianapolis. 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 Indianapolis 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 a vocational 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 Indianapolis’s International Admissions Representative for more detail.

**Admissions Requirements for Students Requiring Form I-20 Sponsorship**

International students requiring The Art Institute of Indianapolis’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

**English Language Proficiency Policy**

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

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

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) (or TASC) 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.

**English Language Proficiency Chart:**

<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 - iBT (internet based test)</td>
<td>54-55</td>
<td>61</td>
<td>79-80</td>
</tr>
<tr>
<td>IELTS</td>
<td>Level 5.5</td>
<td>Level 6.0</td>
<td>Level 6.5</td>
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<tr>
<td>American College Testing (ACT English)</td>
<td>17</td>
<td>19</td>
<td>21</td>
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<td>EF International Language Schools</td>
<td>C1</td>
<td>C1</td>
<td>C2</td>
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<tr>
<td>ELS Language Schools</td>
<td>Level 108</td>
<td>Level 109</td>
<td>Level 112</td>
</tr>
<tr>
<td>iTEP</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Michigan English Language Assessment Battery</td>
<td>73</td>
<td>80</td>
<td>85</td>
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<tr>
<td>(Also known as the MELAB or Michigan Test)</td>
<td></td>
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<tr>
<td>Scholastic Aptitude Test (SAT) Verbal Score**</td>
<td>420</td>
<td>526</td>
<td>572</td>
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<tr>
<td>Students from Puerto Rico:</td>
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<tr>
<td>Prueba Aptitud Academica (PAA English Proficiency Section)</td>
<td>453*</td>
<td>526</td>
<td>572</td>
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<tr>
<td>TOEIC (Academic Test)</td>
<td>600</td>
<td>650</td>
<td>700</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 GED (or TASC) 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.

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 visas statuses are met. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.
**FINANCIAL PLANNING**

The Art Institute of Indianapolis provides financial planning for its students. After completion of the application forms, a Financial Aid Officer (FAO) will review the student’s information to determine eligibility for financial aid awards based on federal and state guidelines. The FAO will work with the student and the student’s family to devise a Financial Plan for the first academic year (typically 3 quarters) to help cover educational expenses. The financial plan is 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 the Free Application for Federal Student Aid (FAFSA) every October, at no additional charge. **However, to meet the Indiana State Grant deadline, the FAFSA should be completed by April 15th.** Students will be notified by their FAO when the repackaging process needs to be completed.

The Art Institute of Indianapolis 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 Indianapolis’ 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) 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, and state grants. The FAFSA can be completed online at [fafsa.ed.gov](http://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 financial aid staff of The Art Institute of Indianapolis 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 credit hours in an academic quarter
- Half time: enrolled in 6-8 credit hours in an academic quarter
- Less than half time: enrolled in 1-5 credit hours in an academic quarter
- Academic year: three full quarters and 36-quarter credit hours
Financial Aid Programs

Federal Pell Grant
This grant program is designed to assist undergraduate students with exceptional financial need 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 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 Loan
Federal Direct loans are low-interest loans that are made to the student by the Department of Education and must be used to pay for direct and/or indirect educational expenses. Subsidized loans are need based while unsubsidized loans are not. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

Federal Parent -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.

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

Scholarships

The Art Grant
The Art Grant is an institutional aid award toward your tuition charges up to 9% for bachelor’s and associate 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.

Effective for new students for terms beginning on or after November 1, 2014, and for continuing students for terms beginning on or after January 1, 2015. The grant award may vary by amount of credits to be completed in a program at an Art Institutes’ school, 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.
**Early Acceptance Grant**

The Early Acceptance Grant is designed to provide a $1,000 tuition award to incoming Art Institutes 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 $14,724, 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 study 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 $14,724. *

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 $11,043.*
*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, housing, 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, housing, 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.

**The Art Institute Institutional Aid Grant (AIIG) information**

The Art Institute Institutional Aid Grant is to be used as a vehicle to help students meet a portion of their program cost of education ONLY when all other avenues of Title IV financial aid funding, state grant funding and any other funding sources have been applied for and accepted, have been denied a PLUS, and/or have been denied an alternative loan.

Students must attend full-time (at least 12 credits per quarter) to be eligible for the award. Mid-Start students who take a minimum of 6 credits their first mid-start term, if eligible, for Institutional Aid Grant will be allowed to receive a scheduled grant provided they are enrolled in at least 12 credits in their next quarter and future quarters thereafter.

The purpose of the Institutional Aid Grant is to help offset remaining unmet need. Award amounts vary by program and location. Award amounts are determined by program balance of cost after all applicable financial aid has been applied minus a student’s EFC (Expected Family Contribution). Direct program balance of cost does not include housing.

The maximum AIIG grant amount available is $900 per quarter.

**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 service member spouses as well as dependent children who are receiving military or veteran education benefits.

In addition to the 10% tuition scholarship, the online location’s military tuition scholarship will also offset the cost of the online lab fee for eligible Active Duty, Active and Drilling members of the Reserve and National Guard and service member spouses.

**Veterans**

For all programs at the online location, The Art Institutes offer eligible veterans as well as their dependents (spouses and children) who are receiving veteran education benefits the military tuition scholarship of 10%.
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 service member spouses as well as dependent children who are receiving military education benefits.

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.

U.S. Departments of Veterans Affairs and Defense Education Benefits
The Art Institute of Indianapolis has been approved by the Indiana Department of Veterans Affairs for the training of veterans and eligible veterans’ dependents. Where applicable, students sponsored or assisted by the Department of Veterans Affairs 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 Education Policies and Procedures section of the catalog for more information). Students receiving veterans’ benefits must report all prior education and training before attending. The Art Institute of Indianapolis will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Indiana Department of Veterans Affairs, 402 W. Washington Street, Room W469, Indianapolis, IN 46204-2738, Phone: 317-234-6061, Fax: 317-234-8744.

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following website: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Art Institute of Indianapolis 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 Indianapolis, 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 Financial Services department at The Art Institute of Indianapolis to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/admissions/details/military-benefits.


Suspension and Reinstatement of Financial Assistance
The Art Institute of Indianapolis 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 Indianapolis are ineligible for financial assistance until they regain admission and comply with satisfactory academic progress requirements.

**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 Indianapolis an appeal under appropriate federal and state guidelines. This committee consists of the President and the 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.

**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 Indianapolis, 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.

Examples of the calculations for these policies are available in the Financial Services Office

**Refund Policy**

Examples of the calculations for these policies are available in the Student Accounting Office

As allowed under Federal, state, and accreditation agency rules, the refund policy may be changed. Students will be notified approximately sixty (60) calendar days in advance of any changes. Students dropping all courses in a term are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive Federal student aid are also subject to the Return of Title IV Funds Policy.

**Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students 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</td>
<td>1st Scheduled Class</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>
</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 thirty (30) calendar days of the date of the cancellation.

During a first-time student’s Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student’s first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student’s program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student’s first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

Cancellation Refund Policy Student Examples 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
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.

In accordance with the refund policy set forth by the Indiana Board for Proprietary Education, the school will refund tuition and fees as follows for institutional program and single course student enrollments:

(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:

(A) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.

(B) The student does not meet the postsecondary proprietary educational institution's minimum admission requirements.

(C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.

(D) If the student has not visited the postsecondary educational institution prior to enrollment and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.
The school of Indianapolis shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the Indiana Board for Proprietary Education. The school of Indianapolis will make the proper refund no later than thirty (30) days of the student’s request for cancellation or withdrawal.

**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 Academic Advisor 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 Academic Advisor, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.

3. Refunds for a student notifying the school prior to the end of a quarter that he/she will be withdrawing at the end of that quarter will be paid within thirty (30) calendar days of the last day of that quarter.

4. For a student who attended a previous quarter of study and did not indicate that he/she was not returning, refunds will be made within thirty (30) calendar days of the first scheduled day of class in the quarter in which the student was expected to return.

5. The refund shall be paid to the student, unless payment to a lender or other entity is required by the terms of a student financial aid program in which the school participates.

6. A student who must withdraw due to documentable mitigating circumstances, such as extreme illness or personal emergency, that make it impractical for the student to complete the quarter, may file an appeal requesting an adjustment to his/her account balance for the term in which the student withdrew. A written appeal must be submitted to the Dean of Academic Affairs or the Appeals Committee for review. The written appeal must be supported with appropriate documentation of the mitigating circumstance(s). If the student’s appeal is approved, the student may be eligible to receive a financial credit, to be determined by the school, to the student account balance at the time of return.

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. The calculation of refunds is based upon the last day of attendance within the term. Information in the catalog or student handbook will apply except for the following changes specific to Session II classes: For students only scheduled to attend Session II, the add/drop period is one (1) week 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. In the event the school cancels or changes a course or program of study in such a way that a student who started the program or course is unable to complete it, the school will refund all payments made by the student for the course or program within thirty (30) calendar days.

11. In the event enrollment was procured as a result of any misrepresentation in the school’s advertising or promotional material of the school, or a representative of the school, the school will provide a full refund.

12. Any changes made to a student’s schedule may change the student’s financial aid eligibility. Please see your Financial Aid Officer before you drop or add a class.
13. If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the term but withdraws completely from school prior to the start of a subsequent session within the academic term, the adjustment of charges based on the student’s last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student’s last date of attendance within the academic term will be reversed for the Institutional Refund Policy, or State Refund Policy, where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges include the entire period in which the student registered.

14. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student’s last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

Refund Policy for Online Course Withdrawal

Students who withdraw from a Session I or Session II online class after the add/drop period are treated the same as if they withdrew from an on-ground class. Session II classes begin approximately the day after Session I classes end and run approximately five and one-half (5 ½) weeks. The ending date of Session II classes may not coincide with the ending date of on-ground classes.

Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Academic Advisor in person or in writing. The Academic Advisor will assist the student to complete the withdrawal process and the Office of the Registrar 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 ½) 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 Director or Chair and the Dean of Academic Affairs. Withdrawals and failed courses can affect the student’s Incremental Completion Rate and ability to succeed.
For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:
1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student’s enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

**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, a credit will be given.

All refunds and return of funds will be made within thirty (30) 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 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;
- The entire amount of unearned funds.
If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV calculation as described in the Enrollment Agreement will be applied to the applicable session attended using the session start and end dates.

**Financial Aid Refund Distribution Policy**

All students receiving financial aid who withdraw from the program may have to return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule which follows:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal 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
Education Policies and Procedures

Late Start Policy
The 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 Grading System
The grading system incorporates letter grades and codes that have the following numeric equivalences and definitions:

<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>3.3</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>2.3</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>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Corresponding Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
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<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

**Definitions of Letter Grades**

A grade of “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows creativity and insight.

A grade of “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements.

A grade of “C” represents work that meets course requirements, but fails to demonstrate significant improvement. “C” work is considered average.

A grade of “D” represents work that in one or more ways fails to meet the requirements of the course, but meets the basic competencies required and is reasonable enough to pass.

A grade of “F” represents general failure to meet the requirements and competencies of the course.

**Additional Letter Codes**

- CR = Credit through examination
- I = Incomplete
- IPA = Incomplete Pass
- NC = No Credit
- P = Proficiency Credit by Exam or Portfolio
- TR = External Transfer Credit
- UF = Unearned F
- W = Withdrawal
- WF = Withdrawal Fail

**Academic Grading Definitions**

Additional Course Credit: Course credit transferred from another accredited postsecondary institution is assigned a “TR” code. Proficiency credit awarded on the basis of work experience or portfolio examination is assigned a “PR” code. Credit awarded on the basis of exam is assigned a “CR” code. Such credit is applied to the total credits required for graduation but has no letter point value and is not computed in the grade point average. All transfer credits must be approved by the Academic Affairs Department.

Incomplete “I”: A student who, due to medical or other extenuating causes, could not complete the required class work must document his or her situation and submit a written request to the Dean of Academic Affairs for an incomplete grade. The Academic Department Director and Dean of Academic Affairs must approve the “I” grade and determine the deadline by which the student must turn in the completed work. All incomplete grades must be resolved before the start of the student’s next quarter of study unless an extension has been granted by the Dean of Academic Affairs or the President. If a student does not satisfactorily comply within the time allotted, the grade earned will be entered to replace the “I.”

Withdrawal “W”: A student who withdraws from a course within the first nine weeks of the course will be assigned a “W” code for each course. The “W” code is not used in the computation of the student’s grade point average, but is calculated in the student’s incremental completion rate.
A “WF” is assigned when a student withdraws from the course after the ninth week of the course. The “WF” code is used in the computation of the student’s grade point average, and is calculated in the student’s incremental completion rate. A refund will not be made for courses from which a student withdraws.

**Unearned F Grade:** 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 “UF” grade on the transcript. The course’s instructor will award this grade when appropriate.

**Repeating Courses:** Every course for which a student received an “F,” “W,” or “WF” grade, if required for graduation, must be repeated and completed with a passing grade, prior to the final quarter of study, 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 (not the original grade) will be computed in the quality point average (tuition is charged for repeated courses). When a final course grade has been established and recorded in the student’s record, the grade may not be changed without approval of the Instructor, Academic Department Director and the Dean of Academic Affairs.

**IPA:** 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.

**Academic Performance Measurements**
Student academic performance is recorded, reported, and monitored by the Registrar each quarter. A full time is equivalent to 12 credits per quarter.

**Grade Point Computation**
The grade point for an individual course is computed using the equivalent grade points shown. The total grade points for the individual course are determined by multiplying the letter grade equivalent grade point times the credit hours for the course. It is the practice of The Art Institute of Indianapolis to round to the nearest tenth percent GPA and CGPA calculations for the purpose of determining academic progress and continued financial aid eligibility.

**Grade Availability**
Students are empowered to access and print out their grades during the quarter by accessing Brightspace online. Assignment grades are posted by each course instructor. At the close of each quarter, students can access their final grades online through the Student Portal as soon as the final grades have been posted by the Registrar.

**Grade Changes**
Students are encouraged to access their online grades in a timely manner through the Student Portal. In the event that a student disputes a class grade, that dispute must be resolved no later than Thursday of Week 1 of the quarter immediately following the quarter in which the grade was originally earned. No grade changes will be made after that time. The only exception is when the Academic Department Director and the Dean of Academic Affairs grant an exception due to extenuating circumstances.

**Quarterly Grade Point Average (QGPA)**
The quarterly GPA is computed by dividing the total grade points earned for all courses attempted in the quarter by the total credits attempted for that quarter.
Cumulative Grade Point Average (CGPA)
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.

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.

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.

**Advanced Placement, Transfer Credit, Proficiency Credit and Exemption from Coursework**

Students applying to The Art Institute of Indianapolis may be eligible to receive advanced standing credit in a number of ways: through participating in College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and writing the examinations for those courses during their secondary school careers, by earning college credit at other accredited postsecondary institutions; by completing the requirements of a transfer agreement established between the postsecondary institution they attend before coming to The Art Institute of Indianapolis; through the College-Level Examination Program (CLEP); through training or other educational experience in the military as measured through DANTES or DSST examinations; or as the result of experience obtained in the workplace or through other means, as demonstrated through portfolios of their work and additional supporting documentation.

In all cases, new students are responsible for informing their Assistant Director of Admissions (ADA) and the Student Advisor during the application and enrollment process of any educational experiences they may have had which they feel could lead to advanced standing credit at The Art Institute of Indianapolis. Any documentation supporting the award of advanced standing credit, including, but not limited to, copies of examination score reports, official copies of final college transcripts from other postsecondary institutions, or portfolios of outside work and any required supporting documentation must be submitted to the credit transfer evaluator via the admissions representative, well in advance of registration for a student’s first quarter at The Art Institute of Indianapolis. Once all supporting documentation has been received by the credit transfer evaluator, decisions on advanced standing credit are normally communicated to the student through the Registrar’s Office via mail. Those students who believe additional advanced standing credit may be due to them should contact the Registrar immediately following the initial notification of award of advanced standing credit. It is strongly suggested that students avoid registering for any course for which they expect to receive advanced standing credit until a final response from the credit transfer evaluator has been issued.

The Art Institute of Indianapolis assumes no responsibility for classes remaining on students’ schedules after the scheduled adjustment period where transfer or proficiency credit has subsequently been awarded, or where exemption has been granted. Students will be charged for any courses remaining on their schedule after that period, even though advanced standing credit may be awarded after the drop/add period has concluded. In addition, the awarding of advanced standing credit does not guarantee students early completion of their programs due to possible prerequisite and scheduling restrictions. Specific requirements for each kind of credit are outlined below:

**Credit for Advanced Placement (AP) and International Baccalaureate (IB) Courses**

Students who have participated in AP or IB programs during their secondary school careers, and who have taken the applicable examinations, are eligible for credit for equivalent courses at The Art Institute of Indianapolis. Students must earn a score of three or higher on an AP exam, or a score of four or higher on an IB exam. Official copies of AP or IB score reports must be submitted to the Admissions Office as part of the application process. Advanced placement credit will be recorded on the student’s transcript as “CR” credit. While the credit will count toward the required number of hours of credit toward the student’s program, no grades will be assigned. This credit will not be computed in the student’s GPA or CGPA and will not count as credit attempted.

**Credit for Courses Taken at Other Postsecondary Institutions**

Students may be eligible to receive advanced standing credit for The Art Institute of Indianapolis courses based on work completed at other postsecondary institutions. In general, for a student to receive credit for prior postsecondary coursework, that postsecondary institution must be accredited by an institutional accrediting agency recognized by the United States Department of Education. In the event that a student has taken distance education courses through another educational service, he or she may be eligible to receive transfer credit if that educational
service is currently accredited by the Distance Education and Training Council (DETC), or if it has been validated by the American Council on Education’s College Credit Recommendation Service (CREDIT). In other cases, equivalent courses in the major may be transferable from a non-regionally, non-ACICS, or non-ACCSC accredited institution if that prior postsecondary institution is accredited by one of the more specialized accrediting bodies, such as the National Association of Schools of Art and Design (NASAD) or the Counsel for Interior Designer Accreditation (CIDA). Every effort will be made to award transfer credit to students who have attended an accredited postsecondary institution for equivalent Art Institute courses as long as they have earned a grade of “C” or higher. In the event that the course is technologically based, it must also have been taken within the past three years. For technology-based coursework older than three years, students who can prove they have remained current with that technology should contact Student Services well in advance of first quarter registration to apply for possible proficiency “PR” credit for those courses. These requirements also apply to courses taken at another Art Institute.

Transfer credit will be recorded on the student’s transcript as “TR” credit. While the credit will count toward the required number of hours of credit toward the student’s program, no grades will be assigned. This credit will not be computed in the student’s GPA or CGPA and will not count as credit attempted. Official transcripts from all schools previously attended must be received prior to completion of the program. In the event a student completes an associate’s degree at The Art Institute of Indianapolis and then chooses to complete a bachelor’s degree at The Art Institute of Indianapolis in the same area of study, credit earned for the associate’s degree will be brought in for matching courses and added to the student’s bachelor’s degree transcript. Students who have completed coursework at a postsecondary institution with which The Art Institute of Indianapolis has a current transfer agreement will receive transfer credit based on the terms of that agreement. The Art Institute of Indianapolis does not grant transfer credit for pass/fail or satisfactory/unsatisfactory grades unless a statement appears on the official transcript that equates such notation to a “C” or higher. In addition, review courses are excluded. Transcripts will not be reviewed for transfer credit until an official transcript for a student has been received.

Credit for College Level Examination Program (CLEP) Tests
Students may earn advanced standing credit for Art Institute courses based on equivalent CLEP examinations provided they score in the fiftieth (50th) percentile or higher. CLEP examination score reports should be submitted to the Admissions Office prior to enrollment at The Art Institute. In some cases, currently enrolled students just beginning a program may be allowed to take a CLEP exam for credit. Those students must meet with the credit transfer evaluator prior to registering for any CLEP exam and CLEP scores must be received no later than 30 days after the student’s start in a program. More information about the CLEP program may be obtained from the credit transfer evaluator in the Academic Affairs Office. CLEP credit will be recorded on the student’s transcript as “CR” credit. While the credit will count toward the required number of hours of credit toward the student’s program, no grades will be assigned. This credit will not be computed in the student’s GPA or CGPA and will not count as credit attempted.

Credit for Military Training and/or Experience
Students with prior training and/or education received as part of their military experience may be eligible for advanced standing credit based on the results of DANTES or DSST examination scores, or as recommended in the American Council on Education’s (ACE) Guide to Educational Credit by Examination, or in the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. Military credit will be recorded on the student’s transcript as “CR” credit. While the credit will count toward the required number of hours of credit toward the student’s program, no grades will be assigned. This credit will not be computed in the student’s GPA or CGPA and will not count as credit attempted.

Credit for Workplace Experience or Other Areas of Proficiency
Students who feel they can meet the competencies required of courses at The Art Institute of Indianapolis through other life experiences or skills they may have acquired through employment may submit a portfolio of works they have completed and supporting documentation as proof of their ability to meet these competencies. New students should inform their ADA of such experience and submit their portfolios and supporting documentation to him or her. The admissions representative will then turn these portfolios over to the credit transfer evaluator, who will make sure the appropriate academic director evaluates them. Once a decision on proficiency credit has been made, the credit transfer evaluator will return the portfolio to the student’s ADA, who will then inform the student of that
decision. The student may then pick up his or her portfolio from the Admissions Office. Work experience credit will be recorded on the student’s transcript as “PR” credit. While the credit will count toward the required number of hours of credit toward the student’s program, no grades will be assigned. This credit will not be computed in the student’s GPA or CGPA and will not count as credit attempted.

**Limitations on the Award of Credit**

Students may earn up to 25% of the required amount of credit toward their Art Institute of Indianapolis degree as the result of testing or prior work experience (“PR” or “CR” credit).

Students may earn up to 50% of the required amount of credit toward their Art Institute of Indianapolis degree as the result of coursework completed at other accredited postsecondary institutions (“TR” credit), or in combination with credit received as the result of a transfer agreement The Art Institute of Indianapolis may have with that postsecondary institution, as well as any testing or prior work experience credit mentioned above (“PR,” “CR,” and “TR” credit combined). Students may earn up to 75% of the required amount of credit toward their Art Institute of Indianapolis degree as the result of coursework completed at another Art Institute (“TR” credit), or in combination with credit from coursework completed at other accredited postsecondary institutions (“TR” credit), or received as the result of a transfer agreement The Art Institute of Indianapolis may have with that postsecondary institution, as well as any testing or prior work experience credit mentioned above (“PR,” “CR,” and “TR” credit combined).

**Independent Study**

With the approval of the student’s Academic Department Director and the Dean of Academic Affairs, 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 at a mutually agreed upon schedule and thereby fulfills the requirements of a specific course. Independent study approval is very limited and 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. No more than one independent study can be taken per quarter.

**Graduation Requirements**

To receive a certificate, associate’s degree, or bachelor’s degree, the student must complete the amount of credit hours required by his or her respective program. For each program, the student must achieve a cumulative GPA of 2.0 or higher and a completion rate of 66.67% or higher. Also, the student must receive a passing grade or credit for all required coursework, meet portfolio or other requirements, complete the program in no more than 150% of total program credits, and satisfy all financial obligations to The Art Institute of Indianapolis.

**Portfolio Requirements**

Students graduating with an associate’s or bachelor’s degree from all departments must pass a required course where 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 Review. Portfolio requirements and competency standards for each program are available from the Academic Affairs Department or appropriate Academic Department Director. The portfolio requirements and program competencies are reviewed periodically to ensure industry currency. The Art Institute of Indianapolis reserves the right to alter or modify the portfolio requirements at any time it is deemed in the best interest of graduating students to enhance their career employment potential.

**Portfolio Review**

Portfolio review 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. In addition to the Career Services driven Portfolio Review, many of the programs at The Art Institute of Indianapolis includes a portfolio presentation type course.
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 Dean of Academic Affairs or Registrar’s Office.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students who fail to meet the minimum standards of any of the above criteria will be notified by letter by the Dean of Academic Affairs or Campus Registrar within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in Academic/Financial Aid Dismissal, a student may appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at the Institute.

The Satisfactory Academic Progress Policy contains the following information:

- Criteria for Honors Designations
- Milestones and Evaluation Points for Satisfactory Academic Progress
- Academic/Financial Aid Warning
- Procedure for Appealing Academic/Financial Aid Dismissal
- Procedure to Apply for Re-Entry after Academic/Financial Aid Dismissal
- Academic/Financial Aid Probation and an Academic Plan
- Explanations of Related Issues

Failure to complete courses successfully for any reason may negatively affect a student’s Satisfactory Academic Progress (SAP) and are considered to be punitive grades. Failing courses, being suspended or terminated from courses, or withdrawing from courses could result in the loss of financial aid and/or veterans education benefits and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 2.0, 66.67% ICR, and completion of the program without attempting more than 150% of the credits in the program. Refer to the Metrics of SAP section below for additional information regarding the calculation of CGPA, ICR and MTF.

While the terms Academic/Financial Aid Warning, Academic/Financial Aid Dismissal, and Academic/Financial Aid Probation are used, the status applies to all students whether receiving aid or not.

The College has the right to modify the Satisfactory Academic Progress Policy at any time.

Criteria for Honors Designations

To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation.

Quarter Honors Designations (at the completion of a quarter)

Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

<table>
<thead>
<tr>
<th>Quarter GPA</th>
<th>Honors Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>President’s Honor List</td>
</tr>
<tr>
<td>3.7-3.99</td>
<td>Dean’s Honor List</td>
</tr>
<tr>
<td>3.5-3.69</td>
<td>Honor Roll</td>
</tr>
</tbody>
</table>
Honors Designation at Graduation
Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates. Transitiona l 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.

<table>
<thead>
<tr>
<th>Evaluation Point</th>
<th>Milestones (CGPA and ICR)</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
<td>Academic/Financial Aid Warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50.00%</td>
<td>Academic/Financial Aid Warning</td>
</tr>
<tr>
<td>End of Third Quarter and every quarter thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</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 can be appealed. Please see the Appeal Process below.

**Degree Programs:**

*Degree programs are evaluated after a student has attempted three quarters and sixth quarters including portions of a quarter during the first six quarters. After the sixth quarter, the student is evaluated at the end of each quarter. While grades, GPAs, and Incremental Completion Rates are made available at the end of a student’s quarter, they are informational only except at evaluation points. Please note students may be alerted of their progress at any time and may be required to take specific action.*

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
3. Starting the quarter after the sixth attempted quarter, and every quarter thereafter, students are evaluated at the end of each quarter and must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.
4. **Students may not attempt** more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.
5. *Placement into Transitional Studies* courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the transitional study course(s) do not count in determining the maximum time frame allowable to earn the degree and do not count in the incremental completion rate as attempted credits and, if successful, earned credits. Please note that the student will be dismissed immediately if the student does not successfully complete the same Transitional Study upon a third attempt.
6. **Transitional** Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but
does not pass or withdraws from the same Transitional Studies course three times is dismissed and there is no right to appeal the dismissal.

7. The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred in from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation or on Academic/Financial Aid Dismissal.

8. For Degree programs, compliance with SAP is reviewed every academic year during a student’s first two years and then quarterly thereafter. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

9. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.

10. Reentries: To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the Winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) and requirements). Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.

### DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>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 Thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)</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 Dean of Academic Affairs for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported
with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

The Dean of Academic Affairs or an Appeals Committee will review the student’s appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary by the Dean of Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

Students should understand that by having a mitigating circumstance it does not automatically mean the appeal will be approved. The Appeal Committee will review that the student sufficiently providing documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid for one quarter; however, the student will be placed on Academic/Financial Aid Probation at the start of the academic quarter. A student on Academic/Financial Aid Probation may receive financial aid (if otherwise eligible) for one quarter. If the appeal is denied, aid cannot be paid and the student is dismissed.

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

The Dean of Academic Affairs is responsible for determining the appropriateness of the mitigating Circumstance in regards to severity, timing and duration of the mitigating circumstance, and for determining whether the student’s situation has changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period of the Academic Plan. Any consideration of the conditions outside of the list provided should be discussed with the 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 Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final.

Any student who is on Academic/Financial Aid Dismissal can no longer attend school nor get Title IV at the Institution.

Academic/Financial Aid Dismissal Appeals not Allowed
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>3.3</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>2.3</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>1.3</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.
IP = In Progress
This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.

S = Suspension
Affects ICR/MTF/CGPA (Computes as an F)

NC = No Credit
This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ICR/MTF.

NP = Not passing/Fail
Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course

P or PR= Proficiency Credit by Exam or Portfolio
This does not affect CGPA. They do impact ICR and MTF.

PA = Pass
This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.

SP or SA = Satisfactory/Pass
This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.

T = Termination from course
Affects ICR/MTF/CGPA (Computes as an F)

TR = External Transfer Credit
Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.

U = Unsatisfactory
Indicates that a student unsuccessfull y completed a non-credited course. Does not affect ICR/MTF/CGPA.

F= Earned F
Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.
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 “UF” 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.

**UF = Unearned F**

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.

**W = Withdrawal**

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.

**WF = Withdrawal Fail**

Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA

**WV = Waiver**

Self-explanatory and does not affect ICR/MTF/CGPA

**WX = Course was registered for but never attended**

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 ‘F’ if a grade change is not submitted by the end of the second week of the following term. The grade ‘I’ indicates Incomplete and is calculated as if it is an ‘F’ until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations.

**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 Dean of Academic Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.
Appealing a Final Course Grade:

A student who is concerned with a final grade in a course should initially speak with the course instructor in order to understand how the grade was derived based on the course grading criteria. If, after meeting with the instructor, the student is not satisfied with the explanation of the final grade and does not feel that the grade is justified or appropriate, the student should meet with the 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 Dean of Academic Affairs before the end of Week One of the quarter immediately following the finalized grade being appealed.

The Dean of Academic Affairs will convene a committee of qualified academic staff or faculty to review the appeal and reach a final decision. The student may be required to meet with the committee and to provide requested assignments and/or projects from the course. All decisions made by the appeal committee are final and will be communicated to the student within one business day and prior to the end of the schedule adjustment period.

Calculations

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):

\[
\text{(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)} / \text{(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)}
\]
The **150% MTF:** Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. 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 the Dean, students are allowed only one change of program and must be making satisfactory academic progress at the time a request is made to change programs.

Courses taken in one program that is applicable to the second program will be transferred with the applicable grade. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the “CHANGE OF MAJOR” adjustment factor would be those credits from the previous major that we will NOT count in the student’s current major.

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

\[
\frac{(\text{EARNED CREDITS in the New Program} + \text{TRANSFER CREDIT ACCEPTED}) \text{ minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS}}{(\text{ATTEMPTED CREDITS in the New Program} + \text{TRANSFER CREDITS Accepted}) \text{ minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS)}
\]
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:

**TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.**

**Second Degree**
When a student has graduated from The Art Institute in one program, then subsequently begins work in a different program, grades used in the CGPA of the previous program will be applied to the student’s new program CGPA calculation.

**Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds**
Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans’ Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

**Dismissal**
If a student’s CGPA falls below 2.0, but is at least 1.8 and/or the ICR is below 66.67% but at least 60%, the student may be placed on probation one time after he or she has moved beyond his or her sixth quarter. The student would then need to achieve the 2.0 and 66.67% milestones at the next evaluation point or be dismissed.

**SAP Dismissals**
The process to appeal requires the student to request the opportunity to appeal a dismissal in writing to the Dean of Academic Affairs; the reason for the appeal must be the result of mitigating circumstances; and documentation supporting a claim of mitigating circumstances must be provided.

If a student appeals and is denied the appeal, he or she must remain out of school until one year after the quarter in which the appeal was denied. The student can then request an additional appeal for reinstatement, but would have to demonstrate accomplishments or changes that show a degree of college readiness that reliably predict success.

**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/dean. 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 Dean of Academic Affairs 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 W/F’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 Dean of Academic Affairs 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

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 students participation in an online study group that is assigned by the institution.
   5. Posting by the student in a discussion forum showing the students 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.
Procedure for Re-Entry Following an Attendance Termination
A student who has been terminated from The Art Institute of Indianapolis as a result of violation of the attendance policy must apply for re-entry in a future quarter. A student who is accepted for re-entry may re-enter and, if otherwise eligible, receive financial aid; however, the student may be placed on probation for that quarter. The student may also be required to pay the tuition in effect at the time of reinstatement.

Change of Program
Students will be allowed one change of program. Changing from an associate’s program to a bachelor’s program in the same major is not considered a change of major. A student may change his or her program at any point of his or her enrollment. Courses that apply to the second major will be recorded as earned credit and will affect the student’s CGPA. For ICR purposes earned credit applied to the new program will reduce the total number of credits that must be attempted within the program. Therefore, the maximum allowable credit is one and one-half times the number of credits remaining to complete for graduation. Students who change programs must sign a new program Enrollment Agreement, which must be filed in the student’s academic file. Students must also complete a change of major request form, found in the Registrar’s Office.

Cancellation of Classes
Prior to opening the registration period, The Art Institute of Indianapolis 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.

Transfers
A student must be in good satisfactory academic standing in order to be allowed the opportunity of transferring from one program to another or from one school within The Art Institutes system to another. A student who has been terminated and wishes to transfer to an affiliate school must appeal his/her dismissal at the originating school and receive reinstatement prior to the transfer.

Transfer Credit
TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS
Associate’s Degree Graduates to Bachelor’s Degree Programs: A serious attempt will be made to ensure that all associate’s degree credits earned by graduates of an Art Institutes school will transfer to the corresponding bachelor’s degree program within the system. Such graduates will attain upper division status. However, differing state and accrediting regulations may require additional courses at the associate’s degree level. If the associate’s degree transferred by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to add a course(s) at the associate’s degree level.

Associate’s degree credits earned by graduates of an Art Institutes school for which there is no corresponding bachelor’s degree program, will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. All conditions in the following associate’s degree credits to associate’s degree credits to associate’s/bachelor’s degree program procedure apply.

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 Admissions Office of the admitting Art Institutes School prior to the class start. Transcripts submitted after the student’s first quarter of attendance at The Art Institutes school may be considered for transfer credit, at the discretion of the Dean of Academic Affairs.

Associate’s Degree Credits to Associate’s/Bachelor’s Degree Program:
Associate’s degree credits, with a grade of “C” of better, from an Art Institutes school, earned by students who do not hold an associate’s degree, will transfer to the same program at the associate’s degree or bachelor’s degree level. Differing state and accrediting regulations may require additional courses at the associate’s degree level.

If the associate degree transferred by the student has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to add a course(s) at the associate’s degree level and/or bachelor’s degree level.

Transcripts
Official transcripts must be sent to the Admissions Office of the admitting Art Institute 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 Dean of Academic Affairs.

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
Only courses with earned grades 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
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.

Class Proficiency Test
Requests for testing out of specific classes approved by the Institute must be made through the Department Director prior to the class start. No more than 25 percent of program credits will be considered for any type of proficiency credit.

Portfolio Review
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.

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.

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 Dean of Academic Affairs

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 Dean of Academic Affairs or designee. The Dean of Academic Affairs or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed.

• **Portfolio Review for Credit.** Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start.

**Class Proficiency Test**
Requests for testing out of specific classes approved by the Institute must be made through the department Director prior to the class start.

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

**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 INSTITUTION) AT AN ART INSTITUTES SCHOOL**

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

**Concurrent Enrollment:** Requests for transfer of credit from accredited institutions of higher education, for a course taken concurrently with an Art Institutes school full-time schedule, after a student’s matriculation at an Art Institutes school may be made to the Dean of Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met, and if the 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 Dean of Academic Affairs prior to enrollment in the course.

**Full-time Status**
The student must be enrolled full-time at an Art Institutes school at all times during the concurrent enrollment at another college or university.
One Course Limit
Only one course per quarter in concurrent enrollment 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 Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

Transfer Credit Upon Re-Entry to the Institution:
Requests for transfer of credit from accredited institutions of higher education, for a course taken while a student was not in attendance at an Art Institutes school, but after a student’s initial matriculation at the school may be made to the Dean of Academic Affairs. 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 Department Director 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 Director 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 Campus Dean for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Director. 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 Director, may be appealed to the Dean or designee. The decision of the Campus Dean is final.

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

Ivy Tech Community College
School of Advertising Art (College)

High School Articulation/Transfer Agreements – Courses Transferring Into This Campus

ProStart – National Restaurant Association Education Foundation (Washington, D.C)

Student Instructor Ratio

The normal student to instructor ratio is 20 to 1. The maximum number of students in a typical classroom is 45. The maximum number of students in a laboratory is 30.

Method of Instruction

Instructional methods at The Art Institute of Indianapolis include lecture, demonstrations, labs, one-on-one tutorials, and periodic examinations. Except for internships, externships, field trips, study abroad courses and online courses all instruction is conducted in classroom or laboratory settings at the school.
Class Schedule
The length of instruction is 20 hours per week for a full-load student (16 credits). The Art Institute of Indianapolis reserves the right to modify the school calendar, curriculum, and class schedules as it deems necessary to ensure that student and institutional goals are met. When size and curriculum permit, classes may be combined to contribute to the level of interaction among students. Therefore, certain class schedules may vary. The Art Institute of Indianapolis makes no guarantee that all classes required for graduation will be offered in the same time period (morning, afternoon, or evening).

Online Courses
The Art Institute Indianapolis (home institution) has a consortium agreement with its sister institution, The Art Institute of Pittsburgh (host institution) to offer select courses within the institutions approved education program through a web-based, online mode of delivery. Online courses delivered through the Consortium may be offered in two lengths: sessions lasting 5.5 weeks, or quarters lasting 11 weeks. The online delivery courses are offered asynchronously through the Brightspace platform. The courses are approved by the Pennsylvania Department of Education to be offered by the Art Institute of Pittsburgh, which is accredited by The Middle States Commission on Higher Education.

Students have the option of taking selected courses in an online format. Online courses are offered by The Art Institute of Pittsburgh - Online Division, through a consortium agreement with The Art Institute of Indianapolis. Any student who has questions about online courses or wishes to register for online courses should contact their Academic Director. 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.

Quarterly Student Registration Procedures
The continuing enrollment registration for in-school students begins during the fifth week of each academic quarter. Appropriate notices regarding the registration period are posted in advance. Students who register late may be subject to schedule delays and course selection on a space available basis. Students are empowered to consult with their ADAs and/or Academic Advisors before registering themselves online through the Student Portal.

Course Cut-Off Date
All students must be registered to sit in class by the first day of the second week of classes in the quarter. If the student is not registered for class prior to the course cut-off date, the student will not be allowed to start the quarter. If the student doesn’t attend any courses by the morning class session on Thursday of Week 2 they will be withdrawn due to nonattendance.

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

The Art Institutes Grading Policy

Repeating Courses.

1. Students who must retake a passed course may only do so in accordance with the following DCEH Retaking Coursework Policy guidelines.
Retake coursework: 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 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’s 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.

**RETAIKING 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 Undergraduate 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 DCEH’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 for one retake of any previously passed course only if they meet one of the following conditions:

- Specific State or Accreditation regulations require a student to retake a course which was previously successfully passed, as defined under Stale Course.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under Progress or Professional Requirements.
• For students who need a specific grade or G.P.A. to practice upon graduation or progress in a program, as defined under Progress or Professional Requirements.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in a student’s enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

**Non-term Based Undergraduate 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.
Student Services

Student Services
The Art Institute of Indianapolis provides a wide variety of support services to students in order to help them complete their educational programs and reach their career goals. An advising point of contact for military and veteran students as well as eligible family members is provided through the Student Services Office. Every student is encouraged to take advantage of these support services.

Student Assistance Program
The Student Assistance Program is a program for students, provided and pre-paid through the schools, that offers a menu of services and support accessible 24/7 to assist the student in attaining balance and academic success, including: counseling, budget and debt assistance, information and resource referrals, consultations, and new parent coaching.

Academic Advising
Each quarter, students are to meet with their Academic Department Director or Academic Advisor to discuss academic planning and progression from the beginning of their respective program through graduation. Academic Department Directors and Academic Advisors assist students in scheduling and maintaining satisfactory academic progress.

Tutoring Services
Students should contact their instructor, Academic Advisor, or Academic Department Director for more information regarding tutoring. Students are encouraged to seek out tutoring assistance when needed.

Housing Services
The Art Institute of Indianapolis offers school-sponsored housing. It is an excellent way to get acquainted with other Art Institute students and become involved in student activities. A staff of Resident Advisors (RA) live in school-sponsored housing and assists students in coordinating activities, becoming acquainted with each other and The Art Institute, and managing conflict. Students live in a variation of apartment-like styles that average two students to a bedroom and bathroom. Each resident has at least one roommate and all residents are Art Institute students. There is one quarterly payment added to your financial plan. This quarterly rate includes rent, utilities, cable/internet connections, furniture, and an onsite community laundry facility. An enrolled student can seek to move into school-sponsored housing at any point in the quarter. There are eight schedule move-in dates throughout the year. Apartment information is available to students with spouses, children, or families who choose to live in independent housing. The Art Institute, however, does not partner, inspect or vouch for any specific independent apartment complex or renter. For more information on housing options, please contact the Residence Life Coordinator located in the Housing Services Office.

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
Complaints will be handled in accordance with the school’s Internal Grievance Procedure for Complaints of Discrimination and Harassment.

**Supply Store**
Conveniently located on campus, the Supply Store is your one stop shop for art materials, Art Institute merchandise, and a great spot to grab snacks with friends.

**Library**
The Library, located on the second floor, enhances The Art Institute of Indianapolis’ 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 Library’s computers. Library hours are posted quarterly. The Library has been set up to meet students’ needs for the programs taught. It is constantly 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 in the area.

**Full-Time Job Search**
As students approach graduation, they will work directly with the Director of Student Services or a Career Services Advisor who will help them focus their job search. Students are given assistance in portfolio and résumé preparation, as well as practice for interviews and salary negotiations. The Art Institute of Indianapolis develops and maintains employer contacts through participation at industry events, networking, promotional materials, recruiting events, on-campus job fairs, and telemarketing. The Art Institute of Indianapolis holds quarterly Portfolio Shows to promote the work of senior level students to prospective employers. Career Services advisors work directly and in collaboration with graduating students to identify job opportunities and market their work to prospective employers.

**Part-Time Job Search**
Student Services will work with eligible students to assist them in pursuing part-time and/or freelance employment while they are in school. Students who register with the Student Services Department receive assistance in completing job applications, preparing résumés and cover letters, and interviewing skills. Registered students will be provided appropriate job leads. The student is expected to follow up on all leads accepted and report progress to his or her advisor.

**Graduate Employment Information**
The Art Institute of Indianapolis maintains graduate employment information. For specific graduate employment data, contact the Director of Student Services.
Student Services and Resources

GENERAL INFORMATION
The mission of the Student Services 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, housing, student employment and Career Services. 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 Services Department has established the following objectives:

1. Provide college-sponsored housing that is convenient and suitable to the students’ needs and conducive to their educational goals.
2. Provide student support services.
3. Provide resources and assist international students with their transition into this country.
4. Provide Student Engagement and networking activities to complement your academic experience
5. Serve as the advising point of contact for military and veteran students.

Career Services
As you near the completion of your program of study, you will have the opportunity to meet individually with a career services advisor to review career goals, job-search strategies, interview techniques, and résumé development.

The Student Services Department coordinates the quarterly Portfolio Show and career focused activities. These events bring together prospective employers and soon-to-be graduates. Graduate employment information is available on the College website.

Alumni Services
The Student Services 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
Student Policies

The Art Institute Culture
A faculty of working professionals instruct students through the curriculum. The programs are designed to prepare graduates to seek 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 Institute of Indianapolis from all over the United States and abroad. The student body 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 Indianapolis.

Student Identification (ID) Cards
Students are required to retain and display a photo ID card that is used for various purposes for the duration of your program:

- For using the facilities.
- For registering for classes.
- For use of the Library.
- For checking out training equipment.
- For participation in certain student activities and social events.
- For presentation to some retailers, theaters, and restaurants that offer special discounts to those who hold a student ID card.

Students should not loan their ID card to anyone for any reason, as they will be responsible for its use (loss or damage to books and equipment). If your card is lost, report it, and then have it replaced. The cost for a replacement card is $10.00.

Facilities and Equipment
The Art Institute of Indianapolis occupies approximately 47,000 square feet encompassing classrooms, kitchens, studios, offices, a student lounge, and a Library. Equipment provided at The Art Institute of Indianapolis is specific to the program of study. This includes, but is not limited to, projectors, editing decks, camcorders, PC and Macintosh computers, printers, and drafting tables. The Art Institute of Indianapolis is not responsible for loss or damage of student property, including artwork or other media.

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.

**Appropriate Attire**

Students are requested to dress in the manner appropriate for their profession while attending The Art Institute of Indianapolis.

**Smoking Policy**

The Art Institute of Indianapolis provides a smoke-free environment. Smoking, vaping or other use of e-cigarettes is not permitted anywhere inside the buildings nor is it permitted near any of the buildings entrances. Smoking and vaping may be permitted outside the buildings in designated areas only.

**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 Services, Dean of Academic Affairs or a delegate as appointed by the President of the College), 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 on line environment on your behalf or with the intention of impersonation.
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 Services 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 President of the College 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 President 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 President 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 President 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 President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

Student Artwork
Student artwork is important to The Art Institute of Indianapolis. 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 Indianapolis students have achieved. Student artwork may also be a basic part of the catalog and other publications and exhibitions illustrating the programs at The Art Institute of Indianapolis. The Art Institute of Indianapolis reserves the right to make use of the artwork of its students, with student permission, for such purposes. The Art Institute of Indianapolis 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.

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 Indianapolis’ 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 Indianapolis.

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 Indianapolis’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Art Institute of Indianapolis’ information technology system. The Art Institute of Indianapolis’ policies prohibit use of The Art Institute of Indianapolis’ 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 Indianapolis 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 Indianapolis itself, which supports this creative and scholarly work.

This document expresses The Art Institute of Indianapolis’ 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 Indianapolis – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of Indianapolis, and this Policy governs in all circumstances, unless The Art Institute of Indianapolis 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 Indianapolis and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

II. Definitions (if applicable)
The following terms are used throughout the Policy and are defined as follows:

A. Copyright - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).

B. Commissioned Work - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.

C. Independent Academic Effort or Creative Activity - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

D. Institutional Employee - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

E. Intellectual Property - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and
presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

F. Patent - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.

G. Sponsored Work - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.

H. Student - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as “special status students”: e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.

I. Substantial Institutional Resources - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not “commonly provided”, is considered a use of “Substantial Institutional Resources.” This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of “Substantial Institutional Resources.” Resources not considered “commonly provided” include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

J. Trademark and Service Mark - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party’s goods or services from those of others.

K. Work - The term “Work” as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.

L. Work Made for Hire - A “Work Made for Hire” is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee’s duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

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 Indianapolis 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 Indianapolis 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 Indianapolis to create the Intellectual Property.
   f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of Indianapolis 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 Indianapolis (or by The Art Institute of Indianapolis 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 Indianapolis under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Indianapolis’s President, and to execute any document deemed necessary by The Art Institute of Indianapolis to perfect legal rights in The Art Institute of Indianapolis and enable The Art Institute of Indianapolis 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 Indianapolis. 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 Indianapolis.
   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 Indianapolis as Works Made for Hire or otherwise.
   c) If any Intellectual Property to be owned by The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis.
   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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of Indianapolis 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 Indianapolis will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis. Where practicable, The Art Institute of Indianapolis will use best efforts to cite the creator of the Work if The Art Institute of Indianapolis exercises such usage rights.

**V. Institution’s Marks**

Intellectual Property comprised of or associated with The Art Institute of Indianapolis’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 Indianapolis and/or its affiliates. This Policy is designed to protect the reputation of The Art Institute of Indianapolis and its affiliates, and to prevent the illegal or unapproved use of The Art Institute of Indianapolis’s Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of Indianapolis. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of Indianapolis as appropriate, but any use of The Art Institute of Indianapolis’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 Indianapolis. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute of Indianapolis’s Marks without The Art Institute of Indianapolis’s prior written permission and compliance with the licensing policies of The Art Institute of Indianapolis. All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. 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 Indianapolis’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 Indianapolis, 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 Indianapolis deems necessary in order to establish an appropriate standard.

VII. Review Scheme
Questions concerning this Intellectual Property Policy should be addressed to the Dean of Academic Affairs.

VIII. Reservation of Rights
The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis and will remain in effect until modified or revoked by The Art Institute of Indianapolis. 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 Indianapolis 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.

Study Trips
The Art Institute of Indianapolis arranges study trips to local cultural and commercial sites. These visits are an integral part of each student’s training and offer a chance for valuable exposure to places and events relating to the student’s field of study. In addition to local study trips to support the curriculum, out-of-town seminars and visits are planned in individual programs. The costs related to optional study trips are not included in regular tuition or fees.

Start of Quarter
Considerable time and effort have been spent in designing each of The Art Institute of Indianapolis’ academic programs in order to prepare graduates to seek entry-level employment. Further, faculty devote much time and energy to preparing and teaching their courses, designing appropriate assignments and examinations, and evaluating their students’ progress. Excessive absence in a course can seriously threaten a student’s academic progress and can result in the student’s administrative withdrawal from that course. More importantly, however, every absence represents a risk to the student’s investment, both financial and intellectual, in a course. Faculty are under no obligation to offer assistance to students who are persistently absent. To participate in a quarter, a student must attend at least one scheduled course by Thursday morning of Week two. A student who has not attended any scheduled course by Thursday morning of Week two will not be allowed to continue in that quarter. To remain enrolled in a course, a student must be in attendance by the second class meeting of that course. A student withdrawn for excessive absence in a course will receive a grade of “W” or “WF” for that course (See Academic Grading System) and will be charged with an unsuccessful attempt of the course. Students are advised that withdrawals from courses will affect their course completion rate (See Satisfactory Academic Progress).
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 Services if related to non-academic issues or to the Dean of Academic Affairs 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 The Art Institute of Indianapolis staff member or department will be notified of the complaint. A follow-up meeting with you and the Director of Student Services and/or the Dean of Academic Affairs will be held within ten school days of the date of the written complaint in an effort to resolve the issue.

If you are not satisfied with the results, you may file an appeal with the President's Office. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.

If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

- Indiana Board for Proprietary Education
- Indiana Commission for Higher Education
  101 West Ohio Street, Suite 300
  Indianapolis, IN 46204-1984
  complaints@che.in.gov

- Accrediting Council for Independent Colleges and Schools
  750 First Street N.E., Suite 980
  Washington DC 20002-4241
  202.336.6780

Please refer to the school's Jury Waiver Agreement to Binding Individual Arbitration Policy for additional information regarding disputes or claims.

Family Educational Rights and Privacy Act Policy
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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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 non-forcible 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 non-forcible 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 non-forcible 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 Indianapolis 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 Indianapolis officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis, 3500 Depauw Blvd., Suite 1010, Indianapolis, IN, 46268. 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 Indianapolis 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 Indianapolis 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 Indianapolis. 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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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

JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION
Student and The Art Institute of Indianapolis irrevocably waive our rights to a trial by jury and agree instead that any and all disputes, no matter how described, pleaded or styled, between me and The Art Institute of Indianapolis (including its parent and past and present affiliates, employees, agents, and lenders) or related to any aspect of my relationship with or any act or omission by The Art Institute of Indianapolis (“Claim”) shall be resolved by individual binding arbitration, conducted by the American Arbitration Association (“AAA”) under its Commercial Arbitration Rules and applicable Supplementary Procedures for Consumer-Related Disputes (“AAA Rules”) and in accordance with the terms of this Jury Waiver and Agreement to Binding, Individual Arbitration (“Arbitration Agreement”). Student can obtain a copy of the AAA Rules at www.adr.org or by calling 1-800-778-7879. This Arbitration Agreement, however, does not modify Student’s right, if any, to file a grievance with any state educational licensing agency or accrediting body.
1. Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure outlined in the Catalog.

2. Neither party shall file or maintain any lawsuit in court against the other, and any suit filed in violation of this Arbitration Agreement shall be dismissed by the court in favor of arbitration conducted pursuant to this Arbitration Agreement. The parties agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.

3. The arbitration shall take place before a single, neutral arbitrator in the federal judicial district in which Student resides, unless the parties agree otherwise.

4. Student will be responsible for paying a portion of the AAA filing fee at the time his/her Claim is filed in an amount equal to $200 or the applicable filing fee of the court of general jurisdiction in the district/circuit near me, whichever fee is less. The parties shall bear the expense of their own attorneys, experts and witnesses, unless the applicable law provides, and the arbitrator determines, otherwise.

5. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person’s claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. **I understand that I may opt out of this single-case provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of The Art Institute of Indianapolis / DCEH, 1400 Penn Avenue, Pittsburgh, PA 15222 within 30 days of my first execution of an Enrollment Agreement.**

6. The Federal Arbitration Act (FAA), including all its substantive and procedural provisions, and related federal decisional law shall govern this Arbitration Agreement to the fullest extent possible. All determinations as to the scope, enforceability, validity and effect of this Arbitration Agreement shall be made by the arbitrator, and not by a court. However, any issue concerning the validity of paragraph 5 above must be decided by a court, and an arbitrator does not have authority to consider the validity of paragraph 5. If for any reason, paragraph 5 is found to be unenforceable, any putative class or mass action may only be heard in court on a non-jury basis and may not be arbitrated under this Agreement.

7. The arbitrator shall have the power to award any remedy that directly benefits the parties to this Arbitration Agreement (provided the remedy would be available from a court under the law where the Arbitration Agreement was executed) but not the power to award relief for the benefit of anyone not a party to this Arbitration Agreement.

8. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.

9. Notwithstanding any provision in the Catalog or Enrollment Agreement, this Arbitration Agreement shall not be modified except by written agreement signed by both parties. Any or all of the provisions set forth in this Arbitration Agreement may also be waived by the party against whom the Claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.

10. This Arbitration Agreement shall survive the termination of Student’s relationship with The Art Institute of Indianapolis.

11. If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.
STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE IS WAIVING HIS/HER RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY (EXCEPT AS PROVIDED IN THE AAA RULES), AND TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT. FURTHER, STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS ACTION AGAINST THE ART INSTITUTE OF INDIANAPOLIS.

Curricular or Policy Changes
The Art Institute of Indianapolis strives to maintain its programs of excellence by continually reviewing the needs and requirements of employers and students. In order to accommodate these needs and requirements, The Art Institute of Indianapolis reserves the right to make curricular or policy changes at any time without further notice.

Hours of Operation and Classes

Administrative Business Hours:
M-TH 8:00 AM to 8:00 PM
F 8:00 AM to 5:00 PM

School Hours Open for Students:
M-F 7:00 AM to 10:30 PM
SA 7:00 AM to 5:00 PM

Class Times:
M-F 7:30 AM to 10:00 PM
SA 7:30AM to 5:00 PM

Notice of The Art Institute of Indianapolis 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 Indianapolis’ 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 Indianapolis’ policies prohibit use of The Art Institute of Indianapolis 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.

**Campus Security**
The College publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Services office during regular business hours. Copies of the Crime Report are available on the College website at https://content.dcedh.org/assets/pdf/AI/Student-Consumer-Information/Crime-Reports/crime-report-indianapolis.pdf.

The College reports to the campus community concerning the occurrence of any crime includable in the annual security report is reported to campus security or local police and that is considered to be a threat to students or employees.

The College reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

**Non-Discrimination Policy**
The Art Institute of Indianapolis 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 Indianapolis provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of Indianapolis will not retaliate against persons bringing forward allegations of harassment or discrimination. Director of Student Services, 3500 DePauw Boulevard, Suite 1010, Indianapolis, Indiana 46268, 317-613-4846 has been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the Non-Discrimination policy.

**No Harassment Policy**
The Art Institute of Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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 Indianapolis 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. These include professional counselors such as those provided by Talk One2One counselling services. 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, President, Director
of Student Services, other Student Services 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 Services, or the Campus President. 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 Services 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 Services 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 Services 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 President 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 President 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 President, 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 President will endeavor to make a determination of the appeal within 15 business days of receipt. The President’s decision is final.

**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 Indianapolis 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 Services, 3500 DePauw Boulevard, Suite 1010, Indianapolis, Indiana 46268, 317-613-4846, or with Dean of Academic Affairs, 3500 DePauw Boulevard, Suite 1010, Indianapolis, Indiana 46268, 317-613-4809. 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 Indianapolis 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 Indianapolis’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 President’s Office of The Art Institute of Indianapolis. The written appeal must be made within 20 calendar days of receipt of the determination letter. The Campus President, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The Campus President’s decision shall be final.

5. The Art Institute of Indianapolis 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.
### Full Time Faculty Listing

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials Held</th>
<th>Institutions Awarding The Credentials</th>
<th>The Area Of Teaching Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marc Aguilera, Academic Department Director</td>
<td>EdD, Educational Leadership</td>
<td>Argosy University</td>
<td>Culinary Arts</td>
</tr>
<tr>
<td></td>
<td>MBA, Management</td>
<td>University of Indianapolis</td>
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</tr>
<tr>
<td></td>
<td>BS, Hospitality Management</td>
<td>Novancia College</td>
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<tr>
<td></td>
<td>AS</td>
<td>Culinary Institute of Paris</td>
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<tr>
<td>Steven Keneipp</td>
<td>MS, Home Economics</td>
<td>Indiana State University</td>
<td>Culinary Arts</td>
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<tr>
<td></td>
<td>BS, English</td>
<td>Indiana State University</td>
<td></td>
</tr>
<tr>
<td>Frank Farmer</td>
<td>BS, Food Service Management</td>
<td>Johnson &amp; Wales University</td>
<td>Culinary Arts</td>
</tr>
<tr>
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<td>AOS, Culinary Arts</td>
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<tr>
<td>Robert Rothrock, Academic Department Director</td>
<td>MA, Teaching &amp; Learning</td>
<td>Argosy University</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>BS, Journalism</td>
<td>Ball State University</td>
<td></td>
</tr>
<tr>
<td>Gary Stephens, Jr.</td>
<td>MA, Family and Consumer Sciences</td>
<td>Ball State University</td>
<td>Fashion</td>
</tr>
<tr>
<td></td>
<td>BS, Family and Consumer Sciences</td>
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</tr>
<tr>
<td>JoDean Tipton</td>
<td>MA, Family and Consumer Sciences, Concentration: Apparel Design</td>
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<td>Fashion</td>
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<tr>
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<tr>
<td></td>
<td>AAS, Fashion Design</td>
<td>Fashion Institute of Technology</td>
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<tr>
<td>Monica Gordon, Math &amp; Science General Education Program Coordinator</td>
<td>MS, Mathematics</td>
<td>Prairie View A&amp;M University</td>
<td>General Education</td>
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<tr>
<td></td>
<td>BS, Mathematics</td>
<td>Texas Southern University</td>
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<tr>
<td>Vincent Failla</td>
<td>MA, Major: Counseling, Minor, Pre-Counseling Psychology</td>
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</tr>
<tr>
<td>Greg Craddock, Academic Department Director</td>
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<td>BS, Industrial Technology Education</td>
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<td>Name</td>
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<td>The Area Of Teaching Specialization</td>
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<tr>
<td>Josette Starks-Van</td>
<td>MS, Media Arts and Science</td>
<td>Indiana University-Purdue University - Indianapolis</td>
<td>Graphic Design</td>
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<td>Indiana University-Purdue University - Indianapolis</td>
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<tr>
<td>Elizabeth Diane Staver</td>
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<td></td>
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<tr>
<td>Steven Williams</td>
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<td></td>
<td>BA, Studio Art</td>
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**Administrative Listing**

**EXECUTIVE COMMITTEE**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Wendy Butler</td>
<td>Campus President</td>
</tr>
<tr>
<td>Natalie Reed</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>David Sturgeon</td>
<td>Director of Financial Services</td>
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<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Hisham Shaban</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>Chad Robertson</td>
<td>Senior Director of Admissions</td>
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**KEY LEADERSHIP/STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Robert Rothrock</td>
<td>Academic Department Director-Media</td>
</tr>
<tr>
<td>Greg Craddock</td>
<td>Academic Department Director -Design</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Marc Aguilera</td>
<td>Academic Department Director – Culinary</td>
</tr>
<tr>
<td>Monica Gordon</td>
<td>General Education Program Coordinator</td>
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<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Linda Chavis</td>
<td>Registrar</td>
</tr>
<tr>
<td>Sara O’Sha</td>
<td>Librarian, MLS, BA</td>
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<th>Name</th>
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<tbody>
<tr>
<td>Hunter Rush</td>
<td>Residence Life Coordinator</td>
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2017-18 Academic Calendar

Fall Quarter 2017
10/2/2017

First Day of Fall Quarter - Monday, October 2, 2017
Last Day to Add/Drop Classes – Monday, October 9, 2017
Fall Mid-Quarter Start - Thursday, November 9, 2017
Open Registration for Winter Quarter – Monday, November 13, 2017
No Classes- Veterans Day – Friday, November 10, 2017
Fall Mid-Quarter Add/Drop – Monday, November 13, 2017
No Classes- Thanksgiving Day – Thursday, November 23, 2017
No Classes- Day after Thanksgiving – Friday, November 24, 2017
Last Day of Fall Quarter - Saturday, December 16, 2017

Winter Quarter 2018
1/8/18
First Day of Fall Quarter - Monday, January 8, 2018
Last Day to Add/Drop Classes – Tuesday, January 16, 2018
Winter Mid-Quarter Start - Thursday, February 15, 2018
Open Registration for Spring Quarter – Monday, February 19, 2018
Winter Mid-Quarter Add/Drop – Monday, February 19, 2018
Last Day of Winter Quarter - Saturday, March 24, 2018

Spring Quarter 2018
4/2/2018

First Day of Spring Quarter - Monday, April 2, 2018
Last Day to Add/Drop Classes – Monday, April 9, 2018
Spring Mid-Quarter Start - Thursday, May 10, 2018
Open Registration for Summer Quarter – Monday, May 14, 2018
Spring Mid-Quarter Add/Drop – Monday, May 14, 2018
Last Day of Spring Quarter - Saturday, June 16, 2018

Summer Quarter 2018
7/09/2018

First Day of Summer Quarter - Monday, July 09, 2018
Last Day to Add/Drop Classes – Monday, July 16, 2018
Summer Mid-Quarter Start - Thursday, August 16, 2018
Open Registration for Fall Quarter – Monday, August 20, 2018
Summer Mid-Quarter Add/Drop – Monday, August 20, 2018
No Classes- Labor Day – Monday, September 3, 2018
Last Day of Summer Quarter - Saturday, September 22, 2018
Student Break – September 24, 2018 – September 29, 2018
Tuition and Fees

<table>
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<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 Fee¹</th>
<th>Digital Textbook²</th>
<th>Starting Kit Fee³</th>
<th>Approx. Tuition &amp; Fees/Program⁴</th>
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<tr>
<td>Baking &amp; Pastry</td>
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<td>6</td>
<td>66</td>
<td>$409</td>
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<td>$1,200</td>
<td>$645</td>
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<td>$950</td>
<td>$645</td>
<td>$25,140</td>
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¹ Lab fees above represent the total for the program and are charged per course or quarter. Lab fees are treated as tuition for refund purposes.

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.

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.

⁴ 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

Beginning May 2, 2018, The Art Institute of Indianapolis will begin charging a $7 fee for all transcript requests.