Ownership

Miami International University of Art & Design is owned by DC Miami International University of Art & Design, LLC, which through an intermediary company is a subsidiary of Dream Center Education Holdings, LLC. Dream Center Education Holdings, LLC is located at 1400 Penn Avenue, Pittsburgh, Pennsylvania 15222.

The Art Institute of Charlotte is owned by The DC Art Institute of Charlotte, 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.

The Art Institute of Dallas is owned by DC Art Institute of Dallas, 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.

The Art Institute of Raleigh-Durham is owned by The DC Art Institute of Raleigh-Durham, 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.

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Board of Trustees Chairman  
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(Ex Officio)  
President, Miami International University of Art & Design

Hon. Steve Leifman (Public Trustee)  
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Miami-Dade County Court  

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Jack DeBartolo – Prominent architect in the Southwest and Senior Architec for The Pain Centers.
Accreditation

Miami International University of Art & Design
1501 Biscayne Boulevard, Suite 100, Miami, Florida 33132-1418

- Miami International University of Art & Design, including its branches, The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Tampa, and The Art Institute of Raleigh-Durham is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award diplomas, associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Miami International University of Art & Design and its branches.

- The Interior Design program leading to the Bachelor of Fine Arts at Miami International University of Art & Design (Miami Campus) is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Ave., Ste. 350, Grand Rapids, MI 49503.

- Miami International University of Art & Design is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400, toll free number (888) 224-6684.

The Art Institute of Charlotte
A branch of Miami International University of Art & Design
Three Lake Pointe Plaza, 2110 Water Ridge Parkway, Charlotte, NC 28217-4536

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

- The Art Institute of Charlotte and The Art Institute of Raleigh-Durham are licensed by the University of North Carolina Board of Governors to offer degree programs under matters regulated by General Statute 116-15 (University of North Carolina General Administration, PO Box 2688; Chapel Hill, NC 27515-2688; 919-962-4558; http://www.northcarolina.edu/).

- A Guaranty Bond (for prepaid tuition held by each campus) is located in each of the offices of the presidents at the Charlotte and Raleigh-Durham campuses and is available for review by anyone during normal business hours.

- The Art Institute of Charlotte and The Art Institute of Raleigh-Durham are licensed by the State Board of Community Colleges to offer certificate programs under matters regulated by Article 8, Chapter 115D of the North Carolina General Statutes (5001 Mail Service Center; Raleigh, NC 27699-5001; 919-807-7100). The North Carolina State Board of Community Colleges is not an accrediting agency.

- The Art Institute of Charlotte is approved for the training of veterans and eligible veterans' dependents by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).
The Art Institute of Dallas
A branch of Miami International University of Art & Design
8080 Park Lane, Suite 100, Dallas, TX 75231-4243

- The Bachelor of Science degree in Culinary Management, the Associate of Applied Science degree in Culinary Arts, the Associate of Applied Science degree in Baking & Pastry, and Certificate programs in Culinary Arts and Baking & Pastry offered by The Art Institute of Dallas are accredited by The American Culinary Federation Education Foundation’s Accrediting Commission.

- The Interior Design program leading to the Bachelor of Fine Arts in Interior Design at The Art Institute of Dallas is accredited by the Council for Interior Design Accreditation (CIDA) located at 206 Grandville Avenue, Suite 350; Grand Rapids, MI 49503; [www.accredit-id.org](http://www.accredit-id.org).

- The Art Institute of Dallas has met the requirements of Arkansas Code 6-51-601 et.al., and is licensed by the Arkansas State Board of Private Career Education (501 Woodlane, Suite 312 South; Little Rock, AR 72201; 501-683-8000; [www.sbpce.org](http://www.sbpce.org)).

- The Art Institute of Dallas holds the Certificates of Authorization acknowledging exemption from the regulation by the Texas Higher Education Coordinating Board as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board’s rules (PO Box 12788; Austin, TX 78711 or 1200 E. Anderson Lane; Austin, TX 78752; 512-427- 6200;www.thecb.state.tx.us).

- The Art Institute of Dallas is approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; [www.tvc.state.tx.us](http://www.tvc.state.tx.us)).

The Art Institute of Raleigh-Durham
A branch of Miami International University of Art & Design
410 Blackwell Street, Suite 200, Durham, NC 27701-3986

- The Certificate in Baking and Pastry, Certificate in Culinary Arts, Associate of Applied Science in Culinary Arts, and Bachelor of Science in Culinary Management programs offered by The Art Institute of Raleigh-Durham are accredited by The American Culinary Federation Education Foundation's Accrediting Commission.

- The Art Institute of Charlotte and The Art Institute of Raleigh-Durham are licensed by the University of North Carolina Board of Governors to offer degree programs under matters regulated by General Statute 116-15 (University of North Carolina General Administration, PO Box 2688; Chapel Hill, NC 27515-2688; 919-962-4558; [http://www.northcarolina.edu/](http://www.northcarolina.edu/)).

- A Guaranty Bond (for prepaid tuition held by each campus) is located in each of the offices of the presidents at the Charlotte and Raleigh-Durham campuses and is available for review by anyone during normal business hours.

- The Art Institute of Charlotte and The Art Institute of Raleigh-Durham are approved by the Office of Proprietary Schools of the North Carolina State Board of Community Colleges to offer certificate programs under matters regulated by Article 8, Chapter 115D of the North Carolina General Statutes (5001 Mail Service Center; Raleigh, NC 27699-5001; 919-807-7100). The North Carolina State Board of Community Colleges is not an accrediting agency.

- The Art Institute of Raleigh-Durham is approved for the training of veterans and eligible veterans’ dependents by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).
Miami International University of Art and Design and its branch campuses; The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa are authorized under Federal law to enroll nonimmigrant alien students.

The tuition guaranty bonds for the Miami International University of Art & Design, The Art Institute of Raleigh-Durham and The Art Institute of Charlotte campuses are held in the office of the President at each campus and are available for review by appointment.

Department of Homeland Security
Miami International University of Art and Design and its branch campuses; The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa are authorized under Federal law to enroll nonimmigrant alien students.

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

This catalog was prepared by Miami International University of Art & Design and its branch campuses, The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa. (collectively referred to as the “University” or “The Art Institute”). The information contained herein was effective April 23, 2018. For more information, write to Miami International University of Art & Design or call the toll-free number, (800) 225-9023.

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

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

The University does not discriminate or harass on the basis race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran’s status, genetic marker, or any other characteristic protected by state, local or federal law in student recruitment and admissions, financial aid programs, student and employee services, educational programs and activities, or employment practices. The University will not retaliate against persons bringing forward allegations of harassment or discrimination.

© Copyright 2018 Miami International University of Art & Design Effective April 23, 2018
Miami International University of Art & Design and its branches, The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa, is committed to providing our students with an exciting and challenging journey of learning, exploration, and potential for accomplishment. You will have the opportunity to see your talents grow, your mind enriched, and your creative spirit soar. This is where you can learn to reach your goals.

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

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

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

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

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

Institutional Goals

1. To provide students at all degree levels with the theory, knowledge, and skills appropriate to their disciplines, including an undergraduate grounding in foundational studies and general education.

2. To help students identify their career goals and develop the professional skills to achieve them.

3. To use a continuous quality improvement process to enhance student learning and University success.

4. To recruit and retain qualified faculty with the appropriate academic credentials and professional experience to promote a learning-centered environment.

5. To provide administrative and educational support services to foster a safe, comfortable, and engaging environment for a diverse institutional population.

History

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

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


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

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

Miami International University of Art & Design and its branch campuses were acquired by Dream Center Education Holdings (DCEH), a subsidiary of the Dream Center Foundation, a California 501(c)3 non-profit Foundation.
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See aiprograms.info for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important information.
ABOUT THE ART INSTITUTE OF CHARLOTTE

Founded in 1973, American Business & Fashion Institute was originally located in the Charlotte Merchandise Mart and offered programs in Secretarial Science and Fashion Merchandising. During the first decade, additional programs were added, and the institution earned accreditation as a business school, recognition by the U.S. Department of Education, and approval from the Veterans Administration. In 1999, American Business & Fashion Institute joined The Art Institutes system of schools, changing its name to The Art Institute of Charlotte. The school moved to its current location in September of 2001. In August of 2012, The Art Institute of Charlotte became a campus of South University. In December of 2016, The Art Institute of Charlotte became a branch campus of the Miami International University of Art & Design.

Programs Offered
Baking & Pastry, Certificate
Culinary Arts, AAS
Culinary Arts, Certificate
Culinary Management, BS
Digital Filmmaking & Video Production, AAS
Digital Filmmaking & Video Production, BFA
Digital Image Management, Certificate
Digital Photography, AAS
Digital Photography, BFA
Fashion Design, AAS
Fashion Marketing & Management, AAS
Fashion Marketing & Management, BA
Fashion Retailing, Certificate
Graphic Design, AAS
Graphic & Web Design, BFA
Interior Design, AAS
Interior Design, BFA
Media Arts & Animation, BFA
Restaurant & Catering Management, AAS
Web Design & Interactive Communications, Certificate

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.
Welcome to Dallas

ABOUT THE ART INSTITUTE OF DALLAS

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

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

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.
Welcome to Raleigh-Durham

ABOUT THE ART INSTITUTE OF RALEIGH-DURHAM

The Art Institute of Raleigh-Durham is located at 410 Blackwell Street, Suite 200, in the heart of the downtown Durham historical and entertainment district, at the American Tobacco Campus. The American Tobacco Campus is a 1 million square foot registered historic site with roots as the American Tobacco Factory established in the 1800s. The entire complex has been converted into retail, residential, restaurant and office space, providing an exciting, creative campus atmosphere. The school is located next to the Triple-A Durham Bulls baseball park, is adjacent to a 2,800-seat performing arts center and is easily accessible from Interstate I-40. The complex regularly hosts art exhibits, shows, film festivals, and other entertainment events. In August of 2012, The Art Institute of Raleigh-Durham became a campus of South University. In December of 2016, The Art Institute of Raleigh-Durham became a branch campus of the Miami International University of Art & Design.

Programs Offered
Baking & Pastry, Certificate
Culinary Arts, AAS
Culinary Arts, Certificate
Culinary Management, BS
Digital Filmmaking & Video Production, BFA
Digital Image Management, Certificate
Digital Photography, BFA
Fashion Marketing & Management, AAS
Fashion Marketing & Management, BA
Fashion Retailing, Certificate
Game Art & Design, BFA
Graphic Design, AAS
Graphic & Web Design, BFA
Interior Design, BFA
Media Arts & Animation, BFA
Web Design & Interactive Communications, Certificate

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.
Audio Production
BACHELOR OF SCIENCE
OFFERED AT THE ART INSTITUTE OF DALLAS

The tools for recording, editing, and delivery of audio are evolving at a rapid pace. Today's professional audio engineers and producers must constantly stay abreast of current developments in equipment technology and production methods. To do this, they must have a solid foundation in the basic physics of sound and acoustics as well as skills in equipment operation, usage, and design.

The Audio Production program is designed to meet the needs of the industry by offering a curriculum that aims to provide students with a solid background in technology, theory and industry practices. Practical hands-on experience with recording and live production equipment is essential to being prepared for the contemporary market place.

Program Student Learning Outcomes:

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

- Production - conceptualize, plan, execute, and deliver quality multitrack recordings and voiceovers, and post-production projects, integrating knowledge and application of audio theory, critical listening skills, and industry standards using industry-related tools
- Professionalism - present and conduct themselves professionally and evaluate specific career paths, job responsibilities, and industry expectations while creating a professional business plan and an effective portfolio
- Critical Thinking - efficiently evaluate and solve problems typically encountered by audio professionals
- Evaluation - evaluate and apply peer and professional critique as well as self-evaluation to continuously improve the quality of their work
- Business - evaluate and analyze the business and economic principles and practices of the audio industry while maintaining legal and ethical standards

Bachelor of Science Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AUDA101</td>
<td>Fundamentals of Audio</td>
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</tr>
<tr>
<td>AUDA102</td>
<td>Music Theory for Audio Professionals I</td>
<td>3</td>
</tr>
<tr>
<td>AUDA103</td>
<td>Audio Technology I</td>
<td>3</td>
</tr>
<tr>
<td>AUDA111</td>
<td>Survey of the Audio Industry</td>
<td>3</td>
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<tr>
<td>AUDA112</td>
<td>Music Theory for Audio Professionals II</td>
<td>3</td>
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<tr>
<td>AUDA113</td>
<td>Digital Audio I - Introduction to the Interface</td>
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<tr>
<td>AUDA133</td>
<td>Audio Recording I</td>
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<tr>
<td>AUDA143</td>
<td>Electronics I</td>
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<tr>
<td>AUDA202</td>
<td>Synthesis and Sound Design I</td>
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<td>AUDA205</td>
<td>Listening and Analysis</td>
<td>3</td>
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<tr>
<td>AUDA213</td>
<td>Audio Technology II</td>
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<td>AUDA215</td>
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<tr>
<td>AUDA223</td>
<td>Midi Systems</td>
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<td>AUDA233</td>
<td>Post-Production Sound</td>
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<td>AUDA243</td>
<td>Digital Audio II - Digital Audio Systems</td>
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<td>AUDA253</td>
<td>Audio Recording II</td>
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<td>AUDA263</td>
<td>Live Sound Reinforcement I</td>
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<td>AUDA273</td>
<td>Electronics II</td>
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<td>AUDA283</td>
<td>Audio Distribution Technologies</td>
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<td>AUDA302</td>
<td>Synthesis and Sound Design II</td>
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<tr>
<td>AUDA303</td>
<td>Advanced Post-Production Sound</td>
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<td>AUDA308</td>
<td>Business Fundamentals</td>
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<td>AUDA309</td>
<td>Portfolio I</td>
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<td>AUDA312</td>
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<td>AUDA313</td>
<td>Digital Audio III - Mixing</td>
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<td>AUDA322</td>
<td>Senior Project I</td>
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<td>AUDA323</td>
<td>Advanced Recording Techniques I</td>
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<td>AUDA333</td>
<td>Sound for Interactive Media</td>
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<td>AUDA343</td>
<td>Advanced Recording Techniques II</td>
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<td>AUDA353</td>
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<td>AUDA408</td>
<td>Business and Culture of Audio</td>
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<td>AUDA409</td>
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<td>DFVA103</td>
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<td>DFVA223</td>
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**General Program Electives: Select Seven**

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<td>3</td>
</tr>
<tr>
<td>DFVA113</td>
<td>Fundamentals of Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVA205</td>
<td>History of Film and Media</td>
<td>3</td>
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<tr>
<td>DFVA403</td>
<td>Senior Project Post Production</td>
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<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
<td>3</td>
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<td>FND135</td>
<td>Image Manipulation</td>
<td>3</td>
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**Total Core Credits** 132

*Minimum of 90 internship hours for the quarter.
Courses from other degree programs may be selected, subject to Director approval, upon request.
## General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
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<tr>
<td>ENG104</td>
<td>Composition</td>
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<tr>
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<td>Writing II</td>
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<tr>
<td>GE2114</td>
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<td>Introduction to Humanities</td>
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## General Education Electives

### Humanities/Fine Arts Elective: (Select one)

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<td>GE3034</td>
<td>Transformations &amp; Adaptations</td>
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<td>GE3084</td>
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<tr>
<td>GE3114</td>
<td>Film Appreciation</td>
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<tr>
<td>GE4014</td>
<td>Survey of World Religions</td>
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<td>GE4024</td>
<td>Western Civilization</td>
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### Social/Behavioral Sciences Electives: (Select one)

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<td>GE3014</td>
<td>Perspectives in Global Economics</td>
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<td>GE3074</td>
<td>Principles of American Politics</td>
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<tr>
<td>SOC101</td>
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### Natural Sciences/Mathematics Electives: (Select three)

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<td>GE3104</td>
<td>Introduction to Chemistry</td>
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<td>MAT102</td>
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**Total General Education Credits**  
48

**Total Credits for Bachelor of Fine Arts Degree**  
180
Baking & Pastry
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF DALLAS

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

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

Program Student Learning Outcomes:

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

- Seek an entry-level skill position in the foodservice industry
- Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools
- Produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards
- Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards
- Describe and perform tasks related to common business practices within the foodservice industry including inventory, menu planning, cost control and food purchasing
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CU1003</td>
<td>Concepts and Theories of Culinary Techniques</td>
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<td>CU1016</td>
<td>American Regional Cuisine</td>
<td>6</td>
</tr>
<tr>
<td>CU1036</td>
<td>Fundamentals of Classical Techniques</td>
<td>6</td>
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<tr>
<td>CU1046</td>
<td>Introduction to Baking and Pastry Techniques</td>
<td>6</td>
</tr>
<tr>
<td>CU1123</td>
<td>Menu Management</td>
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<td>CU1163</td>
<td>Latin Cuisine</td>
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<td>CU2026</td>
<td>A La Carte and Service</td>
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<td>CU2163</td>
<td>Capstone</td>
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<td>CU2183</td>
<td>Nutritional Cooking</td>
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<td>CU2293</td>
<td>Food and Beverage Operations</td>
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<td>CU2313</td>
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<td>CU2346</td>
<td>Artisan Breads and Baking Production</td>
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<tr>
<td>CU2353</td>
<td>European Cakes and Tortes</td>
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<td>CU2366</td>
<td>Advanced Patisserie and Display Cakes</td>
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<td>CU2373</td>
<td>Chocolates, Confections and Centerpieces</td>
<td>3</td>
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<tr>
<td>CU2403</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
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* Minimum of 90 field experience hours for the quarter.

**Total Core Credits**

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<tr>
<td>PSY101</td>
<td>Psychology</td>
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**Total General Education Credits**

24

**Total Credits for Associate of Applied Science**

90
Baking & Pastry
CERTIFICATE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Baking & Pastry Certificate program students are given the opportunity to obtain a foundational knowledge and skills in the fundamental techniques and theories of the baking and pastry arts and in industry practices. Through applied coursework and hands-on experiences, students may build the necessary skills and abilities to confidently meet the challenges of the baking, pastry and foodservice industry. The curriculum is based on classical principles emphasizing modern techniques and trends in both the classroom and the kitchen. Graduates are prepared to seek entry-level employment in the culinary industry such as pastry cooks, bakers, prep cooks, and line cooks.

Program Student Learning Outcomes

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

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

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info:

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<thead>
<tr>
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<tbody>
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<td>The Art Institute of Charlotte</td>
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<td>The Art Institute of Dallas</td>
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<tr>
<td>The Art Institute of Raleigh-Durham</td>
<td>ge.artinstitutes.edu/programoffering/3302</td>
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<td>Certificate Core Courses</td>
<td>Credits</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>CU1003   Concepts and Theories of Culinary</td>
<td>3</td>
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<tr>
<td>Techniques</td>
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<tr>
<td>CU1016   American Regional Cuisine</td>
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<td>CU1036   Fundamentals of Classical Techniques</td>
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<tr>
<td>CU1123   Menu Management</td>
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<td>CU2026   A La Carte and Service</td>
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<tr>
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<tr>
<td>CU2403   Sustainable Purchasing &amp; Controlling Costs</td>
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**Total Credits for Certificate**: 57
Culinary Arts
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

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

Program Student Learning Outcomes:

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

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

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<thead>
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<td>Latin Cuisine</td>
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<td>Garde Manger</td>
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**Total Core Credits**: 66

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**Total General Education Credits**: 24

**Total Credits for Associate of Applied Science**: 90
Culinary Arts
CERTIFICATE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

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

Program Student Learning Outcomes

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

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

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info:

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<tr>
<td>The Art Institute of Dallas</td>
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<td>Certificate Courses</td>
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<td>---------------------------------------------------------</td>
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</tr>
<tr>
<td>CU1016  American Regional Cuisine</td>
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<tr>
<td>CU2323  World Cuisine</td>
<td>3</td>
</tr>
<tr>
<td>CU2403  Sustainable Purchasing &amp; Controlling Costs</td>
<td>3</td>
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</table>

**Total Credits for Certificate** 57
Culinary Management
BACHELOR OF SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS, AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

The Culinary Management program blends theoretical and hands-on learning in the areas of culinary arts, management, human resources, finance, food and beverage operations and service. Students will be exposed to a variety of world cuisines and use ingredients and techniques from around the globe. Instruction in kitchen management, purchasing, cost control, menu design, and dining room operation provides students with business acumen. This degree takes an in-depth, comprehensive approach to culinary education; a management externship is an integral part of the curriculum as it provides an opportunity for application to real world situations. The program also includes a senior-level capstone class and senior practicum that require students to apply all of their learned managerial and leadership skills.

Program Student Learning Outcomes:

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

- Seek an entry-level skill position in the food service industry
- Identify, establish and maintain safety and sanitation procedures which meet industry quality standards
- Demonstrate and articulate an awareness of the cross-cultural, moral, ethical and environmental issues in hospitality organizations and their relationship with all stakeholders
- Analyze the food and beverage cost-control cycle and accounting practices, and implement controls to manage, maintain and ensure profitability
- Prepare a variety of international recipes using a variety of cooking techniques which meet industry quality standards
- Apply standard Human Resource principles in regards to recruiting, retaining, and developing staff
- Create a business plan for a food service outlet or hospitality company
<table>
<thead>
<tr>
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<th>Course Title</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>CU2603</td>
<td>Quantity Food Production</td>
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<tr>
<td>CU3003</td>
<td>Foodservice Technology and Information</td>
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<tr>
<td>CU3013</td>
<td>Facilities Management and Design</td>
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<tr>
<td>CU3023</td>
<td>Hospitality Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CU3103</td>
<td>Accounting</td>
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<tr>
<td>CU3113</td>
<td>Catering and Event Management</td>
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<tr>
<td>CU3123</td>
<td>Human Resource Management</td>
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</tr>
<tr>
<td>CU4003</td>
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<td>CU4013</td>
<td>Foodservice Financial Management</td>
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<tr>
<td>CU4023</td>
<td>Quality Foodservice Management and Training</td>
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<tr>
<td>CU4033</td>
<td>Legal Issues &amp; Ethics for Culinarians</td>
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<tr>
<td>CU4103</td>
<td>Leadership and Organizational Development</td>
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<tr>
<td>CU4113</td>
<td>Senior Culinary Practicum</td>
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</tr>
<tr>
<td>CU4123</td>
<td>Baccalaureate Capstone</td>
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<tr>
<td>CU4203</td>
<td>* Externship II</td>
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</tr>
<tr>
<td>CU4213</td>
<td>Innovation and Entrepreneurship</td>
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<tr>
<td>CU4223</td>
<td>Global Management and Operations in the Hospitality Industry</td>
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</table>

**Total Core Credits**

*Minimum 90 Externship Hours for the Quarter*
### Culinary Electives: Select Courses Totaling 12 Credit Hours

<table>
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<td>CU2346</td>
<td>Artisan Breads and Baking Production</td>
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<td>CU2353</td>
<td>European Cakes and Tortes</td>
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<tr>
<td>CU2366</td>
<td>Advanced Patisserie and Display Cakes</td>
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<tr>
<td>CU2373</td>
<td>Chocolates, Confections and Centerpieces</td>
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Courses from other degree programs may be selected, subject to Academic Director approval, upon request.

### General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>COM101</td>
<td>Oral Communications</td>
<td>4</td>
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<tr>
<td>ENG104</td>
<td>Composition</td>
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<tr>
<td>GE2084</td>
<td>Writing II</td>
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<tr>
<td>GE3104</td>
<td>Introduction to Chemistry</td>
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<td>HUM101</td>
<td>Introduction to Humanities</td>
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<td>MAT100</td>
<td>College Mathematics</td>
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<td>PSY101</td>
<td>Psychology</td>
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### Humanities/Fine Arts Electives (select 2):

<table>
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<tbody>
<tr>
<td>ENG307</td>
<td>Twentieth Century Poetry</td>
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<td>ENG310</td>
<td>Topics in American Literature</td>
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<td>ENG311</td>
<td>Topics in British Literature</td>
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<td>ENG312</td>
<td>Women in Literature</td>
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<td>Transformations &amp; Adaptations</td>
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<td>GE3054</td>
<td>Myths &amp; Mythology</td>
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<tr>
<td>GE3084</td>
<td>Creative Writing</td>
<td>4</td>
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<tr>
<td>GE3114</td>
<td>Film Appreciation</td>
<td>4</td>
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<tr>
<td>GE4014</td>
<td>Survey of World Religions</td>
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<tr>
<td>GE4024</td>
<td>Western Civilization</td>
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<tr>
<td>GE4044</td>
<td>Southern Fiction</td>
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<tr>
<td>GE4064</td>
<td>Spanish</td>
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### Social/Behavioral Sciences Electives: (select 1)

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<tr>
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<td>Social Psychology</td>
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<tr>
<td>GE3014</td>
<td>Perspectives in Global Economics</td>
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<tr>
<td>GE3074</td>
<td>Principles of American Politics</td>
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<tr>
<td>SOC101</td>
<td>Sociology</td>
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### Natural Sciences/Mathematics Electives: (select 2)

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<td>GE1014</td>
<td>Creative Geometry</td>
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<td>GE2114</td>
<td>Physics of Light, Sound and Motion</td>
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<tr>
<td>GE3024</td>
<td>Environmental Science</td>
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<tr>
<td>MAT102</td>
<td>Statistics</td>
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</tbody>
</table>

**Total Electives/General Education Credits**: 60

**Total Credits for Bachelor of Science Degree**: 180
Digital Filmmaking & Video Production
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF DALLAS

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

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

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUDA101</td>
<td>Fundamentals of Audio</td>
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<tr>
<td>DFVA101</td>
<td>Survey of Digital Filmmaking and Video Production</td>
<td>3</td>
</tr>
<tr>
<td>DFVA102</td>
<td>Introduction to Filmmaking Applications and Design</td>
<td>3</td>
</tr>
<tr>
<td>DFVA103</td>
<td>Fundamentals of Video Production</td>
<td>3</td>
</tr>
<tr>
<td>DFVA105</td>
<td>Conceptual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>DFVA111</td>
<td>Principles of Cinematography</td>
<td>3</td>
</tr>
<tr>
<td>DFVA113</td>
<td>Fundamentals of Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVA123</td>
<td>Intermediate Video Production</td>
<td>3</td>
</tr>
<tr>
<td>DFVA133</td>
<td>Lighting for Digital Film</td>
<td>3</td>
</tr>
<tr>
<td>DFVA201</td>
<td>Fundamentals of Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>DFVA202</td>
<td>Digital Cinematography</td>
<td>3</td>
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<tr>
<td>DFVA203</td>
<td>Intermediate Editing</td>
<td>3</td>
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<tr>
<td>DFVA205</td>
<td>History of Film and Media</td>
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<td>DFVA212</td>
<td>Broadcast Graphics I</td>
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<td>DFVA213</td>
<td>Studio Production</td>
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<tr>
<td>DFVA223</td>
<td>Intermediate Audio</td>
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<tr>
<td>DFVA233</td>
<td>Electronic Field Production</td>
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<tr>
<td>DFVA409</td>
<td>Portfolio II</td>
<td>3</td>
</tr>
<tr>
<td>FND135</td>
<td>Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>FND150</td>
<td>Digital Color Theory</td>
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Core Electives: Select Two

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PHOA101</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FND110</td>
<td>Observational Drawing</td>
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</table>

Courses from other degree programs may be selected, subject to Academic Director/Program Coordinator approval, upon request

**Total Core Credits** 66

### General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM101</td>
<td>Oral Communications</td>
<td>4</td>
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<tr>
<td>ENG104</td>
<td>Composition</td>
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<td>GE2084</td>
<td>Writing II</td>
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<td>HUM101</td>
<td>Introduction to Humanities</td>
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<td>MAT100</td>
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<tr>
<td>PSY101</td>
<td>Psychology</td>
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</table>

**Total General Education Credits** 24

**Total Credits for Associate of Applied Science Degree** 90
Digital Filmmaking & Video Production
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

- Producing & Directing: demonstrate the ability to conceptualize, plan and execute different styles of media productions. Graduates will demonstrate an understanding of their leadership and collaborative responsibilities in relationship to artistic partners, crews, clients, the wider community and their own personal development

- Writing & Critical Thinking: demonstrate the ability to effectively communicate ideas, stories and expectations in written work. Graduates will have an understanding of the historical, cultural and social contexts for moving images

- Cinematography & Lighting: demonstrate control of camera, cinematic and lighting equipment in relation to a given subject

- Sound: demonstrate control of audio recording and sound equipment in a variety of applications. Graduates will show ability to create a meaningful relationship between image and sound

- Editing & Post-Production: demonstrate appropriate skill in editing with attention to duration, shot to shot relation, shot to scene and relation to the whole. Demonstrate a basic understanding of design principles in use of typography, motion graphics and animation, as well as compositing and image processing skills (where applicable)

- Professionalism: present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations
### Bachelor of Fine Arts Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AUDA101</td>
<td>Fundamentals of Audio</td>
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<td>Survey of Digital Filmmaking and Video Production</td>
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<td>DFVA102</td>
<td>Introduction to Filmmaking Applications and Design</td>
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<td>DFVA105</td>
<td>Conceptual Storytelling</td>
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<td>DFVA107</td>
<td>Fundamentals of Producing and Directing</td>
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<td>DFVA111</td>
<td>Principles of Cinematography</td>
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<td>Fundamentals of Editing</td>
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<td>DFVA123</td>
<td>Intermediate Video Production</td>
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<td>DFVA133</td>
<td>Lighting for Digital Film</td>
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<tr>
<td>DFVA201</td>
<td>Fundamentals of Scriptwriting</td>
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<td>Acting and Directing</td>
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<td>DFVA205</td>
<td>History of Film and Media</td>
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<td>DFVA208</td>
<td>Media Business Practices</td>
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<td>DFVA212</td>
<td>Broadcast Graphics I</td>
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<td>DFVA307</td>
<td>Media Theory and Criticism</td>
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<td>Media Delivery Systems and Distribution</td>
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<td>DFVA313</td>
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<td>Short Media Production</td>
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<td>DFVA332</td>
<td>Senior Project Preparation</td>
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</table>

* Minimum of 90 internship hours for the quarter.
Core Electives: Select Three
All Digital Filmmaking & Video Production (BFA) students should meet with the Academic Director/Program Coordinator for selection of Program-Related Electives based on students’ area of interest.

<table>
<thead>
<tr>
<th>General Core Electives: Select Four</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FND105 Design Fundamentals</td>
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<td>GWDA133 Fundamentals of Web Design</td>
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<td>GWDA204 Introduction to Writing for Interactive Media</td>
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<tr>
<td>PHOA101 Principles of Photography</td>
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Other courses may be selected, subject to Academic Director/Program Coordinator approval, upon request.

Total Core Credits 132

General Education Courses

<table>
<thead>
<tr>
<th>General Education Courses</th>
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<tr>
<td>COM101 Oral Communications</td>
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<tr>
<td>ENG104 Composition</td>
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<tr>
<td>GE2084 Writing II</td>
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<tr>
<td>GE3004 Art History II</td>
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<tr>
<td>GE3014 Perspectives in Global Economics</td>
<td>4</td>
</tr>
<tr>
<td>GE3024 Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>HUM101 Introduction to Humanities</td>
<td>4</td>
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<tr>
<td>MAT100 College Mathematics</td>
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<tr>
<td>PSY101 Psychology</td>
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Humanities/Fine Arts Electives (Select One)

<table>
<thead>
<tr>
<th>Humanities/Fine Arts Electives (Select One)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG307 Twentieth Century Poetry</td>
<td>4</td>
</tr>
<tr>
<td>ENG310 Topics in American Literature</td>
<td>4</td>
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<tr>
<td>ENG311 Topics in British Literature</td>
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<tr>
<td>ENG312 Women in Literature</td>
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<td>GE3034 Transformations &amp; Adaptations</td>
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<td>GE3054 Myths &amp; Mythology</td>
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<td>GE3114 Film Appreciation</td>
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<tr>
<td>GE4014 Survey of World Religions</td>
<td>4</td>
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<tr>
<td>GE4024 Western Civilization</td>
<td>4</td>
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<tr>
<td>GE4044 Southern Fiction</td>
<td>4</td>
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<tr>
<td>GE4064 Spanish</td>
<td>4</td>
</tr>
<tr>
<td>Social/Behavioral Sciences Electives (Select One)</td>
<td>Credits</td>
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<tr>
<td>GE2054 Social Psychology</td>
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<td>GE3074 Principles of American Politics</td>
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<td>SOC101 Sociology</td>
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</tr>
<tr>
<td><strong>Total General Education Credits</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td><strong>Total Credits for Bachelor of Fine Arts Degree</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>
Digital Image Management
CERTIFICATE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS, AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

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

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info:

<table>
<thead>
<tr>
<th>Location</th>
<th>Gainful Employment URL</th>
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</thead>
<tbody>
<tr>
<td>The Art Institute of Charlotte</td>
<td>ge.artinstitutes.edu/programoffering/3299</td>
</tr>
<tr>
<td>The Art Institute of Dallas</td>
<td>ge.artinstitutes.edu/programoffering/3234</td>
</tr>
<tr>
<td>The Art Institute of Raleigh-Durham</td>
<td>ge.artinstitutes.edu/programoffering/3295</td>
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## Certificate Core Courses

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</tr>
<tr>
<td>FND150</td>
<td>Digital Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHOA101</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOA102</td>
<td>Introduction to Photography Applications</td>
<td>3</td>
</tr>
<tr>
<td>PHOA103</td>
<td>Digital Image Management</td>
<td>3</td>
</tr>
<tr>
<td>PHOA113</td>
<td>Lighting</td>
<td>3</td>
</tr>
<tr>
<td>PHOA123</td>
<td>Color Management and Printing</td>
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</tr>
<tr>
<td>PHOA202</td>
<td>Studio Photography</td>
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<tr>
<td>PHOA203</td>
<td>Photographic Post-Production</td>
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<td>PHOA208</td>
<td>Business of Photography</td>
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</tr>
<tr>
<td>PHOA209</td>
<td>Portfolio I</td>
<td>3</td>
</tr>
<tr>
<td>PHOA213</td>
<td>Time-Based Media I</td>
<td>3</td>
</tr>
<tr>
<td>PHOA222</td>
<td>Web Design for Non-Majors</td>
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</tr>
<tr>
<td>PHOA233</td>
<td>Advanced Photographic Post-Production</td>
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</tr>
<tr>
<td>PHOA303</td>
<td>Time-Based Media II</td>
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<tr>
<td>PHOA308</td>
<td>Marketing for Photographers</td>
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</table>

**Total Credits for Certificate**: 48
Digital Photography
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF DALLAS

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

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FND135</td>
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<td>Digital Color Theory</td>
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<td>Principles of Photography</td>
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<tr>
<td>PHOA102</td>
<td>Introduction to Photography Applications</td>
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<tr>
<td>PHOA103</td>
<td>Digital Image Management</td>
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<td>PHOA112</td>
<td>Photographic Design</td>
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<tr>
<td>PHOA113</td>
<td>Lighting</td>
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<tr>
<td>PHOA115</td>
<td>History of Photography I</td>
<td>3</td>
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<tr>
<td>PHOA122</td>
<td>View Camera Theory</td>
<td>3</td>
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<tr>
<td>PHOA123</td>
<td>Color Management and Printing</td>
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<td>PHOA213</td>
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<tr>
<td>PHOA222</td>
<td>Web Design for Non-Majors</td>
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<tr>
<td>PHOA223</td>
<td>Advanced Lighting</td>
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<tr>
<td>PHOA232</td>
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<td>PHOA233</td>
<td>Advanced Photographic Post-Production</td>
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<td>PHOA305</td>
<td>History of Photography II</td>
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<td>PHOA308</td>
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**Total Core Credits** 66

### General Education Courses

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<tr>
<td>ENG104</td>
<td>Composition</td>
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<td>GE2084</td>
<td>Writing II</td>
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<td>HUM101</td>
<td>Introduction to Humanities</td>
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<tr>
<td>MAT100</td>
<td>College Mathematics</td>
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<td>PSY101</td>
<td>Psychology</td>
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**Total General Education Credits** 24

**Total Credits for Associate of Applied Science Degree** 90
Digital Photography
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

The Bachelor of Fine Arts in Digital Photography degree program is designed to reflect both the breadth of skills needed by students to meet the demands of a rapidly changing marketplace and the continued impact of technology on commercial photography. This course of study is designed to build a strong technical and creative foundation by increasing the student's level of skill in areas such as digital color management, digital asset management, lighting, composition, and image manipulation. Students can supplement this foundation by developing their expertise in a range of related skills in HTML, Web, and video.

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

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FND110</td>
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<td>FND135</td>
<td>Image Manipulation</td>
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<td>Digital Color Theory</td>
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<tr>
<td>PHOA123</td>
<td>Color Management and Printing</td>
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<tr>
<td>PHOA202</td>
<td>Studio Photography</td>
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<td>PHOA203</td>
<td>Photographic Post-Production</td>
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<tr>
<td>PHOA205</td>
<td>Advertising/Art Direction</td>
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<td>PHOA208</td>
<td>Business of Photography</td>
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<tr>
<td>PHOA209</td>
<td>Portfolio I</td>
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<td>PHOA212</td>
<td>Editorial Photography</td>
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<td>PHOA213</td>
<td>Time-Based Media I</td>
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<tr>
<td>PHOA222</td>
<td>Web Design for Non-Majors</td>
<td>3</td>
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<tr>
<td>PHOA223</td>
<td>Advanced Lighting</td>
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</tr>
<tr>
<td>PHOA232</td>
<td>Portraiture</td>
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<td>PHOA233</td>
<td>Advanced Photographic Post-Production</td>
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<td>PHOA302</td>
<td>Location Photography</td>
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<td>PHOA303</td>
<td>Time-Based Media II</td>
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<tr>
<td>PHOA305</td>
<td>History of Photography II</td>
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<tr>
<td>PHOA307</td>
<td>Photographic Essay</td>
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<td>PHOA308</td>
<td>Marketing for Photographers</td>
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<tr>
<td>PHOA309</td>
<td>Portfolio II</td>
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<td>PHOA312</td>
<td>Applied Portraiture</td>
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<td>PHOA315</td>
<td>Creative Concepts</td>
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<td>PHOA317</td>
<td>Photography Criticism</td>
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<td>PHOA332</td>
<td>Special Topics I</td>
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<tr>
<td>PHOA406</td>
<td>Internship*</td>
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<td>PHOA408</td>
<td>Photography Marketing and Portfolio Package</td>
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<td>PHOA409</td>
<td>E-Portfolio</td>
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<tr>
<td>PHOA412</td>
<td>Special Topics II</td>
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</table>

* Minimum of 90 internship hours for the quarter.
Core Electives (Select Three)
All Digital Photography (BFA) students should meet with the Academic Director/Program Coordinator for selection of Program-Related Electives based on Students' area of interest.

General Core Electives (Select Four)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DFVA101</td>
<td>Survey of Digital Filmmaking and Video Production</td>
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<td>DFVA111</td>
<td>Principles of Cinematography</td>
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<td>DSN2113</td>
<td>Media Business Law</td>
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<td>FND120</td>
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<td>GWDA112</td>
<td>Typography - Traditional</td>
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<td>GWDA204</td>
<td>Introduction to Writing for Interactive Media</td>
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<tr>
<td>MAAA101</td>
<td>Language of Animation and Film</td>
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</tbody>
</table>

Total Core Credits: 132

Other courses may be selected, subject to Academic Director/Program Coordinator approval, upon request.

General Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>COM101</td>
<td>Oral Communications</td>
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<tr>
<td>ENG104</td>
<td>Composition</td>
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<tr>
<td>GE2024</td>
<td>Art History I</td>
<td>4</td>
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<tr>
<td>GE2084</td>
<td>Writing II</td>
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<td>GE3004</td>
<td>Art History II</td>
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<tr>
<td>GE3014</td>
<td>Perspectives in Global Economics</td>
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<td>GE3024</td>
<td>Environmental Science</td>
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<td>HUM101</td>
<td>Introduction to Humanities</td>
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Humanities/Fine Arts Electives (Select One)

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<tr>
<td>ENG310</td>
<td>Topics in American Literature</td>
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<tr>
<td>ENG311</td>
<td>Topics in British Literature</td>
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<tr>
<td>ENG312</td>
<td>Women in Literature</td>
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<tr>
<td>GE3034</td>
<td>Transformations &amp; Adaptations</td>
<td>4</td>
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<td>GE3054</td>
<td>Myths &amp; Mythology</td>
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<tr>
<td>GE3084</td>
<td>Creative Writing</td>
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<tr>
<td>GE3114</td>
<td>Film Appreciation</td>
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<td>GE4014</td>
<td>Survey of World Religions</td>
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<tr>
<td>GE4024</td>
<td>Western Civilization</td>
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<tr>
<td>GE4044</td>
<td>Southern Fiction</td>
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<td>GE4064</td>
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<td>GE3074</td>
<td>Principles of American Politics</td>
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</tbody>
</table>

**Total General Education Credits**: 24

**Total Credits for Bachelor of Fine Arts Degree**: 180
Fashion Design
ASSOCIATE OF APPLIED ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS

The Fashion Design program explores industry practices from concept to consumer. Coursework incorporates technical sketching and fashion illustration, flat patternmaking and draping, computer-aided design, garment construction and fit, industry software knowledge, and conceptual and critical thinking.

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>FADA102</td>
<td>Fashion Illustration</td>
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<tr>
<td>FADA103</td>
<td>Textile Fundamentals</td>
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<td>FADA111</td>
<td>Survey of the Fashion Industry</td>
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<td>FADA113</td>
<td>Fundamentals of Patternmaking</td>
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<td>FADA121</td>
<td>Fundamentals of Construction</td>
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<td>Modern History of Fashion</td>
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<td>Collections</td>
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<td>Portfolio I</td>
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<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
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<tr>
<td>FND110</td>
<td>Observational Drawing</td>
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</tr>
<tr>
<td>FND135</td>
<td>Image Manipulation</td>
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**Total Core Credits**  
66

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<tbody>
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<td>Oral Communications</td>
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<td>ENG104</td>
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<td>HUM101</td>
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<tr>
<td>PSY101</td>
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</table>

**Total General Education Credits**  
24

**Total Credits for Associate of Applied Arts Degree**  
90
Fashion Design
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE

The Fashion Design program explores industry practices from concept to consumer. Coursework incorporates technical sketching and fashion illustration, flat patternmaking and draping, computer-aided design, garment construction and fit, industry software knowledge, and conceptual and critical thinking.

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FADA101</td>
<td>Elements of Garment Construction</td>
<td>3</td>
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<tr>
<td>FADA102</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FADA103</td>
<td>Textile Fundamentals</td>
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<td>FADA111</td>
<td>Survey of the Fashion Industry</td>
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*Total Core Credits: 66*

### General Education Courses

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</table>

*Total General Education Credits: 24*

*Total Credits for Associate of Applied Science Degree: 90*
Fashion Design
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS

The Fashion Design program explores industry practices from concept to consumer. Coursework incorporates technical sketching and fashion illustration, flat patternmaking and draping, computer-aided design, garment construction and fit, industry software knowledge, and conceptual and critical thinking. The curriculum offers exposure to global fashion business practices, product development, entrepreneurship and professional presentations.

Program Student Learning Outcomes

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

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

Bachelor of Fine Arts Core Courses

<table>
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<th>Code</th>
<th>Title</th>
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<td>Sourcing and Technical Design</td>
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<td></td>
<td>* Minimum of 90 internship hours for the quarter</td>
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All Fashion Design (BFA) students should meet with their Academic Director/Program Coordinator for selection of Design Studio Electives based on students' area of interest.

### Fashion-Related Electives (Select Four)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>ADVA201</td>
<td>Fundamentals of Marketing</td>
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<td>FMMA201</td>
<td>Merchandising Math</td>
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<tr>
<td>FMMA202</td>
<td>3D Visual Merchandising I</td>
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<tr>
<td>FMMA203</td>
<td>Event and Fashion Show Production</td>
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</tr>
<tr>
<td>GWDA204</td>
<td>Introduction to Writing for Interactive Media</td>
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</table>

Courses from other degree programs may be selected, subject to Academic Director/Program Coordinator approval, upon request.

**Total Core Credits**: 132

### General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>COM101</td>
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<td>GE3014</td>
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<td>Humanities/Fine Arts Electives (Select One)</td>
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<td>ENG307 Twentieth Century Poetry</td>
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<td>ENG310 Topics in American Literature</td>
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<td>ENG311 Topics in British Literature</td>
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<td>ENG312 Women in Literature</td>
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<td>GE3034 Transformations &amp; Adaptations</td>
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<td>GE3084 Creative Writing</td>
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<td>GE3114 Film Appreciation</td>
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<td>GE4014 Survey of World Religions</td>
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<td>GE4024 Western Civilization</td>
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<td>GE4044 Southern Fiction</td>
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<td>GE4064 Spanish</td>
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<th>Social/Behavioral Sciences Electives (Select One)</th>
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<td>SOC101 Sociology</td>
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<tr>
<td>GE2054 Social Psychology</td>
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<td>GE3014 Perspectives in Global Economics</td>
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<td>GE3074 Principles of American Politics</td>
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*Total General Education Credits*: 48

*Total Credits for Bachelor of Fine Arts Degree*: 180
Fashion Marketing & Management  
ASSOCIATE OF APPLIED SCIENCE  
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF RALEIGH-DURHAM

The Associate of Applied Science in Fashion Marketing & Management degree program introduces students to the use of textiles, color, and design to create visual merchandising campaigns. Students have the opportunity to explore how to develop, analyze, and implement effective sales strategies in business courses. Courses cover the use of computers for cost analysis, inventory control, and other store operations, and the basics of merchandise economics, leadership skills, manufacturing, and store planning. Many students combine the classroom experience with hands-on application through part-time jobs and internships. In addition, students have the opportunity to examine marketing promotion, buying techniques, and retail management.

Program Student Learning Outcomes

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

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

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<tr>
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</thead>
<tbody>
<tr>
<td>ADVA201</td>
<td>Fundamentals of Marketing</td>
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<td>ADVA204</td>
<td>Consumer Behavior and Persuasive Sales Techniques</td>
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<tr>
<td>FADA103</td>
<td>Textile Fundamentals</td>
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<td>FMMA201</td>
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<td>FMMA203</td>
<td>Event and Fashion Show Production</td>
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<td>FMMA211</td>
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<td>FMMA212</td>
<td>3D Visual Merchandising II</td>
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**Core Electives (Select One)**

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Other courses may be selected, subject to Academic Director approval, upon request.

**Total Core Credits**: 66

*Minimum 90 Internship Hours for the Quarter

### General Education Courses

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**Total General Education Credits**: 24

**Total Credits for Associate of Applied Science Degree**: 90
Fashion Marketing & Management
BACHELOR OF ARTS
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

- Design: Integrate the art of fashion design with the knowledge of materials and apparel production
- Production Skills: Integrate textile knowledge and process skills in the production of garments from concept development to finished product
- Technology: Effectively employ industry software and equipment to design and produce garments and produce garment technical packages
- Context and Critical thinking: Evaluate interconnections of historical perspectives, global events, forecasting, design, and color to create products relevant to fashion industry business trends
- Professionalism: Exemplify professional standards, ethics, and business concepts
- Communication: Display the ability to professionally communicate their ideas visually and verbally
### Bachelor of Arts Core Courses

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<td>Brand Strategy</td>
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<td>Leadership &amp; Organizational Behavior</td>
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<td>FADA402 Digital Textile Design</td>
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<tr>
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<td>FND120 Perspective Drawing</td>
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<td>GWDA122 Typography – Hierarchy</td>
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<td>PHOA101 Principles of Photography</td>
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<td>ENG307 Twentieth Century Poetry</td>
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**Total General Education Credits** 48

**Total Credits for Bachelor of Arts Degree** 180
Fashion Marketing & Management
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS

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

Program Student Learning Outcomes

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

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

Bachelor of Fine Arts Core Courses

<table>
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<tr>
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<td>Brand Strategy</td>
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PHOA101  Principles of Photography  3

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Social/Behavioral Sciences Electives (Select One)  Credits

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Total General Education Credits  48

Total Credits for Bachelor of Fine Arts Degree  180
Fashion Retailing
CERTIFICATE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS, AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

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

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info:

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<th>Location</th>
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<tr>
<td>The Art Institute of Dallas</td>
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<tr>
<td>The Art Institute of Raleigh-Durham</td>
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**Total Credits for Certificate**: 48
Game Art & Design
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

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

Program Student Learning Outcomes

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

- Basic Skills - demonstrate the ability to apply traditional and digital art skills showing a solid foundation of the principles of game art and design according to professional industry standards
- Employ the principles of gaming, balance and usability to plan and create game rules, mechanics, environments, aesthetics and experiences
- Process Skills - demonstrate the requisite presentation, interviewing, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry
- Technology and Production - demonstrate the ability to apply the skills necessary to create game art assets for use in industry standard engines through all stages of the production pipeline
- Communication - complete assignments and projects to include designing level play and background stories, creating characters and related environments, and applying knowledge of video and computer games to evaluate game products
- Professional Practice - demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, scope, soft skills, problem solving, deadlines and economics that go into making a market-ready game
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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### MAAA242  Character Modeling  3
### MAAA243  Material and Lighting  3
### MAAA252  Background Design and Layout  3
### MAAA303  3D Character Rigging  3
### MAAA313  Advanced Lighting and Texturing  3

* Minimum of 90 internship hours for the quarter
** Students are required to meet with their Academic Advisor or Director to determine courses that are appropriate to serve as electives.

### Total Core Credits  132

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<td>MAT100 College Mathematics</td>
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### Humanities/Fine Arts Electives (Select One)  48

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<td>GE4064 Spanish</td>
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### Total General Education Credits  48

### Total Credits for Bachelor of Fine Arts Degree  180
GRAPHIC DESIGN
ASSOCIATE OF APPLIED ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS

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

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

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

Program Student Learning Outcomes

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

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

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<tr>
<td>PHOA101</td>
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**Total Core Credits** 66

### General Education Courses

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<td>PSY101</td>
<td>Psychology</td>
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**Total General Education Credits** 24

**Total Credits for Associate of Applied Arts** 90
GRAPHIC DESIGN
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

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

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

Program Student Learning Outcomes

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

- Design - demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding and usage of; space, line, color, shape, texture, form and value. Typographic and photographic hierarchy structures will also be considered

- Conceptual - demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writings

- Visual Communication - express a clear message to specific demographics using various mediums

- Professional Presentation - articulate their chosen design direction and solution by communicating their mastery knowledge of graphic design, problem solving, ethics and industry standards in a visual presentation
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Graphic & Web Design  
BACHELOR OF FINE ARTS  
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS, AND THE ART INSTITUTE OF RALEIGH-DURHAM

The Bachelor of Fine Arts in Graphic & Web Design degree program is a twelve-quarter, 180 credit program. The Graphic & Web Design degree program is designed to teach students how to express themselves creatively while visually communicating a message while not losing sight of the end user. The Graphic & Web Design degree program emphasizes hands-on learning. Students in the Graphic & Web Design degree program use industry-related technology and software. Course topics in the Graphic & Web Design degree program include typography, illustration, interface design and web development. With a Bachelor of Fine Arts degree in Graphic & Web Design, graduates can pursue entry-level jobs such as graphic designer, production artist, web designer, and interactive designer.

The Graphic & Web Design program at the University is the first step toward a career in creativity. Initially, students have the opportunity to develop an understanding of color and composition, design and technology. As students progress through the program, training is provided in creative problem solving and they have the opportunity to learn to offer solutions that are effective in the business world and applicable on various mediums.

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

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

Program Student Learning Outcomes

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

Graphic & Web Outcomes:

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

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

Web Design Specific Outcome:

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

Bachelor of Fine Arts Core Courses

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<td>Design Team Pre-Production</td>
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<td>GWDA382</td>
<td>Design for Mobile Devices</td>
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<td>GWDA406</td>
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5 electives**

* Minimum of 90 internship hours for the quarter
**Students are required to meet with their Academic Advisor or Director to determine courses that are appropriate to serve as electives.
### Graphic Design Concentration

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<td>Typography - Expressive and Experimental</td>
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### Graphic Design Electives (Select Two)

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<td>GWDA342</td>
<td>Editorial Illustration</td>
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<td>GWDA412</td>
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<td>GWDA422</td>
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Graphic & Web Design students should meet with the Academic Director/Program Coordinator for approval of electives based on students’ area of interest.

**Total Credits Graphic Design Concentration**

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### Web Design Concentration

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<td>GWDA123</td>
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<td>Audio and Video</td>
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<td>Introduction to Writing for Interactive Media</td>
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<td>Timeline Animation and Interaction</td>
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<td>GWDA313</td>
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GWDA317 Interactive Communication Planning & Research 3
GWDA318 Interactive Industry & Business Operations 3
GWDA372 Content Management Systems 3
GWDA407 Interactive Communication Usability & Prototyping 3
GWDA453 Interactive Communication Development & Delivery 3

**Web Design Electives (Select One)**

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Graphic & Web Design students should meet with the Academic Director/Program Coordinator for approval of electives based on students’ area of interest.

**Total Credits Web Design Concentration** 48

**General Education Courses**

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<td>GE2024</td>
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**Humanities/Fine Arts Electives (Select Two)**

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<td>ENG310</td>
<td>Topics in American Literature</td>
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<td>Topics in British Literature</td>
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<td>ENG312</td>
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<td>Transformations &amp; Adaptations</td>
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<td>Creative Writing</td>
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<td>Principles of American Politics</td>
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<td>SOC101</td>
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<td>GE3024</td>
<td>Environmental Science</td>
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<td>MAT102</td>
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*Total General Education Credits: 48*

<table>
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<th>Course Title</th>
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<td>Total Credits for Bachelor of Fine Arts Degree</td>
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Interior Design
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE

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

Program Student Learning Outcomes

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

- **Problem Solving** - solve complex interior design problems using the design process and their knowledge of interior design principles, theories and applications to analyze the client profile and project program, both individually and collaboratively

- **Communication** - provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions

- **Building Systems** - produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing standards of use, maintenance and sustainability

- **Interior Finish Materials** - Graduates will specify and apply to their interior design solutions finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics

- **Professionalism** - provide professional services based on the interior design body of knowledge with a standard of care that both meets client needs and protects the health, safety, and welfare of the public in an ethical and legal manner resulting from exposure to academic and real-world experiences
### Associate of Applied Science Core Courses

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<td>Architectural Drafting</td>
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<td>INTA103</td>
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<td>INTA105</td>
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<td>Design Basics 3D</td>
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*Minimum of 90 internship hours for the quarter.*

**Total Core Credits**: 66

### General Education Courses

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**Total General Education Credits**: 24

**Total Credits for Associate of Applied Science**: 90
Interior Design
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

- Problem Solving - solve complex interior design problems using the design process and their knowledge of interior design principles, theories and applications to analyze the client profile and project program, both individually and collaboratively

- Communication - provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions

- Building Systems - produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing standards of use, maintenance and sustainability

- Interior Finish Materials - specify and apply to their interior design solutions finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics

- Professionalism - provide professional services based on the interior design body of knowledge with a standard of care that both meets client needs and protects the health, safety, and welfare of the public in an ethical and legal manner resulting from exposure to academic and real-world experiences

Bachelor of Fine Arts Core Courses

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<td>INTA409</td>
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<td>3 Program Electives</td>
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Interior Design students should meet with the Academic Director/Program Coordinator for approval of electives based on students' area of interest.
### General Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<tr>
<td>GE2084</td>
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### Humanities/Fine Arts Electives (Select One)

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<td>ENG312</td>
<td>Women in Literature</td>
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</tr>
<tr>
<td>GE3034</td>
<td>Transformations &amp; Adaptations</td>
<td>4</td>
</tr>
<tr>
<td>GE3054</td>
<td>Myths &amp; Mythology</td>
<td>4</td>
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<td>GE3084</td>
<td>Creative Writing</td>
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<tr>
<td>GE3114</td>
<td>Film Appreciation</td>
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<td>GE4014</td>
<td>Survey of World Religions</td>
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<td>GE4024</td>
<td>Western Civilization</td>
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<td>GE4044</td>
<td>Southern Fiction</td>
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### Social/Behavioral Sciences Electives (Select One)

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<td>Social Psychology</td>
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<tr>
<td>GE3074</td>
<td>Principles of American Politics</td>
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</tr>
<tr>
<td>SOC101</td>
<td>Sociology</td>
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</table>

**Total General Education Credits**

48

**Total Credits for Bachelor of Fine Arts Degree**

180

minimum 90 internship hours for the quarter
Media Arts & Animation
BACHELOR OF FINE ARTS
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

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

Bachelor of Fine Arts Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DFVA353</td>
<td>Compositing for Digital Film</td>
<td>3</td>
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<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
<td>3</td>
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<tr>
<td>FND110</td>
<td>Observational Drawing</td>
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<td>FND120</td>
<td>Perspective Drawing</td>
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<tr>
<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>MAA1053</td>
<td>Media Typography</td>
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<tr>
<td>MAAA101</td>
<td>Language of Animation and Film</td>
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</tr>
<tr>
<td>MAAA102</td>
<td>Life Drawing and Gesture</td>
<td>3</td>
</tr>
<tr>
<td>MAAA111</td>
<td>Animation Principles</td>
<td>3</td>
</tr>
<tr>
<td>MAAA112</td>
<td>Short Format Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MAAA122</td>
<td>Drawing and Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>MAAA202</td>
<td>Character and Object Design</td>
<td>3</td>
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<tr>
<td>MAAA203</td>
<td>Audio &amp; Editing Techniques</td>
<td>3</td>
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<tr>
<td>MAAA204</td>
<td>Acting &amp; Movement for Animators</td>
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<tr>
<td>MAAA212</td>
<td>2D Animation</td>
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<tr>
<td>MAAA213</td>
<td>3D Modeling</td>
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<tr>
<td>MAAA222</td>
<td>Storyboarding and Animatics</td>
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</tbody>
</table>
MAAA223  Hard Surface and Organic Modeling 3
MAAA232  3D Animation 3
MAAA233  Motion Graphics 3
MAAA242  Character Modeling 3
MAAA243  Material and Lighting 3
MAAA252  Background Design and Layout 3
MAAA302  3D Character Animation 3
MAAA303  3D Character Rigging 3
MAAA309  Portfolio Pre-Production 3
MAAA312  Animation Studio 3
MAAA313  Advanced Lighting and Texturing 3
MAAA323  Emerging Technologies for Animation 3
MAAA333  Dynamics & Simulation 3
MAAA343  Pre-Production Team 3
MAAA353  Technical Visualization 3
MAAA363  Advanced Illustration for Production 3
MAAA403  Production Team 3
MAAA409  Portfolio Production 3
MAAA402  **Special Topics 3

OR
MAAA406  *Internship (3)
MAAA419  Portfolio Presentation 3

** Core Elective Courses (Choose Six) **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GAD1213</td>
<td>Introduction to Game Development</td>
<td>3</td>
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<tr>
<td>GAD1323</td>
<td>Interactive Storytelling</td>
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</tr>
<tr>
<td>GAD1433</td>
<td>Game Design and Game Play</td>
<td>3</td>
</tr>
<tr>
<td>GAD2113</td>
<td>Texture Mapping for Games</td>
<td>3</td>
</tr>
<tr>
<td>GAD2133</td>
<td>Game Modeling</td>
<td>3</td>
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<tr>
<td>GAD2223</td>
<td>Interior Spaces and Worlds</td>
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<tr>
<td>GWDA204</td>
<td>Introduction to Writing for Interactive Media</td>
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**Total Core Credits** 132

* Minimum of 90 internship hours for the quarter

** Students are required to meet with their Academic Advisor or Director to determine courses that are appropriate to serve as electives.

Courses from other degree programs may be selected, subject to Academic Director/Program Coordinator approval, upon request.
### General Education Courses

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>GE2084</td>
<td>Writing II</td>
<td>4</td>
</tr>
<tr>
<td>GE2114</td>
<td>Physics of Light, Sound and Motion</td>
<td>4</td>
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<tr>
<td>GE3004</td>
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### Humanities/Fine Arts Electives (Select One)

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### Social/Behavioral Sciences Electives (Select Two)

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<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

### Total General Education Credits

48

### Total Credits for Bachelor of Fine Arts Degree

180
Restaurant & Catering Management
ASSOCIATE OF APPLIED SCIENCE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE AND THE ART INSTITUTE OF DALLAS

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

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

Program Student Learning Outcomes

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CU1003</td>
<td>Concepts and Theories of Culinary Techniques</td>
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<tr>
<td>CU1016</td>
<td>American Regional Cuisine</td>
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<tr>
<td>CU1036</td>
<td>Fundamentals of Classical Techniques</td>
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<td>CU1046</td>
<td>Introduction to Baking and Pastry Techniques</td>
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<td>CU1123</td>
<td>Menu Management</td>
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<td>CU1163</td>
<td>Latin Cuisine</td>
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<tr>
<td>CU2006</td>
<td>Garde Manger</td>
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<td>CU2183</td>
<td>Nutritional Cooking</td>
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<td>CU2293</td>
<td>Food and Beverage Operations</td>
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<tr>
<td>CU2313</td>
<td>Supervision and Career Development</td>
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<tr>
<td>CU2403</td>
<td>Sustainable Purchasing &amp; Controlling Costs</td>
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<td>RCM2003</td>
<td>Financial Management</td>
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<td>RCM2033</td>
<td>Computers in the Foodservice Industry</td>
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<td>RCM2043</td>
<td>Human Resources, Law &amp; Ethics</td>
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<td>RCM2053</td>
<td>Marketing &amp; Product Knowledge</td>
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<tr>
<td>RCM2103</td>
<td>A La Carte &amp; Storeroom Management</td>
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<tr>
<td>RCM2203</td>
<td>Dining Room &amp; Catering Management*</td>
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<tr>
<td>RCM2263</td>
<td>Capstone</td>
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* Minimum of 90 field experience hours for the quarter.

**Total Core Credits** 66

### General Education Courses

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<td>PSY101</td>
<td>Psychology</td>
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</table>

**Total General Education Credits** 24

**Total Credits for Associate of Applied Science** 90
Web Design & Interactive Communications
CERTIFICATE
OFFERED AT THE ART INSTITUTE OF CHARLOTTE, THE ART INSTITUTE OF DALLAS AND THE ART INSTITUTE OF RALEIGH-DURHAM

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

Program Student Learning Outcomes

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

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

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info:

<table>
<thead>
<tr>
<th>Location</th>
<th>Gainful Employment URL</th>
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<tbody>
<tr>
<td>The Art Institute of Charlotte</td>
<td>ge.artinstitutes.edu/programoffering/3304</td>
</tr>
<tr>
<td>The Art Institute of Dallas</td>
<td>ge.artinstitutes.edu/programoffering/4337</td>
</tr>
<tr>
<td>The Art Institute of Raleigh-Durham</td>
<td>ge.artinstitutes.edu/programoffering/4230</td>
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### Certificate Core Courses

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<td>Digital Illustration</td>
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<td>GWDA111</td>
<td>Introduction to Layout Design</td>
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<tr>
<td>GWDA112</td>
<td>Typography - Traditional</td>
<td>3</td>
</tr>
<tr>
<td>GWDA123</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>GWDA132</td>
<td>Information Architecture</td>
<td>3</td>
</tr>
<tr>
<td>GWDA133</td>
<td>Fundamentals of Web Design</td>
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<td>GWDA202</td>
<td>Interface Design</td>
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<td>GWDA209</td>
<td>Portfolio I</td>
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<td>GWDA213</td>
<td>Timeline Animation and Interaction</td>
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<td>GWDA243</td>
<td>Object Oriented Scripting</td>
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</tr>
<tr>
<td>GWDA273</td>
<td>Intermediate Web Design</td>
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<tr>
<td>GWDA283</td>
<td>Advanced Web Design</td>
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<tr>
<td>GWDA303</td>
<td>Interactive Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GWDA382</td>
<td>Design for Mobile Devices</td>
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### Core Electives (Select One)

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>GWDA201</td>
<td>Audio and Video</td>
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<td>GWDA263</td>
<td>Web Standards</td>
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<td>GWDA313</td>
<td>Emerging Technology</td>
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<td>GWDA318</td>
<td>Interactive Industry and Business Operations</td>
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<tr>
<td>GWDA372</td>
<td>Content Management Systems</td>
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</table>

### Total Credits for Certificate

48
Not all courses are offered at all schools. Please check with the Dean of Academic Affairs at your campus to determine what course offerings are available.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student’s responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.
ADVA201 Fundamentals of Marketing (3 credits)
The fundamental concepts and principles of marketing. The overview of marketing provided here will help students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.
Prerequisite(s): None

ADVA204 Consumer Behavior and Persuasive Sales Techniques (3 credits)
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.
Prerequisite(s): ADVA201

ADVA307 Brand Strategy (3 credits)
The role of branding and brand identity. Examines brand value, framework and positioning and their importance to building strong, enduring brands.
Prerequisite(s): FADA308 or GWDA308 or GWDA318 or Permission of Academic Department Director/Program Coordinator

ADVA328 Public Relations (3 credits)
Examines the role of public relations, showing the principles, methods and means of influencing public opinion.
Prerequisite(s): None

ADVA348 Leadership & Organizational Behavior (3 credits)
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.
Prerequisite(s): FADA308 or GWDA308 or GWDA318 or Permission of Academic Director/Program Coordinator

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

ANTA115 Anthropology (4 credits)
This course looks at the broad anthropological fields of physical anthropology, archeology, and linguistic anthropology, but emphasizes cultural anthropology (ethnology). This examination of society is from a multi-cultural and multi-ethnic perspective, and analyzes the relationship between the individual, group, and society with regard to beliefs, traditions, rituals, values, norms, and customs.
Prerequisite(s): None

ANTA116 Biological Anthropology (4 credits)
Biological Anthropology is the study of human and non-human primate biology and behavior. Although this is a broad field, the primary focus of Biological Anthropology and of this class is a bio-cultural understanding of the evolutionary history of homo sapiens using genetic, morphological and comparative evidence.
Prerequisite(s): None
ANTA117 Humanistic Anthropology (4 credits)
Humanistic Anthropology is about the three humanistic of the four subfields of Anthropology: Archeology; Linguistic Anthropology; and Cultural Anthropology, how they work together and how they compliment the fourth subfield of Biological Anthropology in order to understand the central questions of Anthropology; What does it mean to be human? How did we get to be this way? How are we alike and how are we different?
Prerequisite(s): None

AUDA101 Fundamentals of Audio (3 credits)
Addresses the principles of recording sound and covers sound characteristics, basic acoustics, and techniques for field recording. The role of sound in media production is explained.
Prerequisite(s): None

AUDA102 Music Theory for Audio Professionals I (3 credits)
This course is an introduction to the rudiments of music theory. Students learn to identify notes and common scales as well as the notation of notes, scales and simple rhythms. The concept and structure of the lead sheet will be introduced. An ear-training component will develop the students’ skill in identifying and transcribing simple chords, melodies, and rhythms.
Prerequisite(s): None

AUDA103 Audio Technology I (3 credits)
This course examines the principles of audio signals and the equipment used to record, process, and distribute audio content. Students will begin to develop an understanding of signal flow of audio systems using block diagrams. A survey of audio transmission, manipulation, and delivery systems including cables, connectors, basic stereo mixers, microphones, amplifiers, and loudspeakers will be presented.
Prerequisite(s): AUDA101

AUDA111 Survey of the Audio Industry (3 credits)
This course explores the audio industry and its constituent sectors. There will be special emphasis on strategies for networking and utilizing industry organization.
Prerequisite(s): None

AUDA112 Music Theory for Audio Professionals II (3 credits)
This course continues with the development of the rudiments of music theory and expands into an introduction to harmony, voice leading, modes and compound time signatures. Students will learn to create simple lead sheets. An ear-training component will extend the work from Music Theory for Audio Professionals I to include more complex chords and intervals.
Prerequisite(s): AUDA102

AUDA113 Digital Audio I - Introduction to the Interface (3 credits)
This course introduces the theories, practices, and tools used in digital audio production and techniques of non-linear digital audio editing focusing on the fundamental theories and concepts behind various types of digital audio tools. Students develop knowledge and skills needed to operate non-linear audio workstations.
Prerequisite(s): AUDA101

AUDA133 Audio Recording I (3 credits)
Theoretical foundations presented in Digital Audio I - Introduction to the Interface is reinforced in this course through practical, hands-on applications. Students learn the operational techniques of basic audio systems with an emphasis on mixdown of prerecorded multitrack sessions.
Prerequisite(s): AUDA113
AUDA143 Electronics I (3 credits)
Students are introduced to the fundamental concepts of electronics as they relate to audio production. Topics include Ohm's Law, AC and DC circuits, basic troubleshooting for audio equipment, AC line voltage and filtered DC voltage, etc.
Prerequisite(s): AUDA101

AUDA202 Synthesis and Sound Design I (3 credits)
In this course students develop advanced skills using synthesizers and samplers. Students study the elements of sound and how they apply to simple and complex waveforms, envelopes, Low Frequency Oscillations (LFO), filters, and keyboard architecture. Theory and practice with sampling and subtractive synthesis using software and hardware sound sources.
Prerequisite(s): AUDA215

AUDA205 Listening and Analysis (3 credits)
This course covers ear-training and critical listening from the perspective of the audio engineer and contemporary production techniques. The student will learn to aurally analyze and identify typical contemporary popular song forms and the production techniques used to create them.
Prerequisite(s): AUDA112

AUDA213 Audio Technology II (3 credits)
Students continue to study the principles of audio signals and the equipment used to record, process, and distribute audio content in this course. Sound in acoustical form is discussed in relation to studio acoustics. Students expand their understanding of signal flow of advanced audio systems by creating and reading complex block diagrams.
Prerequisite(s): AUDA103

AUDA215 Acoustics (3 credits)
This course examines the physical behavior of sound indoors and outdoors. Topics include human hearing and the principles of psychoacoustics, sound propagation, transmission, reflection, diffraction, diffusion, noise reduction, basic studio and room acoustics, and sound isolation.
Prerequisite(s): AUDA205

AUDA223 Midi Systems (3 credits)
Students develop a working theoretical and skills-based knowledge of the multi-timbral synthesizer and the sequencing environment within the context of the contemporary MIDI production studio.
Prerequisite(s): AUDA113

AUDA233 Post-Production Sound (3 credits)
This course focuses on the artistic and technical problems of preparing sound in relation to picture. Students will learn the terminology and techniques of editing, mixing, and sound design.
Prerequisite(s): DFVA223

AUDA243 Digital Audio II - Digital Audio Systems (3 credits)
Students learn the concepts and production techniques used with Pro Tools integrated into a digital audio workstation. Topics include computer based digital audio workstations, sound design, field recording, digital audio transfer protocols, software-based effects plug-ins, and online automation.
Prerequisite(s): AUDA133
AUDA253 Audio Recording II (3 credits)
Students expand and develop the skills learned in Audio Recording I through multi-track recording projects. The course focuses on recording techniques used in music production. Emphasis is placed on signal flow for basic tracks, mixdown, and overdubs. Other topics include close and distant microphone techniques, recording session management, analog tape recorders, studio documentation, signal processing, and moving fader automation systems.
Prerequisite(s): AUDA133

AUDA263 Live Sound Reinforcement I (3 credits)
Students learn to set up and operate various audio equipment for a typical live sound reinforcement. Topics include reading block diagrams of audio systems, wiring speakers, connecting powers, testing and adjusting microphones, troubleshooting sound systems, and fine-tune reinforcement effects.
Prerequisite(s): AUDA213

AUDA273 Electronics II (3 credits)
Students explore the concepts, building, and application of transformers and filters and learn to read, interpret, and utilize data from more advanced schematic circuit diagrams. Emphasis is placed upon applying these electronic devices to the operation and troubleshooting of audio equipment.
Prerequisite(s): AUDA143

AUDA283 Audio Distribution Technologies (3 credits)
This course addresses the end part of media production-delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationships between delivery systems and distribution methods and evaluate the relative efficiency, cost and effectiveness of each.
Prerequisite(s): None

AUDA301 Broadcast Audio (3 credits)
This course provides the student with the fundamentals of audio production skills for Audio TV, Radio and New media.
Prerequisite(s): AUDA233

AUDA302 Synthesis and Sound Design II (3 credits)
In this course, students explore and implement available synthesis methods that enhance the narrative in various media. Analytical listening sessions will expose students to synthesis methods in various contexts.
Prerequisite(s): AUDA202

AUDA303 Advanced Post-Production Sound (3 credits)
This course focuses on practical experience in advanced sound design and audio production for video. The course includes applied techniques used in Automated Dialog Replacement (ADR), and the creation of realistic, synchronized sound effects (Foley), and multi-track recording, editing, and mixing in the post-production story-telling process.
Prerequisite(s): AUDA233

AUDA308 Business Fundamentals (3 credits)
In this course, students are introduced to the fundamentals of business. Topics of learning include forms of business ownership, starting a business, developing a business plan, business management principles and strategies, and marketing and promotion strategies for a business.
Prerequisite(s): None
AUDA309 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator

AUDA311 Mastering (3 credits)
This course introduces students to the equipment, techniques, protocols, and procedures used in premastering music and video for duplication in various media.
Prerequisite(s): AUDA343

AUDA312 Special Topics (3 credits)
Students, in consultation with the instructor, identify an area of special interest in audio production for focused skill development. Such skill development may include both community and curricular-based projects.
Prerequisite(s): Permission of Academic Director/Program Coordinator

AUDA313 Digital Audio III – Mixing (3 credits)
This course covers digital audio theory and interacts with analog consoles, digital recorders, external Digital Signal Processor (DSP), software signal routing, interfacing equipment, and synchronizing digital audio streams. Topics include analog-to-digital/digital-to-analog conversion, dithering, error correction and concealment, digital storage media, encoding methods involving data compression, digital audio interface standards, Digital Audio Workstation (DAW) interchange standards and synchronization methods.
Prerequisite(s): AUDA243

AUDA322 Senior Project I (3 credits)
This course initiates a two-quarter long comprehensive project, which will be integral to students' final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, multi-track digital audio work. Committee and/or faculty will approve the project content and type of the audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.
Prerequisite(s): Permission of Academic Director/Program Coordinator

AUDA323 Advanced Recording Techniques I (3 credits)
This course covers the techniques and technology typical to professional music recording and mixing using advanced large format consoles. Topics include: studio procedures and professionalism, Solid State Logic (SSL) Console operation, advanced signal flow, signal processing, analytical and critical listening skills, close, distant and stereo mic techniques for a variety of musical instruments, and basic mixdown strategies.
Prerequisite(s): AUDA253

AUDA332 Music Editing (3 credits)
This course covers approaches to editing music in relation to television and film including matching, mood, and aesthetic. Areas of concentration may include commercials, narratives, and music videos.
Prerequisite(s): Permission of Academic Director/Program Coordinator
AUDA333 Sound for Interactive Media (3 credits)
Students learn the techniques of recording, mixing, and mastering for various interactive media such as CD-ROM, DVD, and the internet. The unique challenges of memory allocation and optimization are examined with a focus on quality differences between different formats. In addition, students examine coding and compression techniques.
Prerequisite(s): AUDA233

AUDA343 Advanced Recording Techniques II (3 credits)
This course provides the student a greater understanding of Solid State Logic (SSL) consoles and Voltage Controlled Automation (VCA) automation systems. Students use SMPTE (Society of Motion Picture and Television Engineers) Time Code for synchronization to a variety of multitrack formats, use digital audio sampling for sound replacement, and integrate software and MIDI sequencers into the analog studio mixing environment. Critical listening skills and critical analysis of master tapes are emphasized. Students participate in in-class recording sessions and engineer recording projects during and out of class hours, which may be included in their portfolio.
Prerequisite(s): AUDA323

AUDA353 Live Sound Reinforcement II (3 credits)
This course presents students more sophisticated and complex situations for live sound reinforcement. Through studio settings or real world events, students learn to operate large format analogue and digital mixing consoles and solve signal manipulation problems with transformers. Students also learn professional protocols in live sound reinforcement settings.
Prerequisite(s): AUDA263

AUDA373 Advanced Electronics (3 credits)
This course focuses on the theoretical principles, physical properties, design, and characteristics of various audio electronics such as microphones, loudspeakers, and consoles. They will learn system design of a standard studio and live sound setup, as well as troubleshoot and repair various devices and systems.
Prerequisite(s): AUDA273

AUDA383 Live Sound Reinforcement III (3 credits)
Students work within the parameters of professional sound reinforcement companies to improve their audio skills and gain practical show experience by using hands-on, in the field, live sound reinforcement. Lighting, video, electrics, rigging, backline and remote recording are explored in both a classroom and lab setting. Students design sound systems using current industry software.
Prerequisite(s): AUDA353

AUDA402 Advanced Acoustics (3 credits)
This course focuses on applied acoustics, advanced room acoustics, and special topics in acoustics and electroacoustics. Students apply the physical properties of sound waves and human perception of sound to the understanding and design of acoustic environments, the behavior and construction of acoustic transducers, and the exploration of divergent acoustic phenomenon. The class emphasizes application of acoustic theory commonly used by acousticians, engineers, architects and designers in real world, professional applications.
Prerequisite(s): AUDA215

AUDA403 Senior Project II (3 credits)
This course continues the two-quarter long comprehensive project begun in Senior Project I. Students will employ cumulative skills to produce a significant, sophisticated, multi-track digital audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.
Prerequisite(s): AUDA322
AUDA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situations. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

AUDA408 Business and Culture of Audio (3 credits)
In this course students look at the industry from a non-technical perspective and examine the business side of the production facility as well as its role in a changing market and the impact that emerging technologies have on them. Issues of personality and attitude as they relate to working in the culture of an audio environment will also be covered as this class serves as a prerequisite to the Internship process.
Prerequisite(s): AUDA308

AUDA409 Portfolio II (3 credits)
This course aims to prepare graduates to seek 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.
Prerequisite(s): AUDA309

AUDA413 Advanced Broadcast Audio (3 credits)
This course provides students with the skills to analyze and support live broadcast scenarios.
Prerequisite(s): AUDA301 and Permission of Academic Director/Program Director

AUDA415 Composition and Scoring (3 credits)
In this course students are introduced to the special technical and artistic demands of composing music for film and television. Topics include instrumentation, orchestration, musical motif, notation, spotting sessions, midi mockups, scoring and tempo markers, and stems.
Prerequisite(s): AUDA112, AUDA313

AUDA418 Media Business Practices (3 credits)
This course covers basic business theory and practices for the media professional, as well as key legal requirements for artistic industries are addressed in this course.
Prerequisite(s): AUDA308

AUDA425 Songwriting (3 credits)
In this course students study song forms of pop, country, jazz and ethnic music in order to be able to compose melodies and chord cadences in various structures, tempos, meters and keys. Emphasis is on the symbiotic relationship of music and lyrics.
Prerequisite(s): AUDA112

AUDA443 Field Recording (3 credits)
Students are introduced to the equipment, techniques, protocols, and procedures used in on-site recording for radio, film, and TV. Students participate in a location film/video shoot. Topics include power requirements and electrical noise, acoustic isolation and location mixing, audio post-production tools and processes, field and post synchronization, sampling sounds and environments, microphone placement, wireless microphones, communication, and audio processing in the field.
Prerequisite(s): AUDA223
AUD453 Acoustic Recording & Production (3 credits)
In this course, students study recording and editing of classical music and jazz. The scope of the course will include studio and location digital recording of music in real time. Computer-based waveform editing will be taught using music scores and recording notes to create a seamless master from multiple takes. Prerequisite(s): Permission of Academic Director/Program Coordinator

COM101 Oral Communications (4 credits)
This course teaches students to present themselves with poise and confidence in a variety of contexts. Students will learn how to evaluate the nature of their audience, structure material appropriately and develop their individual speech style. Prerequisite(s): None

COMA205 Introduction to Popular Culture (4 credits)
The development of computer games and other forms of popular entertainment owe much to American myths, icons, heroes, and institutions as represented in American popular culture from the late nineteenth century to the present. Students examine the history of these art forms through examination of popular novels, film, radio programs, songs, and television. Prerequisite(s): None

CU1003 Concepts and Theories of Culinary Techniques (3 credits)
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 and cooking theories. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Prerequisite(s): None

CU1016 American Regional Cuisine (6 credits)
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 course reinforces the knowledge and skill learned in the preceding classes and helps students build confidence in the techniques of basic cookery. The development of knife skills is accented. American Regional Cuisine explores the use of indigenous ingredients in the preparation of traditional and contemporary American specialties. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are introduced and accentuated. Timing and organization skills are emphasized. Prerequisite(s): CU1003, CU1036, Sanitation Certificate or Permission of Academic Director/Program Coordinator

CU1036 Fundamentals of Classical Techniques
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, broth, glazes, soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach organization skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques. 6 credit hours

Prerequisite(s): CU1003
Co-requisite(s): CU1003, Enrollment in My Serve Safe Lab or Sanitation Certificate

CU1046 Introduction to Baking and Pastry Techniques

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, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Students must pass a practical exam. 6 credit hours

Prerequisite(s): CU1003 or by Permission of Academic Director/Program Coordinator
Co-requisite(s): Enrollment in My Serve Safe Lab or Sanitation Certificate

CU1123 Menu Management (3 credits)

This course prepares future food service managers by giving a clear picture of the important role menu planning plays within operations. It covers topics ranging from menu development, pricing, and evaluation to facilities design and layout. Students will benefit because good menu development is crucial to the success of any foodservice operation, i.e., a planning tool, source of operational information and a merchandising method for reaching patrons.

Prerequisite(s): None

CU1163 Latin Cuisine (3 credits)

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.

Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab

CU2006 Garde Manger (6 credits)

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. Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab

CU2013 European Cuisine (3 credits)

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 Cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of British Isles, Italy, France, and Germany, Austria, Switzerland, and Scandinavia countries. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines. Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab

CU2026 A La Carte and Service (6 credits)

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.

Introduces students to the A La Carte kitchen, emphasis is on "a la minute" method of food preparation, plus dining room service standards. Industry terminology, correct application of culinary skills, plate presentation, organization and timing in producing items off both a fixed-price menu and a la carte menu are stressed. The principles of dining room service are practiced and emphasized. The philosophy of food are further explored and examined in light of today's understanding of food, nutrition and presentation. Prior work experience or field study experience requires supervised, verifiable experience in the culinary field with a minimum of 90 field experience hours in food production. Students are responsible for securing the field experience site and may seek assistance through the University. Field Experience is a semi-structured and supervised situation in which students receive basic training and directed work experience in selected entry-level positions consistent with career preference. Emphasis is on job competence, performance, and professionalism and work relations. Documentation must be completed during the course. Prerequisite(s): Permission of Academic Director/Program Coordinator

CU2163 Capstone (3 credits)

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.

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project. Prerequisite(s): Permission of Academic Director/Program Coordinator
CU2183 Nutritional Cooking (3 credits)

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 centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and sources of nutrients, including carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, vitamin supplements, and food fats. Students also focus on the principles of planning wholesome, nutritionally balanced meals using traditional foods and ingredients. Students will plan, analyze, and prepare menus that meet nutritional guidelines.
Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab, or Permission of Academic Director/Program Coordinator

CU2283 Asian Cuisine (3 credits)

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 the four regions of China, Japan, Korea, Vietnam, Thailand, and Indonesia. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.
Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab

CU2293 Food and Beverage Operations (3 credits)

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 of providing exceptional service to increasingly sophisticated and demanding guests. Survey of the world's leading wines classified by type, as well as other distilled beverages. Topics covered include the management and training of personnel to be responsible, professional alcohol servers, product knowledge, the income statement, job descriptions, sales forecasting and cost control. The students will produce a complete dining room and bar operation manual. This project should be saved on diskette or jump drive, as it will be used during Capstone or the development of a business plan.
Prerequisite(s): CU1123 or Permission of Academic Director/Program Coordinator

CU2303 Food & Beverage Cost Controls (3 credits)

This course is designed for the student to understand the basic processes of the planning, costing, and control processes in the food and beverage industry. Menu pricing, cost analysis, food, beverage, and labor costs are included. Areas of inventory control sales projections, cost determination, cost associated with labor training as well as cost-saving techniques will be covered.
Prerequisite(s): CU2403

CU2313 Supervision and Career Development (3 credits)

This is a multifaceted course that focuses on managing people from the hospitality supervisor's viewpoint, and developing job search skills. The management emphasis is on techniques for increasing productivity, controlling labor costs, time management, and managing change. It also stresses effective
communication and explains the responsibilities of a supervisor in the food service industry. Students develop techniques and strategies for marketing themselves in their chosen fields. Emphasis will be placed on students assessing their marketable skills, developing a network of contacts, generating interviews, writing a cover letter and resume, preparing for their employment interview, presenting a professional appearance, and interview follow-up.

Prerequisite(s): None

CU2323 World Cuisine (3 credits)

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.

Prerequisite(s): CU1003, CU1036, Sanitation Certificate or completion of My Serve Safe Lab

CU2333 Art Culinaire (3 credits)

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

Prerequisite(s): Permission of Academic Director/Program Coordinator

CU2346 Artisan Breads and Baking Production (6 credits)

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.

Prerequisite(s): CU1046, Sanitation Certificate or completion of My Serve Safe Lab

CU2353 European Cakes and Tortes (3 credits)

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.

Prerequisite(s): CU1046, Sanitation Certificate or completion of My Serve Safe Lab

CU2366 Advanced Patisserie and Display Cakes (6 credits)

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.

Prerequisite(s): CU1046, Sanitation Certificate or completion of My Serve Safe Lab

CU2373 Chocolates, Confections and Centerpieces (3 credits)

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.

Prerequisite(s): CU1046, Sanitation Certificate or completion of My Serve Safe Lab

CU2403 Sustainable Purchasing & Controlling Costs (3 credits)

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

Prerequisite(s): CU1123 or Permission of Academic Director

CU2603 Quantity Food Production (3 credits)

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 fundamentals of catering, banquets, and special events in the foodservice industry. Quantity food production venues such as hotels, private clubs, schools, hospitals, and resorts are compared to understand the challenges that foodservice professionals face. Students will be responsible for concept development, resource planning, and the efficient execution of a culinary event at the school or through off-site catering. This course is focused on translating the cooking and service delivery skills developed in earlier courses to a larger number of customers.

Prerequisite(s): CU2333 or Permission of Academic Director/Program Coordinator
CU3003 Foodservice Technology and Information (3 credits)
This course is a survey course in foodservice information systems and technology (IS&T) designed to introduce students to the many diverse facets of IS&T in the foodservice industry. Current systems and issues of major importance in the field of IS&T will be considered as they relate to the foodservice industry. Emphasis will be placed on the managerial and business aspects of IS&T, rather than the technical perspectives. Core topics will include key foodservice systems (e.g., accounting and property management systems, point-of-sale, sales and catering, etc.), guest service and customer relationship management (CRM), knowledge management, and IS&T strategy.
Prerequisite(s): None

CU3013 Facilities Management and Design (3 credits)
This course provides students with information related to hospitality facility design and maintenance. Food service layout and design is related to operating issues, new building construction, and renovations. Planning and design of facilities including equipment, space and functional relationships, cost and operating efficiencies; emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.
Prerequisite(s): None

CU3023 Hospitality Marketing (3 credits)
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.
Prerequisite(s): None

CU3103 Accounting (3 credits)
This course introduces the nature and purpose of accounting, presents the accounting cycle, and explains how to understand accounting statements.
Prerequisite(s): None

CU3113 Catering and Event Management (3 credits)
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 fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding the catering's role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work.
Prerequisite(s): None

CU3123 Human Resource Management (3 credits)
This course introduces the principles and practices of human resources management relevant to hospitality organizations, with emphasis on the entry-level manager's role. Topics covered will include employment laws, workforce management, compensation and benefits administration, labor unions, employee safety, diversity and ethics.
Prerequisite(s): None
CU4003 Exploring Wines and the Culinary Arts (3 credits)

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.
Prerequisite(s): CU2293

CU4013 Foodservice Financial Management (3 credits)

In this course, the students develop a working knowledge of the current theories, issues and challenges involved with financial management. Students are introduced to the tools and skills that financial managers use in effective decision making. Topics include budgeting, cash management, cost concepts and behavior, investment analysis, borrowing funds, and financial forecasting.
Prerequisite(s): None

CU4023 Quality Foodservice Management and Training (3 credits)

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 food service industry and explore how to give quality customer service. Service systems and training programs in quality operations will be examined through the use of case studies and hypothetical scenarios. The course will cover employee training and development from both a strategic and operational perspective.
Prerequisite(s): None

CU4033 Legal Issues & Ethics for Culinarians (3 credits)

The course is designed to give the student an overview of legal issues arising in the foodservice environment. The students will examine laws pertinent to the hospitality/food service industry and will investigate the relationship of these laws to the administration of a service organization. This course also identifies common ethical dilemmas encountered by culinarians; introduces the student to the foundations, purpose, and content of ethical codes and approaches to ethical decision making.
Prerequisite(s): None

CU4103 Leadership and Organizational Development (3 credits)

Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course.
Prerequisite(s): None
CU4113 Senior Culinary Practicum (3 credits)

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 intended to be a practical capstone for the culinary management curriculum. It will draw on the majority of disciplines presented earlier in the program. In this class students will plan, organize, and execute functions that will be booked and/or sold to the public. Students in effect, will experience the necessary functions of opening their own restaurant. Minimum 90 field experience hours required. Prerequisite(s): Permission of Academic Director/Program Coordinator

CU4123 Baccalaureate Capstone (3 credits)

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 Associates level Capstone (CU2163). While the Associates 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. Prerequisite(s): Permission of Academic Director/Program Coordinator

CU4203 Externship II (3 credits)

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. Students must complete a minimum of 90 contact hours. Prerequisite(s): Permission of Academic Director/Program Coordinator

CU4213 Innovation and Entrepreneurship (3 credits)

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

CU4223 Global Management and Operations in the Hospitality Industry (3 credits)

Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture.
Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course.

Prerequisite(s): None

DFP431 Digital Documentary Production (3 credits)
In this special topic course, students work in teams to produce a digital documentary film. Using an original or adapted script, students must plan out the whole process of production but may choose to produce one or more episodes of the long-form work.
Prerequisite(s): Permission of Academic Director or Program Coordinator

DFVA101 Survey of Digital Filmmaking and Video Production (3 credits)
A survey of the digital filmmaking and video production field within the larger framework of traditional mass media and emerging communication technologies.
Prerequisite(s): None

DFVA102 Introduction to Filmmaking Applications and Design (3 credits)
Introduction to professional software applications used for the creation and design of digital filmmaking and video production.
Prerequisite(s): None

DFVA103 Fundamentals of Video Production (3 credits)
Students begin the implementation of fundamental terminology, concepts, equipment and techniques of video production.
Prerequisite(s): DFVA111 or AUDA101

DFVA105 Conceptual Storytelling (3 credits)
Introduces students to storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.
Prerequisite(s): ENG104

DFVA107 Fundamentals of Producing and Directing (3 credits)
Focuses on the production processes from the perspectives of a producer and director.
Prerequisite(s): DFVA123

DFVA111 Principles of Cinematography (3 credits)
Introduction of the history and principles of visual design for motion pictures through the use of a camera.
Prerequisite(s): None

DFVA113 Fundamentals of Editing (3 credits)
Introduces the student to the editing of visuals and sound using non-linear editing software.
Prerequisite(s): DFVA103

DFVA123 Intermediate Video Production (3 credits)
Covers the principles of visual design for motion pictures, develop the student's ability to evaluate the visual potential of locations, and determine the proper technical tools and use of motion picture elements to achieve the story's intended look.
Prerequisite(s): DFVA103

DFVA133 Lighting for Digital Film (3 credits)
Students will be introduced to the basic concepts and principles of lighting for cinematography. Fundamentals of utilizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image.
Prerequisite(s): DFVA103
DFVA201 Fundamentals of Scriptwriting (3 credits)
Students explore the writing and creative elements needed to create scripts. They will also acquire knowledge of all elements from research to proposal to treatment to script.
Prerequisite(s): DFVA105

DFVA202 Digital Cinematography (3 credits)
Explores various cameras, lighting techniques and styles used in digital filmmaking and video production. Discussions will cover advanced concepts and principles of camera operation, camera movement, use of lenses, composition and lighting techniques.
Prerequisite(s): DFVA123
DFVA203 Intermediate Editing (3 credits)
Students will learn to utilize creative problem-solving skills through editing using approach, pace, tone, and rhythm of sequences.
Prerequisite(s): DFVA113

DFVA204 Acting and Directing (3 credits)
Develops students' understanding of the role and responsibilities of a director and their role in helping actors bring characters to life.
Prerequisite(s): DFVA107

DFVA205 History of Film and Media (3 credits)
Focuses on the history of film and media, with the goal of delivering a clear outline and analysis of its key developments and innovations.
Prerequisite(s): None

DFVA208 Media Business Practices (3 credits)
Addresses basic business theory and practices for the media professional, as well as key legal requirements for artistic industries.
Prerequisite(s): DFVA107

DFVA212 Broadcast Graphics I (3 credits)
Students study the nature and attributes of motion and broadcast graphics and learn to generate, select, and manipulate still and motion graphics for broadcast and other media delivery.
Prerequisite(s): DFVA113

DFVA213 Studio Production (3 credits)
Focuses on broadcast studio operation, live production, studio management, lighting, crew, and sound. Students will also explore the theoretical basis of the electronics behind the equipment needed for studio production.
Prerequisite(s): DFVA123

DFVA214 Advanced Scriptwriting (3 credits)
A presentation of the professional scriptwriting process, from pitching, through treatment, and the development process to final draft.
Prerequisite(s): DFVA201

DFVA222 Broadcast Graphics II (3 credits)
Reinforces compositing concepts, techniques and vocabulary acquired in Broadcast Graphics I and introduces more sophisticated tools and techniques.
Prerequisite(s): DFVA212
DFVA223 Intermediate Audio (3 credits)
Explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content.
Prerequisite(s): AUDA101

DFVA233 Electronic Field Production (3 credits)
Students will learn video field production in two styles: Electronic News Gathering and Electronic Field Production.
Prerequisite(s): DFVA123

DFVA303 Multi-Camera Production (3 credits)
Students work together as a team to produce in-studio and/or remote multi-camera productions of live performances.
Prerequisite(s): DFVA213

DFVA306 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

DFVA307 Media Theory and Criticism (3 credits)
Introduces students to the major theories used to analyze various media, including film, television and audio.
Prerequisite(s): DFVA205

DFVA308 Media Delivery Systems and Distribution (3 credits)
Addresses the end part of digital filmmaking and video production-delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods and evaluate the relative efficiency, cost, and effectiveness of each.
Prerequisite(s): DFVA212

DFVA309 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course is designed to prepare graduates to seek entry-level employment in the field by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator

DFVA313 Sound Design (3 credits)
Explores the various methods and techniques for digital sound composition and design in film and video.
Prerequisite(s): DFVA223 and Permission of Academic Director/Program Coordinator

DFVA316 Media Production Workshop (3 credits)
Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system.
Prerequisite(s): DFVA233
DFVA323 Short Media Production (3 credits)
Discusses short form as a genre of media production and its features in subject matter and style. Students learn to produce short-form news, information, or dramatic content for multiple delivery platforms.
Prerequisite(s): DFVA233

DFVA332 Senior Project Preparation (3 credits)
Initiates a multi-quarter, comprehensive project which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to pre-produce a digital film in a chosen genre.
Prerequisite(s): DFVA323 or Permission of Academic Director/Program Coordinator
Co-requisite(s): DFVA323 or Permission of Academic Director/Program Coordinator

DFVA333 Senior Project Production (3 credits)
This course continues the three-quarter long comprehensive project begun in Senior Project Preparation. Students will employ cumulative skills to produce a significant, sophisticated, digital film in a chosen genre. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.
Prerequisite(s): DFVA323 or Permission of Academic Director/Program Coordinator

DFVA343 Advanced Editing (3 credits)
Using advanced editing methods; this course focuses on processing audio and video elements in media content and organizing such content for total effect and final delivery.
Prerequisite(s): DFVA203

DFVA353 Compositing for Digital Film (3 credits)
Students in this course learn the concepts, techniques, and vocabulary of compositing. Students apply roto-scoping, match moving, keying, and layering to finalize their multiple-source projects.
Prerequisite(s): DFVA212 or MAAA233

DFVA403 Senior Project Post Production (3 credits)
This course concludes the three-quarter long comprehensive project begun in Senior Project Preparation and created in Senior Project Production. Students will employ cumulative skills to post-produce a significant, sophisticated digital film in a chosen genre.
Prerequisite(s): DFVA332 and DFVA333 or AUDA322 and AUDA403

DFVA409 Portfolio II (3 credits)
This course aims to prepare graduates to seek 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.
Prerequisite(s): Permission of Academic Director or Program Coordinator

DSN2113 Media Business Law (3 credits)
This course covers the multiple facets of media business law. Topics include: an overview of the legal system, contracts, personal property, intellectual property, copyright and additional legal and ethical business issues as it impacts media and design professionals.
Prerequisite(s): None
ENG104 Composition (4 credits)
This course is designed to help students develop writing skills and to refine their critical thinking skills through a variety of assignments. The class will require successful completion of reading, interpretation, and writing assignments at the college level.
Prerequisite(s): None

ENG307 Twentieth Century Poetry (4 credits)
In this course students will read various works of poetry produced in the United States during the first half of the twentieth century. The aims are to understand and critically analyze some of the important and influential poetries produced by major modernist poets and to survey important poetry produced by lesser known but no less powerful poets. Students will direct their study and methods for extended periods and depths with various poets’ works.
Prerequisite(s): GE2084

ENG310 Topics in American Literature (4 credits)
This course will focus on reading, discussing, and analyzing notable works of American literature. Students will explore historical and cultural contexts of American literature and will apply various critical theories to the different literary forms, including fiction, poetry, non-fiction prose, and drama. The course will further reinforce the students' experience with the conventions of standard written English and advanced research methodology.
Prerequisite(s): GE2084

ENG311 Topics in British Literature (4 credits)
This course will focus on reading, discussing, and analyzing notable works of British literature. Students will explore historical and cultural contexts of British literature and will apply various critical theories to the different literary forms, including fiction, poetry, non-fiction prose, and drama. The course will further reinforce the students' experience with the conventions of standard written English and advanced research methodology.
Prerequisite(s): GE2084

ENG312 Women in Literature (4 credits)
This course surveys literature written by and about women from various world traditions. Students examine archetypes and stereotypes of women as they are presented and challenged in the literature. This course also explores the place of women’s literature in the world by examining such concepts as the reclaiming of agency, the post-Colonial writer's dilemma, and aesthetics.
Prerequisite(s): GE2084

FADA101 Elements of Garment Construction (3 credits)
This course introduces the student to the basic concepts of garment construction. The student will have an overview of the industrial equipment, the processes of measuring, cutting, sewing, and sequence of assembly.
Prerequisite(s): None

FADA102 Fashion Illustration (3 credits)
This course covers rendering the fashion figure, garments, details, and textiles using various media.
Prerequisite(s): FND110

FADA103 Textile Fundamentals (3 credits)
Students study textiles exploring natural and manufactured fibers, structure, production, uses, and characteristics.
Prerequisite(s): None

FADA108 Textiles Applications (3 credits)
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.
Prerequisite(s): FADA103
FADA111 Survey of the Fashion Industry (3 credits)
This course is an overview of the fashion industry, examining how garments are designed, created, produced and marketed.
Prerequisite(s): None

FADA113 Fundamentals of Patternmaking (3 credits)
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.
Prerequisite(s): FADA101

FADA121 Fundamentals of Construction (3 credits)
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.
Prerequisite(s): FADA101

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

FADA201 Advanced Construction (3 credits)
In this course students study advanced construction techniques applied to structured garments.
Prerequisite(s): FADA131

FADA202 Technical Drawing (3 credits)
Development of presentation boards and technical illustrations manually and by computer aided design technology.
Prerequisite(s): GWDA103

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

FADA207 Early History of Fashion (3 credits)
Students study evolution of garments and accessories from the ancient Egyptians through the French Revolution.
Prerequisite(s): None

FADA208 Trends and Forecasting (3 credits)
The course focuses on the study of trends, trend forecasting, demographics and social issues that affect fashion.
Prerequisite(s): None

FADA209 Portfolio (3 credits)
This course is designed to prepare 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 each instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director or Program Coordinator
FADA212 Advanced Fashion Illustration (3 credits)
Student utilizes 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.
Prerequisite(s): FADA102

FADA213 Advanced Patternmaking (3 credits)
Students study advanced patternmaking and construction techniques including stretch fabric blocks for garment creation.
Prerequisite(s): FADA203

FADA217 Modern History of Fashion (3 credits)
Students study evolution of garments and accessories from the French Revolution to the present.
Prerequisite(s): None

FADA222 Collections (3 credits)
In this course, students implement design concepts to product completion. Specific target markets, industry standards, and manufacturing sources are analyzed by means of development of a collection. Students will plan a professional presentation of their collections.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FADA223 Computer Patternmaking (3 credits)
In this course students will utilize industry standard software to further their patternmaking skills.
Prerequisite(s): FADA213

FADA233 Draping (3 credits)
The course is an introduction to the principles and techniques of draping. Proportion, line, grain and fit are analyzed.
Prerequisite(s): FADA213

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

FADA302 Fit Analysis (3 credits)
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.
Prerequisite(s): FADA213

FADA303 Advanced Computer Patternmaking (3 credits)
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.
Prerequisite(s): FADA223

FADA308 Fundamentals of Business (3 credits)
This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.
Prerequisite(s): None
FADA312 Sourcing and Technical Design (3 credits)
Through a variety of in-depth research and analysis, students create a computer generated production package consisting of costing analysis, size specification, construction standards, sourcing materials and production methods, detailed front and back flats.
Prerequisite(s): GWDA103

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

FADA322 Senior Collection Concept (3 credits)
Students develop a final collection beginning with market research, development of concepts, illustrations, and the sourcing of materials.
Prerequisite(s): Permission of Academic Director/Program Coordinator

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

FADA402 Digital Textile Design (3 credits)
Using pixel and vector based software students explore applied and structural techniques for textile print design and fabric development.
Prerequisite(s): FND135

FADA403 Senior Collection Technical (3 credits)
Students continue developing final collection through completion of technical drawings, specifications, patternmaking and fit.
Prerequisite(s): FADA322
Co-requisite(s): FADA413

FADA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FADA409 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FADA413 Senior Collection Production (3 credits)
Students complete the final development phase of their senior collection including specification package. Emphasis is placed on finished construction and presentation of original line.
Prerequisite(s): FADA322
Co-requisite(s): FADA403
FADA419 Portfolio II (3 credits)
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.
Prerequisite(s): FADA409

FM114 Fashion Presentation (3 credits)
Students learn to incorporate the principles and elements of design in order to arrange images and text creatively through the use of marker renderings, a grid system for multi-component lay-outs, and computer software. Design projects include theme, concept boards, fashion catalogs, and direct mailers.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FMMA101 Introduction to Retailing (3 credits)
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.
Prerequisite(s): None

FMMA103 Survey of Manufacturing and Product Development (3 credits)
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.
Prerequisite(s): None

FMMA104 Sales Promotion (3 credits)
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.
Prerequisite(s): ADVA204

FMMA201 Merchandising Math (3 credits)
A survey of quantitative skills necessary for merchandise planning in the wholesale and retail business environment.
Prerequisite(s): MAT100; for Fashion Retailing Certificate: None

FMMA202 3D Visual Merchandising I (3 credits)
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 hands-on exercises using virtual 3D space planning software, you will complete the course having a solid foundation of space planning fundamentals.
Prerequisite(s): FND135 or Permission of Academic Director or Program Coordinator

FMMA203 Event and Fashion Show Production (3 credits)
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.
Prerequisite(s): FND135 or Permission of Academic Director or Program Director
FMMA208 Finance Principles (3 credits)
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.
Prerequisite(s): FADA308

FMMA211 Retail Buying (3 credits)
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.
Prerequisite(s): FMMA201

FMMA212 3D Visual Merchandising II (3 credits)
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.
Prerequisite(s): FMMA202

FMMA218 Human Resource Management (3 credits)
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.
Prerequisite(s): FADA308

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

FMMA301 Elements of Retail Logistics and Distribution (3 credits)
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.
Prerequisite(s): FMMA211

FMMA302 Global Marketing (3 credits)
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.
Prerequisite(s): ADVA307

FMMA303 Apparel Fit and Construction Evaluation (3 credits)
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.
Prerequisite(s): None

FMMA308 Fashion Business Law (3 credits)
This course includes issues such as: intellectual property, licensing, counterfeiting, commercial operation/extension (corporation, partnerships, sole proprietorship), selling and buying, employment law, marketing, advertising and promotion, retail leasing, and international aspects.
Prerequisite(s): FADA308
FMMA312 Fundamentals of Fashion Styling (3 credits)
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.
Prerequisite(s): None

FMMA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Minimum 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FMMA408 Entrepreneurship (3 credits)
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.
Prerequisite(s): ADVA348

FMMA409 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FMMA419 Portfolio and Professional Development (3 credits)
This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding.
Prerequisite(s): Permission of Academic Director/Program Coordinator

FND105 Design Fundamentals (3 credits)
This introductory course will explore the principles of design, and introduce and develop the creative process. Design elements and relationships will be identified and employed to establish a basis for aesthetic sensitivity and critical analysis. Design will be presented as a tool of communication.
Prerequisite(s): None

FND110 Observational Drawing (3 credits)
This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality through the use of tone light and shadow.
Prerequisite(s): None
FND120 Perspective Drawing (3 credits)
This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective. Students will draw three-dimensional objects in one-, two-, and three-point perspective.
Prerequisite(s): None

FND135 Image Manipulation (3 credits)
In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software, related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning and output.
Prerequisite(s): None

FND150 Digital Color Theory (3 credits)
Introduction to the principles of color and an exploration of color theory as it relates to media.
Prerequisite(s): None

GAD1213 Introduction to Game Development (3 credits)
This course introduces students to the game industries. Specifically, it will focus on entry-level employment opportunities and responsibilities, career paths, industry products, and their characteristics. Students explore the production pipeline and industry standard software associated with game development.
Prerequisite(s): None

GAD1323 Interactive Storytelling (3 credits)
This course will focus on the aspects of interactive and multi-threaded storytelling. Narrative scripting techniques will also be taught. Scripts will be developed with an emphasis on characterization, plotting, target audience, messages, and script format.
Prerequisite(s): ENG104

GAD1433 Game Design and Game Play (3 credits)
A well-designed game is an integration of artistic and technological components that must have a clearly defined goal, set of game criteria and rules for game play. Students learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document.
Prerequisite(s): GAD1213

GAD2113 Texture Mapping for Games (3 credits)
In this class students will be introduced to the process of creating and working with textures for the game genre. Advanced image manipulation techniques will be learned and applied here. Introduction to a shading network as it applies in a 3D Software package will be explored.
Prerequisite(s): MAAA213

GAD2133 Game Modeling (3 credits)
Real time 3D animation requires a thorough understanding and ability to create scenes and characters in such a way as to minimize the time it takes for a computer to redraw the scene as it moves in a game. Students will learn level detail creation techniques using industry-standard 3D modeling software and computers.
Prerequisite(s): MAAA213

GAD2223 Interior Spaces and Worlds (3 credits)
In this course students will create 3D environments representing interiors and exteriors for use in game production. Topics in this course will include principles of lighting, architectural elements, and using industry standard techniques for asset creation.
Prerequisite(s): MAAA243
GAD2233 Game Production Pipeline (3 credits)
A specialized project management course for Game Art & Design. Students learn to organize personnel, equipment, and a variety of other media assets for production purposes. Emphasis is placed upon skills and techniques for goal-setting, strategic planning, organization, communication, risk management, efficiency, and cost effectiveness. Legal aspects of the game production business are also covered.
Prerequisite(s): GAD1433

GAD2313 Level Design (3 credits)
Building upon the Game Design and Game Play course, students will analyze and break down the game play needs of a project in order to create specific level designs. Given several basic game designs, students will learn to create 2D maps, design level elements (puzzles, traps, etc.), add structures and objects (such as power-ups and weapons), and create balanced game play through combining these components. Students will learn to use their own designs as well as pre-created level editors while working as members of teams. Students will produce at least two playable level designs on paper and on the computer.
Prerequisite(s): GAD1433

GAD2333 Programming for Artists (3 credits)
This course introduces basic scripting to extend the capabilities of the artist working in media applications. Students will be introduced to data structures, constructs, classes, and high-level scripting languages. A functional application relating to their field of study will be produced utilizing a scripting language.
Prerequisite(s): Permission of Academic Director/Program Coordinator

GAD2413 Advanced Level Design (3 credits)
Students will create playable levels using an industry standard level editor and tools. Emphasis is on implementation of the design and assets. Building on abilities gained in the Level Design course, students will create more intricate design elements.
Prerequisite(s): GAD2313

GAD2423 Game Prototyping (3 credits)
In this course, students will perform as members of a pre-determined team to create a game level within an existing engine. Students will implement a pre-existing design determined by the teacher to create the game environment.
Prerequisite(s): GAD2313

GAD2433 Project Management for Game Art and Design (3 credits)
A specialized project management course for Game Art & Design. Students learn to organize personnel, equipment, and a variety of other media assets for production purposes. Emphasis is placed upon skills and techniques for goal-setting, strategic planning, organization, communication, risk management, efficiency, and cost effectiveness. Legal aspects of the game production business are also covered.
Prerequisite(s): Permission of Academic Director/Program Coordinator

GAD3113 Team Production Planning (3 credits)
During the course, students research a Game Art & Design topic and begin the preproduction process for their team projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results.
Prerequisite(s): GAD2413 and GAD2423

GAD3123 Advanced Game Prototyping (3 credits)
In this course, students will perform as members of a team to create a game level within an existing engine. Students will continue to develop a project that began in the Game Prototyping class. The course will conclude with the delivery of a complete project. Students will present game and associated marketing materials.
Prerequisite(s): GAD2423
GAD3133 Interface Design (3 credits)
This course focuses on the nature and principles of interface design. Students will apply the functions of flowcharting, linking, branching and the basic principles of interactivities between action and response. Students will develop a concept, produce a flowchart, and complete the design of an interface using principles of design aesthetics and usability.
Prerequisite(s): GAD2423

GAD3143 Game Animation (3 credits)
Students explore game specific animation and how it is applied in interactive environments. This course will also evaluate creative solutions to handle limitations unique to individual game engines.
Prerequisite(s): MAAA232

GAD3223 Sound Design for Games (3 credits)
In this course, the student studies sound characteristics of digital games and explore the various methods for creating and adapting audio effects. Basic principles of acoustics, voice recording, music selection, and editing and digital audio processes will be covered. Various sound design techniques within a gaming context and principles of audio fidelity, format conversion, and compression will be introduced. The student will create and assemble audio assets for a targeted project.
Prerequisite(s): GAD2313 and GAD2423

GAD3234 Advanced 3D Animation (3 credits)
This course is the culmination of all modeling and animation courses. Students will create work based on understanding of modeling, animation and rigging.
Prerequisite(s): MAAA232

GAD3313 Production Team I (3 credits)
This course will build upon the Team Project Production course. Students will assume a specific role on the production team and, acting in a professional capacity, ensure that the game project is completed by deadline. Teams of students will create and refine the game production document, level designs, basic 2D art and 3D models to be combined into a playable Game Demo in Production Team II.
Prerequisite(s): GAD3113

GAD3323 Portfolio I GAD (3 credits)
This course will focus on the refinement of previous work into a comprehensive collection representative of Game Art & Design skills. Emphasis will be on development, design, artisanship, and presentation. This course begins the process of examining the student's strengths and building upon them to produce a marketable portfolio.
Prerequisite(s): Permission of Academic Director/Program Coordinator

GAD3333 3D Scripting (3 credits)
This course applies scripting skills to a 3D engine in order to extend the capabilities of the artist in creating a prototype game or demonstration. Students will implement scripts to incorporate interface elements, alter in-game assets, and manipulate the in-game camera.
Prerequisite(s): GAD2333

GAD3413 Production Team II (3 credits)
This is a team production course. Under the guidance of an instructor, students will continue to work in teams and complete the game project started in Production Team I.
Prerequisite(s): GAD3313
GAD3423 Portfolio II GAD (3 credits)
This course focuses on the completion of a student's portfolio and enables the student to begin their career search. Students will present work for the portfolio and will review and determine the quality of the work and make any enhancements necessary. The student will also complete several targeted, professional resumes and an extensive job search.
Prerequisite(s): GAD3323

GAD3523 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to see entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

GE1014 Creative Geometry (4 credits)
In this course students learn to apply basic geometric concepts, express them in formulas, and analyze geometric structures found in art and nature. Through exercises and projects, students develop creative approaches to visualizing and solving spatial and geometric problems.
Prerequisite(s): None

GE1214 College Mathematics II (4 credits)
In this course students will learn to apply creative mathematical thinking. Selected topics may include applications of set theory, functions and graphs, linear programming, infinity, introductory calculus, logic, probability and statistics, and trigonometry.
Prerequisite(s): MAT100

GE2024 Art History I (4 credits)
This survey course explores the cultural historical development of Western and non-Western art through a combination of lecture and discussion. Art History I will cover prehistory through the European Renaissance. Students will critically evaluate the work, the artists and explore relationships between Western and non-Western works of art.
Prerequisite(s): ENG104

GE2054 Social Psychology (4 credits)
This course is designed to provide a broad-based overview of Social Psychology, emphasizing both traditional and more recent theories, research, and current applications. The class will introduce students to topics concerning knowledge of self and others in the areas of prejudice, discrimination, stereotypes, attraction, well-being, helping, aggression, attitudes, persuasion, conformity, and group behavior.
Prerequisite(s): None

GE2084 Writing II (4 credits)
This course advances and expands skills learned in ENG104 Composition. Students engage in activities designed to develop the skills necessary to conduct effective research on topics addressed in the course and composition of analytical or interpretive essays.
Prerequisite(s): ENG104

GE2114 Physics of Light, Sound and Motion (4 credits)
In this course students will investigate scientific theory, psychological phenomena, and the uses of technology in the physics of light, sound, and motion. The class will also cover how physics relates to a visual art, media, and the view of an audience.
Prerequisite(s): MAT100
GE2134 Survey of Art History (4 credits)
This survey course explores the cultural-historical development of Western and non-Western art through a combination of lecture and discussion. Students will critically evaluate works and artists and explore relationships among Western and non-Western works.
Prerequisite(s): ENG104

GE3004 Art History II (4 credits)
This course furthers the exploration of Art History by studying early modern art through postmodern, as well as contemporary works and movements. The class contains an emphasis of influence of non-Western on Western art.
Prerequisite(s): ENG104

GE3014 Perspectives in Global Economics (4 credits)
In this course students will investigate the relationship between politics, economics, and society, and become familiar with foundational theories in the tradition of political economy. Participants will apply analytical and comparative methods to the study of contemporary issues in a global economy.
Prerequisite(s): ENG104

GE3024 Environmental Science (4 credits)
In this course students will explore the relationship between human beings and the natural world. The class will study the physical aspects of the earth, relationship between technology and nature, related scientific, political, and ethical environmental issues. Students will participate in activity and discussion designed to familiarize them with scientific method, history of the physical world, and results of human impact on the earth.
Prerequisite(s): MAT100

GE3034 Transformations & Adaptations (4 credits)
This course studies artist inspiration as they translate what they see or think into media through stories, poems, paintings, and films, often inspiring the creation of additional works. In this class students explore relationships among a variety of media then participate in activities designed to engage them in careful historical, cultural, and aesthetic analysis of selected works.
Prerequisite(s): GE2084 or HUM101

GE3054 Myths & Mythology (4 credits)
This is an advanced course where students will explore a variety of world mythic traditions through reading, literary and cultural analysis and creative interpretation.
Prerequisite(s): GE2084 or HUM101

GE3074 Principles of American Politics (4 credits)
This course examines the foundations, institutions, and functions of the United States government with special emphasis on the historical development of the American political system. Topics include U.S. political history, political philosophy, political institutions, campaigns and elections, public opinion, rights and freedoms, the media, and public policy issues. Moreover, this course studies the basic principles of the American political order and their implications for current political practice, viewed in the light of alternative views of justice and human nature.
Prerequisite(s): ENG104

GE3084 Creative Writing (4 credits)
In this course students will be introduced to the creative writing formats of workshop, lecture, and individual conference. The class is designed to develop creative writing skills in a variety of genres such as poetry, prose fiction, essay, short play, short screenplay, children's stories, autobiography, etc. Students will read and respond to various texts, produce a portfolio of work, and refine critical thinking skills using peer review and critique.
Prerequisite(s): GE2084
GE3104 Introduction to Chemistry (4 credits)
In this course students will be introduced to the concepts and qualitative understanding of the principles of chemistry. The class fundamental concepts will include the periodic table, atomic structure, chemical bonding, reactions, stoichiometry, states of matter, kinetics, properties of metals, nonmetals and compounds, chemical nomenclature, gas laws, acid-base theory, oxidation-reduction, and solutions.
Prerequisite(s): MAT100

GE3114 Film Appreciation (4 credits)
This course will serve as an introduction to an appreciation of the broad arena of world cinema from a genre-based perspective. Films can be defined and categorized based on style, topic or content, audience and general criteria. Students will explore the various film genres along with focusing on film aspects such as purpose, impact, communication, reflection of cultural contexts, and artistic value.
Prerequisite(s): ENG104 or HUM101

GE4004 Visual Anthropology (4 credits)
This course applies visual strategies and technologies to the study of cultures and belief systems and introduces students to the uses of media such as film, video, 3D modeling, online streaming video, and various imaging systems in cultural analysis. In this class students will develop visual skills, use a variety of media to collect, analyze, interpret, and understand information about people.
Prerequisite(s): GE2084

GE4014 Survey of World Religions (4 credits)
Students in this course will examine the social and philosophical aspect of major world religions, including Taoism, Hinduism, Buddhism, Judaism, Christianity, and Islam. Both the diversity and common beliefs in religious tradition will be emphasized.
Prerequisite(s): ENG104 or by Permission of Academic Director/Program Coordinator

GE4024 Western Civilization (4 credits)
Students in this course will explore important events in the development of people in the Western World, with a special emphasis on certain personalities. The history, culture, and ideas of the times, as well as an analysis of the political, economic, and social trends will be studied.
Prerequisite(s): ENG104 or HUM101

GE4044 Southern Fiction (4 credits)
In this course students will read, compare, analyze and discuss southern writers such as: William Faulkner, Tennessee Williams, Flannery O'Connor, and Carson McCullers. The readings will be comprised of short stories, drama, and novellas.
Prerequisite(s): GE2084

GE4064 Spanish (4 credits)
This is an introductory Spanish course that will include instruction and exercises in the four basic language skills: speaking, reading, writing, and listening. No previous language training is required.
Prerequisite(s): ENG104

GWDA101 Applications and Industry (3 credits)
This course focuses on web design and graphic design applications, tools, and industry practices. This includes file management practices, basics of markup language and styling. Students will be introduced to illustration and image manipulation software relevant to the web design and graphic design industries.
Prerequisite(s): None
GWDA102 Rapid Visualization (3 credits)
This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.
Prerequisite(s): FND110

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

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

GWDA111 Introduction to Layout Design (3 credits)
This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts.
Prerequisite(s): GWDA112 or By Permission of Academic Director

GWDA112 Typography – Traditional (3 credits)
This course is an introduction of lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology.
Prerequisite(s): None

GWDA122 Typography – Hierarchy (3 credits)
This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills.
Prerequisite(s): GWDA112 or By Permission of Academic Director

GWDA123 Programming Logic (3 credits)
Students acquire basic programming skills needed to design, develop, and produce practical applications with a specific scripting or programming language. The course addresses sound programming practices, structured logic, and object-oriented concepts, including methods, properties, events, and handlers.
Prerequisite(s): GWDA133

GWDA132 Information Architecture (3 credits)
This course is an introduction to the concepts and processes of planning interactive projects that solve business and user needs. Students research users, goals, competition, and content, and develop the navigation structure. They also explore process flow, layouts and labeling systems that best address these needs. They prepare and present a professional information architecture proposal.
Prerequisite(s): GWDA133
GWDA133 Fundamentals of Web Design (3 credits)
An introduction to the terms, technologies, trends and best practices of the interactive design industry. Student design, develop, and upload a simple web site using HTML and basis CSS. The importance of writing valid and semantic code is emphasized. Basic web site production stages and requirements such as naming conventions, file organization, project development life cycle, and image optimization are also covered.
Prerequisite(s): None

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

GWDA202 Interface Design (3 credits)
An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces. Students discuss interface design heuristics and user interface patterns and explain their importance. The components of the interface design process such as sketches, mood boards, wireframes, visual comprehensives, and prototypes are executed.
Prerequisite(s): GWDA111

GWDA203 Pre-Press and Production (3 credits)
This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class.
Prerequisite(s): GWDA222 or Permission of Academic Director/Program Coordinator

GWDA204 Introduction to Writing for Interactive Media (3 credits)
This course covers the process of copywriting for interactive media. Students explore the role of the writer as an individual or as a member of the creative team.
Prerequisite(s): ENG104

GWDA207 Design History (3 credits)
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 students study a variety of major design influences. The students also study how to research and utilize a wide variety of design styles.
Prerequisite(s): GWDA111

GWDA209 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator
GWDA212 Typography - Expressive and Experimental (3 credits)
Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.
Prerequisite(s): GWDA122

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

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

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

GWDA242 Graphic Symbolism (3 credits)
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images.
Prerequisite(s): GWDA103

GWDA243 Object Oriented Scripting (3 credits)
Students will be introduced to JavaScript utilizing the Document Object Model. Refining and enhanced programming skills will be employed. The student gains experience developing advanced applications using specific computer languages.
Prerequisite(s): GWDA273

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

GWDA253 Authoring for Interaction (3 credits)
Students combine experience in design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.
Prerequisite(s): GWDA273
GWDA262 Package Design (3 credits)
Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints.
Prerequisite(s): GWDA203

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

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

GWDA273 Intermediate Web Design (3 credits)
Students expand their prior knowledge of HTML and CSS by learning additional methods for structuring and styling web page content. The ability to style multi-column layouts and various interface components is explored. Students participate in visual design critiques, evaluate the designs and code of existing websites, and use CSS to visually design the presentation of HTML content.
Prerequisite(s): GWDA133

GWDA282 Collateral Design (3 credits)
The role that collateral design plays in the support of advertising campaigns is introduced and developed. Students explore various collateral design techniques, direct mail, business-to-business, business-to-consumer, non-profit, trade, and social media. The process of multiple-presentation techniques and media formats are emphasized.
Prerequisite(s): GWDA252
GWDA283 Advanced Web Design (3 credits)
An exploration of advanced methods for styling websites and creating page layouts. This course will examine the practical application of styling web page content, understanding cross-browser compatibility, and creating designs that display effectively on various devices.
Prerequisite(s): GWDA273

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

GWDA302 Information Design (3 credits)
In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.
Prerequisite(s): GWDA222
GWDA303 Interactive Motion Graphics (3 credits)
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, along with preparing and
using current digital audio and video programs for delivery online. Emphasis is placed on the
implementation via scripting in an interactive authoring application.
Prerequisite(s): GWDA273

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

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

GWDA308 Business of Graphic Design (3 credits)
This course is structured to investigate the wide ranges of both traditional and emerging business topics
and considerations, preparing students as they transition into a media and design profession. Concepts of
professionalism, expected business needs, an understanding of self-marketing, proposals and project
management, and intellectual property and contractual issues will be addressed.
Prerequisite(s): None

GWDA312 Publication Design (3 credits)
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.
Prerequisite(s): GWDA252

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

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

GWDA317 Interactive Communication Planning & Research (3 credits)
This course covers real-world pre-production methods and research for interactive media. Emphasis is on
content research, assessing client needs, pre-production assets, and planning of advanced interactive
communication publications.
Prerequisite(s): GWDA204
GWDA318 Interactive Industry & Business Operations (3 credits)
This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into an interactive media and design profession.
Prerequisite(s): None

GWDA322 Sequential Illustration (3 credits)
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.
Prerequisite(s): GWDA102

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

GWDA332 Life Drawing (3 credits)
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.
Prerequisite(s): GWDA102

GWDA333 Senior Project Pre-Production (3 credits)
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.
Prerequisite(s): Permission of Academic Director/Program Coordinator

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

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

GWDA352 History of Typography (3 credits)
Students will explore the history of typographic styles from the historical through the present day. The study of type, type faces 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.
Prerequisite(s): GWDA212
GWDA362 Font Design (3 credits)  
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.  
Prerequisite(s): GWDA212

GWDA372 Content Management Systems (3 credits)  
Using an open source database program (MySQL), students practice the theory of database design by normalizing data, defining integrity relationships, and creating tables. Students also develop forms, reports, and search queries (MySQL) as they learn how to manage and manipulate data within a database.  
Prerequisite(s): GWDA243

GWDA373 Advanced Server-Side Scripting (3 credits)  
Through this course students learn advanced programming skills. Students will gain experience developing web applications using specific computer languages. Application in advanced Interactive Web development will be explored. Students will further explore concepts related to data-driven dynamic web site creation based on Server Side processing. Advanced server-side scripting skills and CMS utilization will be developed.  
Prerequisite(s): GWDA353

GWDA382 Design for Mobile Devices (3 credits)  
Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs, restrictions of designing for mobile devices as well as test student-designed interfaces.  
Prerequisite(s): GWDA202

GWDA392 User Experience: Prototyping (3 credits)  
A continuation of User Experience: 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.  
Prerequisite(s): Permission of Academic Director/Program Coordinator

GWDA402 Book Illustration (3 credits)  
Students research illustrative trends and explore media for creating appropriate imagery that interprets an author's point-of-view. In this course, students translate narrative content into visually consistent imagery used to tell a story. Character studies are created to give the student a three-dimensional understanding of each of the various subjects-allowing each character to be drawn at any angle. Character consistency is required. Illustrative solutions are produced to be consistent throughout the book. These illustrative solutions are combined with the narrative into a page layout-book design-format.  
Prerequisite(s): GWDA102

GWDA406 Internship (3 credits)  
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students may gain the experience they need to enter the field when they graduate. Students must complete a minimum of 90 contact hours.  
Prerequisite(s): Permission of Academic Director/Program Coordinator
GWDA407 Interactive Communication Usability & Prototyping (3 credits)
Students design, prototype, and analyze effectiveness and usability of interactive projects.
Prerequisite(s): GWDA317

GWDA409 Graphic Design Capstone (3 credits)
Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation.
Prerequisite(s): GWDA252

GWDA412 Mixed Media (3 credits)
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 transdigital (traditional and digital design) composition conveying a message to a designated target audience.
Prerequisite(s): GWDA102

GWDA413 Design Team Production (3 credits)
A continuation of Design Team- Pre-Production. Real-world web production and delivery through small teams is further explored. Emphasis on assessing client needs, utilizing pre-production assets, production scripting, as well as, project management, and communication. The application and implementation of business, design and programming skills students have acquired will be demonstrated. Design solutions appropriate to a targeted market will be emphasized. Critical analysis, problem identification, and idea refinement/implementation will be the focus in producing a portfolio quality project.
Prerequisite(s): GWDA323

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

GWDA422 Hand Lettering (3 credits)
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.
Prerequisite(s): GWDA212

GWDA423 Senior Project Production (3 credits)
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.
Prerequisite(s): GWDA333

GWDA432 Digital Typography (3 credits)
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.
Prerequisite(s): None
GWDA433 Advanced Motion Graphics (3 credits)
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.
Prerequisite(s): GWDA303

GWDA443 Advanced Scripting (3 credits)
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.
Prerequisite(s): None

GWDA453 Interactive Communication Development & Delivery (3 credits)
Students individually develop, market, and present an advanced interactive digital publication.
Prerequisite(s): GWDA407

HISA101 Ancient World History (4 credits)
This course is an introductory survey of world history from the Paleolithic era to the advent of Christianity. This course focuses on those civilizations that have most influenced human history, including those of Egypt, Greece, Rome, India, and China.
Prerequisite(s): None

HISA200 History of Animation (4 credits)
Fundamentals of animated cinematography are addressed through a historical survey. The course will consider trends and genres of animated film in a variety of media.
Prerequisite(s): GE2084

HISA201 Modern World History (4 credits)
This course covers the period from the Sixteenth Century to the present, and explores the major movements, historical events, and trends of each era with an emphasis on the effects empires, colonialism and imperialism have had on the modern world.
Prerequisite(s): None

HISA220 Medieval History (4 credits)
This course focuses on three of the forces that shaped the Middle Ages: constant warfare, new religions, and human sexuality. The period covered is between the fifth and fifteenth centuries, focusing on Western Europe but also discussing the Byzantine and Muslim civilizations. Various texts are used as examples of the cultural production of Medieval Europe, each addressing one of the main topics.
Prerequisite(s): None

HUM101 Introduction to Humanities (4 credits)
This course introduces students to the scope of human creative traditions in the visual, performing, and intellectual arts. In this class students will experience and participate in methods of inquiry designed to develop their appreciation of creative works through context in the tradition of human expression, the reception and interpretation of it in today's society.
Prerequisite(s): None
HUMA100 United States Cultural Studies (4 credits)
This course explores the foundations of modern American culture from an anthropological perspective, looking at the cultural norms, rituals, folkways, pathways, values, and expectations of United States society. A strong focus will be on the realities, issues and uniqueness of life within its multicultural population. In addition to some historical cultural references, contemporary, “pop” culture will also be examined, including music, movies, television, cyber-culture, sports, advertising, and religion.
Prerequisite(s): None

HUMA202 Contemporary World (4 credits)
This course reviews how various civilizations relate to each other based on international and domestic statuses, explores how earlier major events impacted various regions across Europe, Asia, North America and Africa, and reviews how technological developments have influenced the cultures of these areas, starting from the 1950s and ending in the 2000s. The course will concentrate on cultural, social and political factors related to the Eastern and Western hemispheres and introduce the concept of ‘globalization’ and its impact on the world.
Prerequisite(s): None

HUMA207 World Prospects and Issues (4 credits)
This course introduces the study of various global problems and solutions. The course sheds light on the concepts of state, nation state, and society; tensions between East and West or developed and underdeveloped areas; the new economic order; and the transition from the Modern to Post-Modern eras.
Prerequisite(s): None

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

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

INTA103 CAD I (3 credits)
This course is an introduction to the principles and operation of computer-aided drafting to produce floor plans, elevations and other components of construction drawings.
Prerequisite(s): INTA101
INTA105 Sketching and Ideation (3 credits)
Students visually conceptualize design solutions through rapid sketching in this course.
Prerequisite(s): FND110, FND120, and FND150

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

INTA111 Space Planning (3 credits)
This course begins the design series by introducing the interior design process including programming, schematics, design development, space planning and alternate design solutions.
Prerequisite(s): INTA101
INTA112 Design Basics 3D (3 credits)
This course explores the basic elements and principles of three-dimensional design. Students will use traditional and/or digital tools to help them visualize their designs volumetrically and apply 3D design elements to the spatial envelope.
Prerequisite(s): INTA101 and FND105

INTA122 Textiles (3 credits)
This course explores the nature of man-made and natural materials used to produce textiles for use in interior design. Content includes discussion of fibers, yarn, fabrics, finishes, design methods, construction, and proper application of these materials from technical, environmental, and aesthetic approaches.
Prerequisite(s): None

INTA201 Materials and Specifications (3 credits)
This course explores materials and finishes utilized in interior applications through lecture, demonstrations, and/or field trips. Various methods of specification and estimation are covered. Students research and assess performance criteria including aesthetics, function, and environmental factors.
Prerequisite(s): INTA122

INTA202 Presentation Techniques (3 credits)
This course explores alternate methods of creating and producing interior design presentations. Combining a variety of software, reproduction methods, and digital rendering techniques, students explore ways to manipulate images into a cohesive graphic presentation.
Prerequisite(s): INTA103 and INTA112

INTA203 CAD II (3 credits)
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.
Prerequisite(s): INTA103

INTA207 History of Architecture, Interiors and Furniture II (3 credits)
This course covers the development of architecture, interiors, furniture, and design from the Industrial Revolution to the present. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.
Prerequisite(s): INTA107

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

INTA212 Residential Design I (3 credits)
This course explores the design of residential interiors as a problem solving process, with applications to a variety of residential interiors. Areas of study include concept development, human factors, programming and space planning, color, furniture and finish selection as well as concepts of universal design and sustainability.
Prerequisite(s): INTA111 and INTA103

INTA222 Human Factors (3 credits)
This course covers the principles and considerations related to human factors, universal design, anthropometrics, ergonomics and the psychological response of users to interior spaces.
Prerequisite(s): None
INTA232 Lighting Design (3 credits)
This course covers a comprehensive study of the various natural and artificial lighting techniques as they apply to interior environments.
Prerequisite(s): INTA111

INTA242 Commercial Design I (3 credits)
This course is the design and presentation of a commercial project with emphasis on the workplace environment.
Prerequisite(s): INTA211 and INTA212

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

INTA262 Construction Documents I (3 credits)
This course introduces students to the contract document process for interior spaces.
Prerequisite(s): INTA203 and INTA211

INTA302 Residential Design II (3 credits)
This course is the design and presentation of a complex residential project with an emphasis on historic precedent.
Prerequisite(s): INTA211 and INTA212

INTA303 Digital Modeling I (3 credits)
This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process.
Prerequisite(s): INTA202 and INTA203

INTA306 Professional Practice (3 credits)
This course presents the principles governing the business, legal, and contractual aspects of the interior design profession.
Prerequisite(s): Permission of Academic Director/Program Coordinator

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

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

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

INTA332 Environmental and Sustainable Design (3 credits)
This course covers the principles and practices of sustainable and environmental design as applied to a design project.
Prerequisite(s): INTA242
INTA342 Commercial Design II (3 credits)
This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design.
Prerequisite(s): INTA242

INTA352 Hospitality Design (3 credits)
This course is the design and presentation of team-based hospitality project with emphasis on innovation and creativity.
Prerequisite(s): INTA201, INTA211, and INTA342

INTA362 Kitchen and Bath Design (3 credits)
This course addresses the fundamentals of kitchen and bath design, including universal design and accessibility in new construction and renovation. Topics include fixtures, fittings, furnishings, equipment, cabinetry and finishes, construction, electrical, and basic plumbing. Industry relevant nomenclature and product information are used to create specifications and cabinet plans.
Prerequisite(s): INTA111 and INTA211, and FND135

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

INTA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

INTA409 Portfolio (3 credits)
This course prepares students for the transition to the professional world. This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
Prerequisite(s): Permission of Academic Director/Program Coordinator

INTA412 Institutional Design (3 credits)
This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior.
Prerequisite(s): INTA242 and INTA322

INTA422 Senior Studio II (6 credits)
In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices.
Prerequisite(s): INTA402
INTA432 Construction Documents II (3 credits)
This course expands upon the concepts examined in Construction Documents I. Students produce an advanced set of design drawings to support their Graduate Project.
Prerequisite(s): INTA262

MAA1053 Media Typography (3 credits)
This course explores the current trends of digital typography and design within the context of symbolic communication and the use of type with relationship to motion.
Prerequisite(s): None

MAA1413 Figure Sculpture (3 credits)
Basic principles of design, such as balance, rhythm, contrast, and harmony are covered in this course. Students develop three-dimensional designs and sculptures from paper, found materials, and clay. Three-dimensional forms, compositions, and aesthetics are discussed and applied. The course also emphasizes character development.
Prerequisite(s): MAAA122

MAA2123 Camera Techniques (3 credits)
In this course students learn techniques used in pre-production and production including cameras, lenses, mounting equipment, framing and composition, and natural and studio lighting.
Prerequisite(s): FND105

MAA2213 Advanced Digital Painting (3 credits)
This course is an introduction to the computer as an ink and paint media for animation. Basics of scanning, clean up, ink and paint, and camera will be explored.
Prerequisite(s): FND135

MAA3123 Motion Capture (3 credits)
This course covers the acquisition, refinement, and application of performance capture in 3D space. Students will learn different uses, approaches to motion capture as well as its limitations.
Prerequisite(s): MAAA303

MAA3223 3D Visual Effects (3 credits)
Effects animation takes students through the basics of making special effects. Students will be using such tools as particles, soft bodies, dynamics, and expressions to create several scenes.
Prerequisite(s): MAAA223

MAA3323 2D Animation Studio (3 credits)
Students work with team members on actual animation jobs from the field, or create a completed animation that demonstrates storytelling techniques.
Prerequisite(s): MAAA312

MAAA101 Language of Animation and Film (3 credits)
Students explore fundamentals of animation through historical survey. Course will consider trends and genres of animated film in a variety of media.
Prerequisite(s): None

MAAA102 Life Drawing and Gesture (3 credits)
In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course.
Prerequisite(s): FND110
MAAA111 Animation Principles (3 credits)
Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life.
Prerequisite(s): MAAA102

MAAA112 Short Format Storytelling (3 credits)
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.
Prerequisite(s): None

MAAA122 Drawing and Anatomy (3 credits)
Students will continue to develop drawing skills and will focus on basic anatomical structures of human and animal forms.
Prerequisite(s): FND110

MAAA202 Character and Object Design (3 credits)
This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media.
Prerequisite(s): MAAA122

MAAA203 Audio & Editing Techniques (3 credits)
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.
Prerequisite(s): MAAA112

MAAA204 Acting & Movement for Animators (3 credits)
The introduction of acting as a tool of research through studies of animated movement. Characters' personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media.
Prerequisite(s): MAAA111

MAAA212 2D Animation (3 credits)
Students will apply animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of various image acquisition techniques, pencil tests, inking, and other 2D animation skills will be explored.
Prerequisite(s): MAAA111

MAAA213 3D Modeling (3 credits)
Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction.
Prerequisite(s): FND135 and FND150

MAAA222 Storyboarding and Animatics (3 credits)
This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology, and concepts used in the creation of storyboards and animatics with audio.
Prerequisite(s): None
MAAA223 Hard Surface and Organic Modeling (3 credits)
This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects.
Prerequisite(s): MAAA213

MAAA232 3D Animation (3 credits)
Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation.
Prerequisite(s): MAAA213

MAAA233 Motion Graphics (3 credits)
This course will allow students to integrate traditional graphic design techniques with digital design techniques. Through exploration of animation and compositing, students will create motion graphics, animated identifications, and visual effects using animation/compositing software.
Prerequisite(s): FND135

MAAA242 Character Modeling (3 credits)
In this course students will use advanced modeling techniques to create 3D characters. Students will research and create character models based on anatomy using industry standard techniques.
Prerequisite(s): MAAA213

MAAA243 Material and Lighting (3 credits)
In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures.
Prerequisite(s): MAAA213

MAAA252 Background Design and Layout (3 credits)
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will utilize foreground, mid-ground, and background design elements.
Prerequisite(s): MAAA213

MAAA302 3D Character Animation (3 credits)
This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters.
Prerequisite(s): MAAA232

MAAA303 3D Character Rigging (3 credits)
This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model.
Prerequisite(s): MAAA232

MAAA309 Portfolio Pre-Production (3 credits)
This course will prepare students to seek entry-level employment in the industry upon graduation by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development.
Prerequisite(s): MAAA312
MAAA312 Animation Studio (3 credits)
Students will use advanced animation techniques to create, design, produce and edit a fully realized concept.
Prerequisite(s): Permission of Academic Director/Program Coordinator

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

MAAA323 Emerging Technologies for Animation (3 credits)
This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods, Assets will be generated and delivered based on given technical requirements for mobile and other platforms.
Prerequisite(s): MAAA232

MAAA333 Dynamics & Simulation (3 credits)
This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real world phenomena.
Prerequisite(s): MAAA232

MAAA343 Pre-Production Team (3 credits)
This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of animation production.
Prerequisite(s): Permission of Academic Director/Program Coordinator

MAAA353 Technical Visualization (3 credits)
In this course students will create detailed visualizations of engineered objects and spaces. Students also learn to illustrate physical effects of lighting, textures, and movement for animation and visualizations.
Prerequisite(s): MAAA223

MAAA363 Advanced Illustration for Production (3 credits)
Building on knowledge from preceding drawing courses, students will develop their drawing skills in the context of professional media arts and animation applications. This course will place emphasis on advanced drawing techniques and strengthening skills through real world observation.
Prerequisite(s): MAAA312

MAAA402 Special Topics (3 credits)
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 specific geographic region or sector of the Media Arts industry. (Animation, Rigging, 3D Modeling, etc.)
Prerequisite(s): Permission of Academic Director or Program Coordinator

MAAA403 Production Team (3 credits)
In this course students will work in a studio environment and will focus on the production and post production of an animated short.
Prerequisite(s): MAAA343
MAAA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

MAAA409 Portfolio Production (3 credits)
This course prepares students to seek entry-level employment within the industry upon graduation by assisting them with the development and presentation of a professional portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as conceptual thinking, design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.
Prerequisite(s): MAAA309

MAAA419 Portfolio Presentation (3 credits)
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.
Prerequisite(s): Permission of Academic Director/Program Coordinator

MAT100 College Mathematics (4 credits)
In this course students will learn about the application of algebraic and geometric concepts, including the mathematical topics such as sets, number systems, number theory, functions, congruence, probability, and statistics.
Prerequisite(s): None

MAT102 Statistics (4 credits)
This course is an introduction to descriptive and inferential statistics. Emphasis is placed on sampling, distributions, measures of central tendency and dispersion, Central Limit Theorem, confidence intervals, correlations, regression, discrete and continuous probability distributions, population parameter estimation, and hypothesis testing. Other topics include plotting data, graphing functions and predicting outcomes.
Prerequisite(s): MAT100

MATA202 Finite Mathematics (4 credits)
This contemporary mathematics course places a heavy emphasis on direct application of real-world problems to a variety of topics for a variety of art and design disciplines. Topics cover linear equations, functions and matrix theory, mathematics in finance, logic, sets, probability and statistics, and game theory.
Prerequisite(s): MAT100

PHLA110 Philosophy of Critical Thinking (4 credits)
Logic introduces students to the methods of deductive argument employed in syllogistic and propositional logic. Central to the course is the notion of validity, a logical property of arguments which necessarily connects the premises to the conclusion. Students may expect to learn about validity as well as other techniques of analyzing and evaluating arguments. We will cover in detail two ways of analyzing and evaluating the logic of arguments. The first way is the theory of the syllogism, a logic that deals only with class membership; the second way is the logical system built around whole propositions.
Prerequisite(s): None
PHLA211 Contemporary Moral Issues (4 credits)
This course introduces students to the study of ethics as it relates to contemporary values and moral concerns.
Prerequisite(s): None

PHOA101 Principles of Photography (3 credits)
Students will identify basic photographic tools and their intended purposes, including the proper use of aperture, shutter speed, ISO, focal length, and light metering. Students will analyze photographs and produce their own visually compelling images by employing professional photographic techniques and digital workflow.
Prerequisite(s): None

PHOA102 Introduction to Photography Applications (3 credits)
Introduces the student to an overview of vector, raster and time-based software tools used in the digital media industry. It sets expectations for future classes regarding standards for files, their construction and delivery within the classroom and professional studio.
Prerequisite(s): None

PHOA103 Digital Image Management (3 credits)
Introduces digital photographic workflow and asset management. Students become acquainted with the terms, concepts and processes of photographic editing. Areas of instruction include image acquisition, management, global and local adjustments and modes for output.
Prerequisite(s): None

PHOA105 Photojournalism (3 credits)
Addresses photography as a narrative or illustrative medium used in support of the text content of publications. Students are shown examples of photojournalism and will be required to produce their own renditions.
Prerequisite(s): PHOA101

PHOA112 Photographic Design (3 credits)
Students 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.
Prerequisite(s): PHOA101

PHOA113 Lighting (3 credits)
Students will be introduced to the basic concepts and principles of lighting for photography. These concepts and principles include learning the fundamentals of recognizing and controlling both natural and studio lighting with emphases on the quality, quantity, and direction and its effect on the photographic image.
Prerequisite(s): PHOA101

PHOA115 History of Photography I (3 credits)
The history of photography through the discussion of recognized photographers and their influences on society and provides a framework for critically considering photographs through describing, interpreting, evaluating and theorizing. Students are expected to write papers and review exhibitions.
Prerequisite(s): None

PHOA122 View Camera Theory (3 credits)
Working individually and in teams, students will utilize large format cameras both in the studio and on location, working with various light sources. Students will develop a frame of reference for their own work by examining the effective and ineffective characteristics in various examples of art and design.
Prerequisite(s): PHOA113

PHOA123 Color Management and Printing (3 credits)
Students learn and apply the techniques of digital color management including building and applying color profiles. The course covers the calibration of devices to produce consistent, predictable color. Students will refine
printing skills and theory to create a benchmark for quality digital output. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection and soft-proofing techniques.

Prerequisite(s): FND135

PHOA202 Studio Photography (3 credits)
Students will develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving.

Prerequisite(s): PHOA122 or Permission of Academic Director/Program Coordinator

PHOA203 Photographic Post-Production (3 credits)
Students research, develop concepts, and execute digital montage methods to produce creative and surrealistic imagery not possible in the camera moment. Students will apply channels, masks, blending modes, vector tools, selections, filters and layers to photographs. In addition the course will cover post-production techniques, including retouching and compositing.

Prerequisite(s): FND135

PHOA205 Advertising/Art Direction (3 credits)
Students will learn photographic techniques directed toward contemporary advertising. In this production-driven class students will explore various client scenarios to produce studio and on-location images.

Prerequisite(s): PHOA223

PHOA208 Business of Photography (3 credits)
An overview of current trends and an assessment of the skills and materials necessary for a student to comprehend small business operations and/or make themselves a productive member of a commercially viable team.

Prerequisite(s): PHOA203

PHOA209 Portfolio I (3 credits)
This course prepares students for the transition to the professional world. This course will prepare graduates to seek entry-level employment in the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

Prerequisite(s): Permission of Academic Director/Program Coordinator

PHOA212 Editorial Photography (3 credits)
Editorial photography is an exploration of the non-fiction narrative delivered through a variety of media. The class is devoted to subject research and creative photography. Emphasis is placed on storytelling, the production process and contemporary media output methods.

Prerequisite(s): PHOA223

PHOA213 Time-Based Media I (3 credits)
Introduces students to the technical components integral to time-based media and its relationship to photography. Students expand their knowledge of capturing, downloading, editing, and outputting digital audio and image files using time-based media software.

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

PHOA223 Advanced Lighting (3 credits)
Synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on the creative application of lighting technique and style.
Prerequisite(s): PHOA202

PHOA232 Portraiture (3 credits)
Students learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Emphasis is placed on creating the visual narrative through the effective use of portraiture techniques.
Prerequisite(s): PHOA202

PHOA233 Advanced Photographic Post-Production (3 credits)
Students continue to develop and refine concepts to create images using advanced digital montage methods. Through planning and research students will apply advanced compositing techniques in order to create a series of digital illustrations exemplary of contemporary creative photography.
Prerequisite(s): PHOA203

PHOA302 Location Photography (3 credits)
Explores the special needs of location photography. The tools and logistics of shooting on location are covered. Students develop photographic problem solving skills.
Prerequisite(s): PHOA223

PHOA303 Time-Based Media II (3 credits)
Focuses on conceptual development, visual communication and storytelling through the use of time-based media.
Prerequisite(s): PHOA213

PHOA305 History of Photography II (3 credits)
Students examine emerging photographic styles and perspectives of a newer generation of photographers reacting to the cultural revolution of the 60's and 70's; the eruption in the 80's of Post-Modernism and Critical Theory; and the digital revolution of the 90's. Students will further examine contemporary issues focusing on the theoretical swing from Post-Modernism back to Modernist practices; and lastly a look at the popular trend of using alternative processes from the nineteenth century.
Prerequisite(s): PHOA115

PHOA307 Photographic Essay (3 credits)
Emphasis is placed on digital technologies and sound and video for inclusion into a multimedia package. Students will look at the importance of content and composition in their photography and multimedia projects and how it plays into the structure of a successful story.
Prerequisite(s): PHOA303

PHOA308 Marketing for Photographers (3 credits)
Explores professional development tools, including résumés, cover letters, networking, and interviewing. Students apply the techniques used to research and identify efficient ways of selling work through agents and examine how to create a successful self-promotion campaign. Students develop individual plans for marketing their talents and finding work after graduation, with emphasis on targeting markets to suit their personal goals.
Prerequisite(s): PHOA208
PHOA309 Portfolio II (3 credits)
This course aims to prepare graduates to seek 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.
Prerequisite(s): PHOA209

PHOA312 Applied Portraiture (3 credits)
Students will learn a variety of advanced portrait techniques including an examination of the professional production process. Marketing and business aspects are also discussed.
Prerequisite(s): PHOA232

PHOA315 Creative Concepts (3 credits)
Explores image concepts, content, symbolism, and narrative potential of photography. Emphasis will be placed upon experimenting with alternatives to the single "documentary style" traditional approach to photography. Students will be challenged to develop a wider understanding of possible photographic solutions to problems of communication and self-expression.
Prerequisite(s): PHOA209

PHOA317 Photography Criticism (3 credits)
Offers an in depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography.
Prerequisite(s): PHOA305

PHOA332 Special Topics I (3 credits)
Students, in consultation with the instructor, identify an area of special interest in digital photography for focused skill development. Such skill development may include both community and curricular-based projects.
Prerequisite(s): Permission of Academic Director/Program Coordinator

PHOA406 Internship (3 credits)
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to seek entry-level employment in the field when they graduate. Students must complete a minimum of 90 contact hours.
Prerequisite(s): Permission of Academic Director/Program Coordinator

PHOA408 Photography Marketing and Portfolio Package (3 credits)
Students will finalize a complete self-promotional and marketing package incorporating the knowledge acquired during the program. The developed materials will target a specific market in alignment with their career goals.
Prerequisite(s): PHOA409

PHOA409 E-Portfolio (3 credits)
Students will learn the basic tools for placing their photographs on the Internet and for archiving their portfolio on CD. Students will acquire the skills needed to develop, design and produce basic web pages.
Prerequisite(s): PHOA309
PHOA412 Special Topics II (3 credits)
Students will continue to work in an area of special interest in digital photography for focused skill development. Such skill development may include both community and curricular-based projects.
Prerequisite(s): Permission of Academic Director/Program Coordinator

PSYA100 Metacognition and Learning Strategies (4 credits)
This course examines the processes and strategies for effective learning. Topics include critical and reflective thinking, learning styles, and practical cognitive skills.
Prerequisite(s): None

PSY101 Psychology (4 credits)
This course is designed as an introduction to human psychology. Class topics will include aspects of human development, personality theory, psychological aspects of stress, the learning process, creativity, and motivation.
Prerequisite(s): None

PSYA204 Cognitive Psychology (4 credits)
This course explores the experimental and theoretical aspects of human cognition. Topics will include perception, attention, memory, language, problem solving and reasoning.
Prerequisite(s): PSY101

PSYA210 Cross-Cultural Psychology (4 credits) (online only)
This course will draw upon a growing body of cross-cultural research to examine the complex yet subtle ways in which biological and cultural factors interact to influence such things as personality, identity, emotions, intelligence, gender, abnormality, etc. Students will explore child-rearing methods, worldviews, values, relationships, artistic expression, abnormality, healing, and other topics in an effort to provide a context for understanding the radical differences in behavior found in cultures around the world and, more importantly, what those differences can tell us about ourselves.
Prerequisite(s): PSY101

RCM2003 Financial Management (3 credits)
This class will give students the working knowledge of finance that is increasingly demanded of all hospitality managers. Theories and applications show the students how to make business decisions and obtain critical information by analyzing financial statements.
Prerequisite(s): CU2403

RCM2033 Computers in the Foodservice Industry (3 credits)
This course is an examination of the basic computer applications and uses for the hospitality industry. Students examine basic computer hardware and software. Applications covered include word processing and spreadsheets.
Prerequisite(s): None

RCM2043 Human Resources, Law & Ethics (3 credits)
This course prepares students in hospitality human resources management. Multiculturalism, conflict resolution, benefit and compensation packages, and legal considerations when interviewing are just some of the subjects covered in this course.
Prerequisite(s): CU2313

RCM2053 Marketing & Product Knowledge (3 credits)
This course takes an in-depth look at proven marketing strategies specific to hospitality services. Students create a marketing plan for their desired restaurant or catering business.
Prerequisite(s): None
RCM2103 A La Carte & Storeroom Management (3 credits)
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 experience in a practical setting. All students rotate through the traditional brigade stations in the "Chef's Gallery" kitchen. The emphasis is on quality food preparation and timing to adequately prepare each student for à la carte restaurant employment. The students will focus on traditional American foods, prepared and cooked à la minute. All cooking techniques will be reinforced, as well as organization, plate presentation, and proper mise en place. Students will also be assigned duties in the storeroom to better understand the process involved with storeroom management: ordering, receiving, inspection, and proper storage.
Prerequisite(s): Permission of Academic Director/Program Director

RCM2203 Dining Room & Catering Management (3 credits)
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 experience in a practical setting. All students rotate through the traditional brigade stations in our dining facility. The emphasis is on quality food preparation and timing to adequately prepare each student for à la carte restaurant employment. Students will also learn the skills and techniques of the "front of the house" personnel by rotating through all of the dining room positions from waiter to manager, learning and practicing their skills. Emphasis will be on basic serving techniques and on customer satisfaction. Students will also be exposed to practical management theory applications utilizing a point-of-sale computer system. Minimum 90 field experience hours required.
Prerequisite(s): CU2006, CU2293

RCM2263 Capstone (3 credits)
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 will take menu-driven concepts and derive a restaurant business with a catering operation. Emphasis will be placed on developing income statements, cash flows statement, balance sheet, marketing based on demographics for the address of the site, job descriptions, payroll expenses, and developing an executive summary that attracts potential investors. The capstone project culminates in a complete business plan for market entry.
Prerequisite(s): Permission of Academic Director/Program Coordinator

SCIA150 Introduction to Astronomy (4 credits)
This course offers participants a physical and philosophical understanding of our universe and allows students to more fully appreciate the scope of and rationale behind past and current theories used to explain and explore galaxies and celestial bodies.
Prerequisite: None

SCIA310 Observation Technology: from Science to Spectacle (4 credits)
This course explores how technology has shaped the evolution and at times popularization of scientific experimentation by enhancing our ability to observe, record, and present the world around us, including the minutia and phenomena not otherwise visible with the naked eye. Technology and experimental design often bridge the divide between enlightenment and entertainment, science and art and are driven by the desire to observe and display our world in different ways.
Prerequisite(s): GE2084 and MAT100
SOC101 Sociology (4 credits)
In this course, students explore the dynamics and structure of human society. The fundamental structures and processes responsible for the social organization of behavior are examined. Topics include culture, socialization, deviance, social structure, social stratification, and institutions. Current issues in society are also addressed.
Prerequisite(s): None

VIAA350 Introduction to Printmaking (3 credits)
This studio course is an introduction to the fundamentals of printmaking, incorporating drawing, painting and collage. Processes may include intaglio, relief and monotype.
Prerequisite(s): None

VIAA360 Intermediate Printmaking (3 credits)
This studio course will develop skills in printmaking technique which may include such processes as intaglio, relief, serigraphy, and collographs. Students will produce a signed and numbered edition of prints as well as experiment with printmaking techniques through the development of proofs.
Prerequisite(s): VIAA350
GRADUATE PROGRAMS
Design & Media Management
MASTER OF ARTS
OFFERED AT THE ART INSTITUTE OF DALLAS

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

Program Student Learning Outcomes

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

• Demonstrate the application of leadership theory, capacity management, risk assessment, marketing, and investment strategies in their academic coursework

• Demonstrate a range of effective communication skills that support the development and management of a business

• Demonstrate effective information literacy skills

• Demonstrate effective critical thinking skills in the development and execution of projects

• Demonstrate conceptual and creative thinking skills in the development and support of their academic coursework
### Master of Arts Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMMA501</td>
<td>Building and Leading Creative Teams</td>
<td>4</td>
</tr>
<tr>
<td>DMMA503</td>
<td>Information Management and New Technologies in Design and Media Arts</td>
<td>4</td>
</tr>
<tr>
<td>DMMA507</td>
<td>Law, Policy and Ethics in Design and Media Arts</td>
<td>4</td>
</tr>
<tr>
<td>DMMA511</td>
<td>Academic Writing &amp; Research</td>
<td>4</td>
</tr>
<tr>
<td>DMMA517</td>
<td>Assessment and Analysis for Managers in Design and Media Arts</td>
<td>4</td>
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<tr>
<td>DMMA518</td>
<td>Design and Media Arts Innovation: Marketing Planning and Strategy</td>
<td>4</td>
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### Specialization Track: Design

#### Design Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DMMA607</td>
<td>Entrepreneurship in Design</td>
<td>4</td>
</tr>
<tr>
<td>DMMA608</td>
<td>Planning, Producing and Promoting a Design Venture</td>
<td>4</td>
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</tbody>
</table>

### Specialization Track: Media Arts

#### Media Arts Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DMMA617</td>
<td>Entrepreneurship in Media Arts</td>
<td>4</td>
</tr>
<tr>
<td>DMMA618</td>
<td>Planning, Producing and Promoting a Media Arts Venture</td>
<td>4</td>
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</tbody>
</table>

#### Electives (choose 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DMMA508</td>
<td>Strategic Planning and Management in Creative Organizations</td>
<td>(4)</td>
</tr>
<tr>
<td>DMMA603</td>
<td>Collaboration at a Distance</td>
<td>(4)</td>
</tr>
<tr>
<td>DMMA604</td>
<td>Communication, Grant Writing and Management in Creative Organizations</td>
<td>(4)</td>
</tr>
<tr>
<td>DMMA613</td>
<td>Managing New Technologies in Creative Organizations</td>
<td>(4)</td>
</tr>
<tr>
<td>DMMA627</td>
<td>Creative Problem Solving</td>
<td>(4)</td>
</tr>
<tr>
<td>DMMA628</td>
<td>Project Management in Design and Media Arts</td>
<td>(4)</td>
</tr>
</tbody>
</table>

#### Capstone Courses* (students choose 2 capstone courses aligning with their selected specialization)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DMMA600</td>
<td>Capstone I Media Arts Sequence</td>
<td>4</td>
</tr>
<tr>
<td>DMMA610</td>
<td>Capstone I Design Sequence</td>
<td>4</td>
</tr>
<tr>
<td>DMMA620</td>
<td>Capstone II Media Arts Sequence</td>
<td>4</td>
</tr>
<tr>
<td>DMMA630</td>
<td>Capstone II Design Sequence</td>
<td>4</td>
</tr>
</tbody>
</table>

* Students must successfully complete all other coursework and have their Capstone Project Proposal approved by the Academic Director.

### Total Credits

48 credits
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.
DMMA501 Building and Leading Creative Teams (4 credits)
Teams are a basic organizational building block. The purpose of this course is to provide students with the knowledge and practical skills to become a productive team leader in a creative organization. Collective creativity requires a team with a diverse set of skills. The creativity of the team is enhanced by other types of diversity such as personality type, creative style and experience level. "Building" a team means not only assembling the right set of people to do the job, but the process by which the team grows in capability and alignment. This course addresses the issues of motivation, leadership, and communications. Also included are negotiation, conflict resolution and team building.
Prerequisite(s): None

DMMA503 Information Management and New Technologies in Design and Media Arts (4 credits)
This course is designed to apply financial, marketing, and operations theories and tools to assess and analyze domestic and global markets, establish requirements and sources of capital, assess risks, and analyze processes to meet demand. The assessment and analysis provides design and media arts organizations with the foundation to begin to address market needs.
Prerequisite(s): None

DMMA507 Law, Policy and Ethics in Design and Media Arts (4 credits)
In this course, students explore legal and regulatory issues and questions facing copyright holders, technology developers, and artist and designers. The impact of emerging technology, digital media, and ethical issues created by digital media will also be examined. A working knowledge of the legal system (standard legal agreements such as contracts, charters, and non-disclosure agreements), how it impacts business decisions, and how it can affect liability will also be presented.
Prerequisite(s): None

DMMA508 Strategic Planning and Management in Creative Organizations (4 credits)
This course is designed to lead students through the development, implementation, documentation, and evaluation of strategic and business planning in creative organizations. Students will develop tools and techniques that enable them to develop a long-range strategic plan as well as an operational plan in a creative enterprise. Strategic presentation skills, including data driven presentations are also covered.
Prerequisite(s): Completion of Foundation Courses

DMMA511 Academic Writing & Research (4 credits)
This course introduces the graduate student to the expectations of graduate level academic writing, communication styles, and research methodologies. Emphasis will be placed on the foundation skills necessary for the successful completion of the Design and Media Management Capstone Project. This course will also develop the critical thinking and writing skills needed for post-program professional success in the design and media industries.
Prerequisite(s): None

DMMA517 Assessment and Analysis for Managers in Design and Media Arts (4 credits)
This course is designed to apply financial, marketing and operations theory and tools to assess and analyze domestic and global markets, establish requirements and sources of capital, assess risks and analyze processes to meet demand. The assessment and analysis provides design and media arts organizations with the foundation to begin to address market needs.
Prerequisite(s): None

DMMA518 Design and Media Arts Innovation: Marketing, Planning and Strategy (4 credits)
This course emphasizes the identification, analysis, and selection of target markets; development and management of products and services; pricing; demand analysis and forecasting, distribution systems and advertising and promotion. Forces impacting marketing strategy such as web marketing, consumer trends, and competition are examined. Students will identify opportunities at operational and strategic levels, and develop a marketing plan for a design or media arts innovation.
Prerequisite(s): None
DMMA600 Capstone I Media Arts Sequence (4 credits)
This course represents the culmination of the knowledge and skills that the students has learned in this program applied to a capstone project. The course is intended to help students frame unstructured design or media art business problems or challenges, or to launch a new design or media arts product or company. Upon completion of all core and specialization course work, the student will develop a detailed plan and timeline for the capstone project and upon approval, will complete the capstone project.
Prerequisite(s): Completion of all Foundation Courses and DMMA607 or DMMA617
Co-requisite(s): DMMA608 or DMMA618

DMMA603 Collaboration at a Distance (4 credits)
In today's global economy, creative professionals must work in partnership with people and organizations world-wide. Small entrepreneurial companies as well as large multi-national corporations must work as a team, regardless of location. This course examines topics such as cultural and national differences, global business practices in creative industries, global monetary systems, and communication and team skills necessary for success.
Prerequisite(s): Completion of Foundation Courses

DMMA604 Communication, Grant Writing and Management in Creative Organizations (4 credits)
This course is designed to provide knowledge and skills related to the development of grant proposals that result in funding for creative, non-profit organizations. Students will assess organizational needs, identify potential funding sources, and research and write a prospective proposal. They will also discuss internal and external factors that impact funding, management of resources and administration of grants.
Prerequisite(s): Completion of Foundation Courses

DMMA607 Entrepreneurship in Design (4 credits)
Throughout this course, students will research possibilities for creating beneficial and profitable design ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial design ventures and design entrepreneurs. They will also identify the components of a business plan and examine various business plans.
Prerequisite(s): Completion of Foundation Courses
Co-requisite(s): Take concurrently with an elective course: DMMA508, DMMA603, DMMA604, DMMA613, DMMA627, or DMMA628

DMMA608 Planning, Producing and Promoting a Design Venture (4 credits)
This course focuses on design managers as they work in the context of product development, planning, marketing, engineering, and implementation. Based on the goals of a design venture, students will apply design, innovation, and business theory to realistic business opportunities with successful, meaningful application for customers. Topics will include advanced concepts of branding, strategic planning, communication, outcomes and evaluation of launch, and follow-up revision, addition, and deletion of strategies.
Prerequisite(s): Completion of all Foundation Courses and DMMA607 or DMMA617
Co-requisite(s): DMMA600 or DMMA610

DMMA610 Capstone I Design Sequence (4 credits)
This course represents the culmination of the knowledge and skills that the student has learned in this program applied to a capstone project. The course is intended to help students frame and provide solutions for design or media art research or business problems. At the completion of this course, the student will have completed an approved draft of the first two chapters of the required Capstone project.
Prerequisite(s): Completion of all Foundation Courses and DMMA607 or DMMA617
Co-requisite(s): DMMA608 or DMMA 618
DMMA613 Managing New Technologies in Creative Organizations (4 credits)
In this course, students will develop skills in assessing and analyzing new types of design and media technologies and upgrades of current technology. This course also addresses decision-making related to new technology adoption and implementation, financial considerations, deployment of new technologies within the company, training, and monitoring technology trends and innovation within the creative industry.
Prerequisite(s): Completion of Foundation Courses

DMMA617 Entrepreneurship in Media Arts (4 credits)
Throughout this course, students will research possibilities for creating beneficial and profitable media arts ventures, and assess competitive environments and performance prospects. They will examine successful and unsuccessful entrepreneurial media arts ventures and media arts entrepreneurs. They will also identify the components of a business plan and examine various business plans.
Prerequisite(s): Completion of Foundation Courses
Co-requisite(s): Take concurrently with an elective course: DMMA508, DMMA603, DMMA604, DMMA613, DMMA627, or DMMA628

DMMA618 Planning, Producing and Promoting a Media Arts Venture (4 credits)
This course focuses on media arts managers as they work in the context of product development, planning, marketing, engineering, and implementation. Based on the goals of a media arts venture, students will apply design, innovation, and business theory to realistic business opportunities with successful, meaningful application for customers. Topics will include advanced concepts of branding, strategic planning, communication, outcomes and evaluation of launch, and follow-up revision, addition, and deletion of strategies.
Prerequisite(s): Completion of all Foundation Courses and DMMA607 or DMMA617
Co-requisite(s): DMMA600 or DMMA610

DMMA620 Capstone II Media Arts Sequence (4 credits)
This course represents the culmination of the knowledge and skills that the students has learned in this program applied to a capstone project. The course is intended to help students frame and provide solutions for design or media arts research and business problems. Using the first three chapters of the Capstone project completed in DMMA600, during this class the student will complete the Capstone paper.
Prerequisite(s): DMMA600
Co-requisite(s): DMMA508, DMMA603, DMMA604, DMMA613, DMMA627, or DMMA628

DMMA627 Creative Problem Solving (4 credits)
In this course, students will focus on the creative problem solving process. They will utilize generating and focusing tools in applying the problem solving process to translate ideas into useful and implementable creative products and actions. They will also gain a better understating and appreciation of their own and others problem-solving styles and creativity. Course topics include harnessing creativity, recognizing innovation, and solving innovation dilemmas and challenges.
Prerequisite(s): Completion of Foundation Courses

DMMA628 Project Management in Design and Media Arts (4 credits)
This course focuses on the creation and management of all aspects of a project plan for a design or media arts project. The student will develop skills in assessment, planning, organization and controlling the resources needed to produce a creative company's product or services and to exercise successful team management to ensure that the project is completed in a quality manner within budget and on time.
Prerequisite(s): Completion of Foundation Courses

DMMA630 Capstone II Design Sequence (4 credits)
This course represents the culmination of the knowledge and skills that the students has learned in this program applied to a capstone project. The course is intended to help students frame and provide solutions for media arts research or business problems. Using the first three chapters of the Capstone project completed in DMMA610, during this class the student will complete the Capstone paper.
Prerequisite(s): DMMA610
GENERAL INFORMATION

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

Admission Requirements

A prospective student seeking admission to any bachelor's or associate's degree at The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham must be a high school graduate, or hold a General Educational Development (GED) (or HiSET test for students in the state of Texas) certificate. Each campus reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success.

This admissions policy serves to guide the decision-making process concerning which applicants can be successful in the programs of study offered by The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham. Students found to need assistance in English may be required to enroll in appropriate Developmental Studies courses offered at the campus. Developmental Studies courses are not calculated in the credits needed for graduation nor do they count in the CGPA; however, they do count in determining the maximum time frame and the incremental completion rate. Developmental Studies courses may be attempted no more than three (3) times and require a grade of "C" or better to pass the course. Developmental Studies are in addition to the required curriculum; thus, enrollment in these courses may affect the student's graduation date.

ADMISSIONS REQUIREMENTS FOR GAME ART & DESIGN

Overview:

The Art Institute of Dallas and The Art Institute of Raleigh-Durham has an admission requirement that a student who is accepted into Game Art & Design must have earned a high-school grade-point-average of at least 2.5 in order to enter the program. However, for students who do not meet the 2.5 HSGPA requirement, an additional level of consideration is needed to address whether they may, in fact, be qualified for entry into the Audio program. Note that the following procedures apply only to those who do not meet the normal 2.5 HSGPA requirement.

Addition to Game Art & Design Requirement:

For GAD, the strong feeling among the directors was that drawing ability was a key component needed by an applicant, along with ability in math. For that reason, the following steps can be taken when the applicant does not meet the HSGPA requirement:

1. Look more closely at the portfolio to ascertain drawing ability. The feeling among the directors is that, while the portfolio is a requirement, it is often not scrutinized carefully enough. A good portfolio could result in a decision to admit a student whose high-school academic performance was substandard.

2. An assessment of the applicant’s math ability through:
a. A review of the student’s transcripts to see the quality of math courses taken, and the student’s performance; or
b. A review of placement test results in the math area; or
c. A review of standardized test math scores, e.g. SAT or ACT

3. As needed, an interview with the applicant by the Academic Director or his/her designee(s) to ascertain the applicant’s ability to be successful.

Note that this will be a holistic process using the results of the interview and math assessment so that the Academic Director can make a final decision regarding the student’s suitability for the program.

Admissions Requirements - Master's Programs

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

- Possess an earned bachelor’s degree from a nationally or regionally accredited (recognized by the U.S. Department of Education) institution in Design, Media Arts, or another area with substantial background and experience in Design and/or Media Arts. Non-design majors are considered in light of their resume, portfolio, and essay submissions.
- Have a GPA of 2.7 or better on a 4.0 scale or a minimum combined GMAT score at or above the 50th percentile.
- Submit an electronic portfolio (Web-based Portfolio, CD/DVD, or Flashdrive). Alternative forms of submission may be acceptable at the discretion of the Academic Dean.
- Demonstrate an ability to express one’s self in writing through the submission of an academic writing sample. The sample should represent the candidate's writing skills and ability to format using a common scholarly writing style such as MLA or APA.
- Clearly express the applicant's reasons for enrolling in the program through a letter of intent. This letter of intent is an ancillary opportunity to exhibit excellent writing and communication abilities.

Submit three (3) letters of recommendation. Letters should originate from both academic and employment sources.

HOW TO APPLY

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

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

APPLICATION REQUIREMENTS FOR FIRST-TIME COLLEGE STUDENTS

Students attending college for the first time and pursuing their first associate’s or baccalaureate must complete the following in order to begin the enrollment process:

1. Personal interview. Students are required to meet with a school representative in the Office of Admissions. A telephone interview can fulfill this requirement under certain circumstances. The
purpose of the interview is to explore the student’s background and interests and how they relate to the University’s programs, to assist the student in identifying the appropriate area of study consistent with his or her background and interests, and to provide information concerning the curriculum and support services at the University.

2. Complete application for admission, including required essay.

3. For admission to the University, an applicant is required to be a high school graduate, have an official General Educational Development (GED®) (or HiSET test for students in the state of Texas) certificate, or meet the state requirements of being home-schooled. Evidence of this can be an official transcript or an official GED (or HiSET test for students in the state of Texas) certificate. Home-schooled students will be required to demonstrate that they have completed the minimum requirements established by the state. It is up to the University to decide if the issuer of the documentation and the documentation provided is acceptable. Before a student may begin studies, he or she must have earned the above. An applicant still in high school will be considered for conditional early acceptance contingent upon proof of graduation. Students will be asked to leave and their enrollment cancelled if they do not provide any of the documents required for admission within 30 days of matriculation. The University will not accept a diploma received as a result of testing or “fast track” as proof of high school graduation. A certificate of attendance or completion is not acceptable.

International High School Transcripts: To provide proof of graduation and equivalency to American Institutions, a student with an International High School transcript will need to provide an official evaluation from a National Association of Credential Evaluation Services (NACES) approved credential evaluation server. The evaluation must be of all official copies of all educational transcripts and diplomas. “Official” means transcripts sent directly from the Institution that is confirming the Academic record of the applicant. The only exception to this requirement is if the International High School is regionally or nationally accredited by an American regional accrediting body or approved national accrediting body.

NOTE: Any official transcripts, either high school or college, become part of the University admission process and will not be returned to the student. Furthermore, a portfolio of the student’s work may or may not be required depending on the program and campus chosen. Please check with the Admissions department of the specific campus for portfolio requirements. Please do not send original work. Portfolios cannot be returned.

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

Applicants to the Master of Arts in Design & Media Management should submit a portfolio of work completed individually and/or as part of a creative team. An academic writing sample, resume/CV, and three letters of recommendation are also required for the Graduate acceptance committee review.

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 HiSET test for students in the state of Texas) 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 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 HiSET test for students in the state of Texas) 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 Miami International University of Art & Design and its branch campuses, The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa, 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.

CERTIFICATE OF COMPLETION FOLLOWED BY CONTINUED EDUCATION

High school students who have completed the required coursework for graduation but have not earned passing scores on the FCAT or have not achieved a minimum cumulative GPA of 2.0 are eligible to receive a certificate of completion. The certificate of completion does not carry any of the privileges of a standard high school diploma. These students should be encouraged to participate in summer school, return for continued education during the following school year, or enroll in a GED (or HiSET test for students in the state of Texas) preparation program through an adult education program.

If a student has a "Certificate of Completion" and has attended an accredited college or university and has successfully completed and passed 30 semester credit hours or 45 quarter credit hours at the college level, then, the student can be considered for admission to Miami International University of Art & Design. The successful completion (passing grades) of 30 semester credit hours or 45 quarter credit hours meets the criteria of “ability to benefit” for admission to Miami International University of Art & Design. A stand alone “Certificate of Completion” without the additional college or university course work does not suffice for admission to Miami International University of Art & Design.
ADMISSION OF TRANSFER STUDENTS
To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

• Submit a completed application for admission.
• Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
• Submit self-certification of high school graduation or GED (or HiSET test for students in the state of Texas) completion.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website: http://www.northcarolina.edu/aa/articulation/102.51CAA_Modified_September_2008_v3.pdf.

QUARTER CREDIT HOUR DEFINITION
A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

APPLICATION REQUIREMENTS FOR STUDENTS SEEKING A SECOND BACCALAUREATE DEGREE
Students who have earned a degree from another regionally or nationally accredited college/university must complete requirement one and two above, in addition to providing official transcripts from the prior college/university showing all courses and degree earned. Transcripts should be mailed or faxed directly from the college/university attended to the Admissions Office of the campus the student is planning to attend.

ADVANCED STANDING AND PROFICIENCY CREDIT
Please see the Registrar’s section on Advanced Standing, Proficiency Credit, and Transfer Credits.

INTERNATIONAL STUDENTS - ADMISSIONS POLICY (applicable to Miami International University of Art & Design, The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham)
All international students must meet the same admissions standards as all other students when seeking to enroll in the University. Please refer to Admissions Requirements. Those international students applying to SEVP-certified schools and requiring the school’s sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. The University requires nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for
Admissions Requirements for Students Requiring Form I-20 Sponsorship

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

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

Important International Student Disclosure – International students attending Art Institute locations under F-1 visas (Form I-20) are required to maintain a “full course of study” during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the “full course of study” requirement. Please note that not all Art Institute locations offer online courses. Speak with an admissions representative for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the International Student Advisor to ensure all requirements of their visa statuses are met. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at the University are presented in English, the University requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.
A student is deemed proficient in the English language if he or she:

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

### Minimum Acceptable Proof of English Language Proficiency Standard

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<tr>
<th>ELP TEST</th>
<th>DIPLOMA</th>
<th>AS/BS</th>
<th>GRAD.</th>
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<tr>
<td>TOEFL PAPER</td>
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<td>TOEFL i-BT</td>
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<td>Michigan English Language Assessment Battery (MELAB or “Michigan Test”)</td>
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<td>Scholastic Aptitude Test (SAT)-English Section**</td>
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<td>572</td>
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<td>Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section</td>
<td>453*</td>
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<td>TOEIC (Academic Test)</td>
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<td>650</td>
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*The scale for the Prueba Aptitud Academica has changed and now closely reflects the SAT.

**As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.

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

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

Please contact an International Student Admissions Representative for questions about acceptable alternative measures of English Language Proficiency.

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 cooking or baking practical

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

STUDENT READMISSION
Students wishing to return to the University after an absence should contact the Assistant Director of Readmission at the Charlotte, Dallas, or Raleigh-Durham campuses. Students who interrupt their education for one quarter per academic year will be subject to any changes in curriculum and graduation requirements that took effect during their leave.
TECHNOLOGICAL CONSIDERATIONS

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 for eBooks and the Digital Bookshelf: BrightSpace and VitalSource

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

Preferred Requirements:
- Mac OSX 10.5 or 10.6 - OR -
- Windows 7 or Vista with Microsoft .Net 3.5 SP1
- Latest version of Safari Browser, Mozilla Firefox, or Internet Explorer

Preferred Hardware Specifications:
- 2.0 GHz INTEL processor
- 1 GB of RAM
- Graphics card capable of 1024x768 resolution or larger
- Soundcard & speakers
- High speed internet access
Minimum Requirements:

- Apple Mac OSX 10.4 - OR -
- Microsoft Windows XP SP2 or higher with Microsoft .Net 3.5 SP1
- Mozilla Firefox 2.0 or higher, Internet Explorer 6 or higher, or Google Chrome

Minimum Hardware Specifications:

- 1.0 GHz processor
- 512 MB of RAM
- Graphics card capable of 1024x768 screen resolution
- Dial-up internet access is the minimum standard, however, a higher speed is recommended

Recommended Plug-ins or Downloads:

The course instructor may employ technology in the Brightspace classroom that requires one of these recommended plug-ins or downloads in order to function properly. If your instructor provides PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that they are deemed necessary.

- Java
- If Mac - MacOS Classic Java (MRJ 2.2.5) (http://developer.apple.com/java/index.html)
- If Windows - Sun's Java 2 SDK (Java 1.5 or Java 1.6) (http://www.java.com)
- Adobe Reader (http://get.adobe.com/reader/)

Recommendation regarding "Netbooks"

Students often see "Netbooks" (small laptop computers primarily designed for web browsing and emailing) as an affordable option when looking to purchase a computer for classwork. However, it is strongly recommend that students do not purchase a Netbook. Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for classwork. While newer Netbooks may meet resolution and screen-size requirements for reading your eBooks, much like some older laptops, some older Netbooks may not be able to graphically handle these sites. This means that reading e-texts and participating in the classroom could become difficult. It may be challenging to scroll through your readings and effectively and efficiently work through the material.

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.

STUDENT FINANCIAL SERVICES

The students, or parents when applicable, receive periodic tuition and fee payment notices. Payments are due on the dates agreed upon in the financial plan developed with the Student Financial Services Office (SFS).

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

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

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

- To maintain satisfactory academic progress as outlined in this handbook and in the catalog.

- To inform the Student Financial Services Office of address changes, schedule changes, program changes, or any other status change(s) that might affect the student's eligibility for financial assistance.

- To initiate loan and grant renewal applications in advance of the second or third academic years, as applicable.

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

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

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

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

Students who do not authorize and who have excess Title IV funding due to receiving funds from a Pell Grant will receive the lesser amount of either the amount of their Pell Grant excess or their full credit balance amount, for the term in question, within seven days of the start of the term. Students who do not authorize and who are receiving excess Title IV funds but do not have a Pell Grant will receive a stipend within the later of the term begin date or 14 days of the date of their credit balance on their ledger card.

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

Refund Policy

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 28(^{th}) = 1(^{st}) Scheduled Class</td>
<td>1(^{st}) Day of Initial Period</td>
<td>1</td>
</tr>
<tr>
<td>April 29(^{th})</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>April 30(^{th})</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>May 1(^{st})</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>May 2(^{nd})</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>May 3(^{rd})</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>May 4(^{th})</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>May 5(^{th})</td>
<td>7(^{th}) = Last Day of Initial Period</td>
<td>8</td>
</tr>
<tr>
<td>May 6(^{th})</td>
<td>Initial period over – student is eligible to be reviewed for full admission</td>
<td>9</td>
</tr>
</tbody>
</table>

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student’s first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student’s behalf and will remove any charges from the student’s account. All refunds will be made within 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 Institutes will only be subject to the refund provisions, found above, if returned to the school in condition for resale within twenty-one (21) calendar days from the first scheduled class.

Refund Policy Prior to Class Start

Applicants may cancel their enrollment in person or in writing before the beginning of classes. An applicant not requesting cancellation before the scheduled starting date indicated on the Enrollment Agreement will be considered a student.

1. All monies paid by applicants will be refunded if they are not accepted for admission.
2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested by the applicant prior to the beginning of classes or within five (5) business days after signing the enrollment agreement, whichever is later, and making an initial payment.
3. For The Art Institutes of Charlotte, if the student has not visited the school prior to enrollment, all tuition and fee monies paid by applicants will be refunded if requested within three (3) business days after their first tour of the school and inspection of equipment or if requested within three (3) business days of the student’s attendance at the regularly scheduled orientation program for their starting date, whichever is sooner.
4. Refunds will be made within thirty (30) calendar days after the applicant’s/student’s request to cancel application or within thirty (30) calendar days after his/her first scheduled class.

Refund Policy after Class Start

In the event of withdrawal by the student or termination by the school during any quarter of study:

1. Prepaid tuition and fees for any period beyond the student’s current quarter will be refunded in full.
2. The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student’s last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.
3. Refunds for a student notifying the school 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. In the event the school cancels or changes a course or program of study in such a way that a student who had started the program or course is unable to complete it, the school will refund all monies paid by the student for the course or program within thirty (30) calendar days.

8. A separate lease agreement and refund policy exists for students who lease housing accommodations arranged by the school. The school reserve the right to apply any student payment, or any refund due a student, to any student financial liability.

9. Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter. Any portion of a day's attendance is considered a full day of attendance for refund purposes.

10. Session II academic terms are approximately five and one-half (5 ½) weeks in duration. The calculation of refunds is based upon the last day of attendance within the term. Any portion of a day's attendance is considered a full day of attendance for refund purposes. Information in the catalog or student handbook will apply except for the following changes specific to Session II courses: The add/drop period is two (2) days from the start of Session II courses and financial aid eligibility may change if the student drops or adds one or more courses. Please see your Financial Aid Officer before dropping or adding a course.

11. 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.

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

**Adjustment of Charges for the Quarter or Courses Delivered in Session I or in Session II**

The Art Institutes of Dallas:

In accordance with The Art Institutes of Dallas refund policy, in the event of withdrawal by the student, or suspension or termination by the school:

1. Refer to the Kits, Components of the Kits, Books, or Supplies Return Policy.

2. In the event of withdrawal or suspension or termination from school, the school will retain earned tuition and fees for the quarter and mid-quarter starts or single courses as follows, based on the week in which the student withdraws:

   - **Week 1**: 25% of the term’s tuition and fees
   - **Week 2**: 50% of the term’s tuition and fees
   - **Week 3**: 75% of the term’s tuition and fees
   - **After Week 3**: 100% of the term’s tuition and fees

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

1. For first quarter students who terminate within the first week of training, the school will retain no more than ten percent (10%) of the contract price of the program.

2. For a student terminating training after completing the first week but within the first twenty-five percent (25%) of the program, the tuition and fees retained by the school shall not exceed twenty-five percent (25%) of the contract price of the program.

3. For a student terminating training after completing over twenty-five percent (25%) up through fifty percent (50%) of the program, the tuition and fees retained by the school shall not exceed fifty percent (50%) of the contract price of the program.

4. A student completing more than fifty percent (50%) of the program is not entitled to a refund of any tuition.

5. In case of a student’s prolonged illness or accident, death in the family, or any other circumstances that make it impractical to complete the course, that school shall make settlement, which is reasonable and fair to both.

6. In all other respects and circumstances, the refund policy set forth above applies to Oklahoma students.

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

1. If withdraw prior to the second course meeting, a refund of 100% of the course’s tuition and fees.

2. After the second course meeting and within the first week of training, the school will retain no more than ten percent (10%) of the contract price of the class.

3. For a student terminating training after completing the first week but within the first twenty-five percent (25%) of the class, the tuition and fees retained by the school shall not exceed twenty-five percent (25%) of the contract price of the class.

4. For a student terminating training after completing over twenty-five percent (25%) up through fifty percent (50%) of the class, the tuition and fees retained by the school shall not exceed fifty percent (50%) of the contract price of the class.

5. A student completing more than fifty percent (50%) of the class is not entitled to a refund of any tuition.
6. In case of a student's prolonged illness or accident, death in the family, or any other circumstances that make it impractical to complete the course, that school shall make settlement, which is reasonable and fair to both.

7. In all other respects and circumstances, the refund policy set forth above applies to Oklahoma students.

**Adjustment of Charges for the Quarter or Courses Delivered in Session I or in Session II**

The Art Institutes of Charlotte and Raleigh Durham:

In accordance with the North Carolina Administrative Code for The Art Institutes of Charlotte and Raleigh Durham, if a student withdraws from school, the school will earn tuition and fees as follows, based on the student’s last day of attendance:

**Quarter Start or Single Course:**

First twenty-five percent (25%) of quarter in calendar days – 25%

After the first twenty-five (25%) of the quarter in calendar days – 100%

**Mid-Quarter Start or Single Course:**

<table>
<thead>
<tr>
<th>Week One</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>50%</td>
</tr>
<tr>
<td>Week Three</td>
<td>75%</td>
</tr>
<tr>
<td>After Week Three</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Return of Federal Title IV Aid**

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term, the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, it will reduce the term length and if the scheduled break is before the student’s last date of attendance, it will also reduce the calendar days completed.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-
withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student’s account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student’s authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

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

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

**Refund Policy for Online Course Withdrawal**

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

**Financial Aid Refund Distribution Policy**

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

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

**Kits, Components of the Kits, Books, or Supplies Return Policy**

For The Art Institutes of Dallas: 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. Students who leave school during the first three (3) weeks of the mid-quarter session may return the starting kit and/or individual components of the starting kit within ten (10) calendar days of the last date of attendance in the mid-quarter session.
For The Art Institutes of Charlotte and Raleigh Durham: Students who leave school during the first three (3) weeks of the session may return the starting kit and/or individual components of the starting kit within ten (10) calendar days of your last date of attendance. If kits, components of the kit, books, or supplies are returned to the bookstore in re-salable condition, 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.

Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school’s withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of attendance using attendance records. The refund policies shall apply in the event that a student withdraws, is suspended, or is terminated from school.

The Art Institutes are dedicated to serving and assisting our students. A student who encounters issues that require him/her to discontinue attendance in his/her course(s) within or following a quarter, but intends to continue taking courses in a subsequent quarter, may request to reenter and register for the appropriate term. The student must complete a Withdrawal Form obtained by contacting his/her Academic Counselor or the Office of the Registrar. Students who provide a return start date may be scheduled into new or retake courses. Students may also request a re-entry appointment with Financial Aid during the official withdrawal process. The date of determination would be the date the student provides notice. All students will be subject to the necessary refund policies as outlined.

A student who withdraws from a program before the end of week nine (9) for an eleven (11) week term (before the end of week four (4) for a five and one-half (5 ½) week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, 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.
Financial Aid

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%.

Student Financial Assistance Eligibility Policy Full-Time Programs

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

Student Aid Programs

The purpose of federal student financial aid programs is to ensure that all students have an opportunity to obtain a college education, and that no student will be denied that opportunity because of lack of funds. Central to the purpose of financial aid is the belief that students and their families, to the extent possible, have the primary responsibility to pay for the student's college education. Financial aid is made available to assist students when family resources are not sufficient to meet college costs. All students are to be treated fairly and equitably by applying policies and procedures for determining eligibility consistently. Though applicants are encouraged to seek financial aid, students should not rely solely on these monies to support themselves throughout the academic year. Students receiving any form of financial aid are required to meet standards for academic progress and attendance. Proof of such progress on a periodic basis is verified prior to any disbursements of financial aid. Failure to make satisfactory academic progress or satisfactory attendance requirements may result in the termination or reduction of financial aid. Though The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham’s financial aid staff is responsible for accurate distribution, explanation, documentation, and validation of financial aid requirements, it is the student's responsibility to comply with all requests in a timely fashion if the student wishes to continue receiving benefits. Federal aid grants are awarded on a
fiscal year basis, beginning July 1 and ending June 30. Some applicants may need to complete the application process twice during an academic or calendar year.

Federal Grants

Federal Pell Grant Program

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

Federal Supplemental Education Opportunity Grant Program (FSEOG)

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

Federal Loans

Federal Direct Loan Program

Subsidized

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

Unsubsidized

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

Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan Program

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

Federal Work Study

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

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

Scholarships and Grants

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

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

Education Foundation Scholarship (Charlotte, Dallas, and Raleigh-Durham locations)

As an independent entity, The Education Foundation's mission is to provide research, direct services, and offer scholarships to advance education. The Education Foundation is a non-profit 501(c)(3) of the Internal Revenue Code. It is supported by contributions from multiple sources such as direct donations at www.educationfdn.org, sponsorships, and grants. Charitable alumni who want to “pay it forward” and demonstrate their generosity may do so by making a tax-deductible donation to benefit students to: The Education Foundation, P. O. Box 153, Glenshaw, PA 15116 or via www.educationfdn.org.

The Art Grant (Charlotte, Dallas, and Raleigh-Durham locations)

The Art Grant is an institutional aid award toward your tuition charges up to 20% for Bachelor's degree programs and up to 15% for Associate's degree programs. For every 12 credits earned, while maintaining continuous enrollment, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the next successive academic quarter.

New and current students are eligible. 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 (for students at The Art Institute of Dallas)

Deadline: Students need to begin classes by August 16, 2018

The Academic Achievement Scholarship allows qualifying new students to earn up to a 20% tuition scholarship, up to $17,568, 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 $17,568. *

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 $13,176.*

*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.
Academic Achievement Scholarship (for students at The Art Institute of Charlotte and The Art Institute of Raleigh-Durham only)

Deadline: Students need to begin classes by August 16, 2018

The Academic Achievement Scholarship allows qualifying new students to earn up to a 20% tuition scholarship, up to $17,028, 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 $17,028. *

Maintain a GPA of 3.5 to 3.79 on a cumulative basis each quarter to receive up to a 15% tuition scholarship value, up to $12,771.*

*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 (Charlotte, Dallas and Raleigh-Durham locations)

High School seniors and international students graduating in 2017 may compete in The Art Institutes Scholarship Competition. Partial tuition scholarships will be awarded to those who demonstrate the ability
and commitment to succeed in a creative career. The number of scholarships offered varies and every school may not participate. Please contact your school of interest for detailed scholarship information.

**DECA Scholarship (Charlotte, Dallas and Raleigh-Durham locations)**

DECA high school seniors graduating in 2017 are eligible to receive up to a $1,000 scholarship for participation in the organization. DECA students who are first place winners at the State Level competitions can receive up to $1,500 in addition to the member amount. DECA students who are first place winners at the DECA International Career Development Conference (ICDC) competitions can receive $5,000 in addition to the DECA State Scholarship and the member amount. For additional scholarship details, entry requirements and criteria, contact the local school of interest and visit [https://www.artinstitutes.edu/dallas/tuition-aid/scholarships](https://www.artinstitutes.edu/dallas/tuition-aid/scholarships), [https://www.artinstitutes.edu/charlotte/tuition-aid/scholarships](https://www.artinstitutes.edu/charlotte/tuition-aid/scholarships), or [https://www.artinstitutes.edu/raleigh-durham/tuition-aid/scholarships](https://www.artinstitutes.edu/raleigh-durham/tuition-aid/scholarships).

**National Art Honor Society Scholarship (Charlotte, Dallas and Raleigh-Durham locations)**

High school seniors graduating in 2017 who also belong to the National Art Honor Society may apply for The Art Institutes National Honor Society Scholarship. Applicants must be a legal resident of the 50 United States, the District of Columbia, or Canada (excluding Quebec), and a member of the National Art Honor Society. Tuition scholarships for first, second, and third place awards may be applied at The Art Institutes school of recipient's choice. Three nationwide scholarships are available: First Place -$20,000, Second Place - $10,000 and Third Place - $5,000. For scholarship details, deadlines, entry requirements and criteria, please contact your local school of interest.

**Future Business Leaders of America National Scholarship Program (Charlotte, Dallas and Raleigh-Durham locations)**

High school seniors graduating in 2017 who are members of FBLA may apply for The Art Institutes Future Business Leaders of America Scholarship. Three nationwide $10,000 tuition scholarships are available to study at one of The Art Institutes. Each scholarship award recipient who has a 3.0 GPA during his/her first year may earn an additional $5,000 tuition scholarship. For scholarship details, deadlines, entry requirements and criteria, please contact your local school of interest.

**The Scholastic Art & Writing Awards (Charlotte, Dallas and Raleigh-Durham locations)**

Four nationwide $10,000 scholarships will be awarded by The Art Institutes to the Scholastic National Award recipients on a first-come, first-served basis. Applicants must be high school seniors graduating in 2017. For additional information, please contact your local school of interest and www.artandwriting.org.

**FCCLA Competitions (Charlotte, Dallas and Raleigh-Durham locations)**

All FCCLA tuition scholarships are renewable for up to 4 years for a maximum first place scholarship of $12,000; maximum second place scholarship of $8,000; and a maximum third place scholarship of $4,000.

First place team of the National FCCLA Culinary Competition will be awarded a $3,000 tuition scholarship to any one of 40 U.S. schools comprising The International Culinary Schools at The Art Institutes. A $2,000 tuition scholarship for second place team and a $1,000 tuition scholarship for a third place team will also be awarded.
First place award of the National FCCLA Fashion Design and Fashion Construction Competitions will be a $3,000 tuition scholarship to any one of The Art Institutes schools in the U.S. offering a Fashion program. A $2,000 tuition scholarship for a second place and a $1,000 tuition scholarship for third place will also be awarded in each competition.

First place team of the National FCCLA Hospitality Competition will be awarded a $3,000 tuition scholarship to any one of over 40 U.S. schools comprising The International Culinary Schools at The Art Institutes. A $2,000 tuition scholarship for a second place team winners and a $1,000 tuition scholarship for third place team winners will also be awarded.

First place winners (either team or individual) of the national FCCLA Interior Design Competition will be awarded a $3,000 tuition scholarship to any one of The Art Institutes schools in the U.S. offering an Interior Design program. A $2,000 tuition scholarship for second place and a $1,000 tuition scholarship for third place will also be awarded (either team or individual). For additional information contact your local school of interest and visit www.fcclainc.org. Applicants for the scholarships noted above must be a senior graduating in the competing year and a legal resident of the 50 United States or the District of Columbia.

Skills USA Championship (Charlotte, Dallas and Raleigh-Durham locations)

Secondary and postsecondary students who are members of SkillsUSA may compete in national championships in the following areas: Advertising Design, Culinary, and Photography. Six nationwide championship awards tuition scholarships are available in each category: First Place - $20,000, Second Place - $5,000, and Third Place - $2,500. In addition, twelve nationwide scholarships are available for 3-D Visualization & Animation, Web Design, and Television Production championship team awards. These tuition scholarships are as follows: First Place - $10,000, Second Place - $5,000, and Third Place - $2,500. For details, contact your local school of interest and www.skillsusa.org.

Culinary Scholarships

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.

First-place award for the National ProStart Invitational Culinary Competition and Management Competition will be a non-renewable $10,000 tuition scholarship to any one of over 40 U.S. schools comprising The International Culinary Schools at The Art Institutes. A non-renewable $7,500 tuition scholarship for second place and a non-renewable $5,000 tuition scholarship for third place will also be awarded. Applicants must be high school seniors graduating in 2017 and enrolled in a ProStart program to be eligible for the competition. For more information, visit the ProStart website at https://www.chooserestaurants.org/ProStart/Invitational.

ProStart (Advanced Placement Credits)

High school students graduating in 2017 who complete the ProStart program with a C average or above and obtain a Certificate of Achievement may receive Advanced Placement credit at any of over 40 U.S.
schools of The International Culinary Schools at The Art Institutes. Students may receive academic credit up to 12 credits for any of the following courses: Concepts and Theories, Fundamentals of Classical Techniques, Management, Supervision and Career Prep and Culinary Nutrition. To receive Advanced Placement credit, students must submit a ProStart Certificate of Achievement which will be reviewed by the local school's Chef Director and Dean of Academic Affairs. The Fundamentals of Classical Techniques class requires the student to successfully pass the course's Final Knife Skills and Final Practical Cooking Exam in order to obtain advanced placement credit.

ProStart State Scholarships

The International Culinary Schools at The Art Institutes is pleased to award first-place scholarships in the ProStart state-level Culinary Arts and Culinary Management Competitions in: Alaska, Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Washington D.C., West Virginia, Wisconsin, and Wyoming. The first-place awards are a $3,000 scholarship, renewable for up to four years for a maximum of $12,000, to attend any of over 40 schools offering culinary programs across the U.S. Applicants must be high school seniors graduating in 2017. For details, contact your local school of interest.

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. 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 University has been approved by the veteran state approving agency in the states listed below for the training of veterans and eligible veterans’ dependents. Where applicable, utilizing the Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the Satisfactory Academic Progress Policy of the catalog for more information). Students receiving veterans’ benefits must report all prior education and training. The University will evaluate prior credit and accept that which is appropriate. The Art Institute of Charlotte and The Art Institute of Raleigh-Durham will evaluate prior credit and accept that which is appropriate. In accordance with North Carolina state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student’s educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student’s certified attendance to the VA until an evaluation is complete. Students with questions should contact the veteran state approving agency for the state in which their campus operates.

North Carolina:

The Art Institute of Charlotte is approved for the training of veterans and eligible veterans’ dependents by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).

The Art Institute of Raleigh-Durham is approved for the training of veterans and eligible veterans’ dependents by the North Carolina State Approving Agency (120 Penmarc Drive, Suite 103; Raleigh, NC 27603-2434; 919-733-7535).

Texas:

The Art Institute of Dallas is approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

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 University 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 University, the ultimate approval of a student’s ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at your campus to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/military-benefits.


RETAKING COURSEWORK POLICY

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

Standard Term-based Programs

Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, some 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 and count the course in enrollment status for one retake of any previously passed course only if they meet one of the following conditions:

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

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

Non-term Based Programs

Student's coursework is divided into payment periods based the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirement. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.
Student Services Policies

Immunization Policy

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

North Carolina Immunization Requirement

All students enrolling in a campus in North Carolina must provide proof of immunization as required by North Carolina law. Students must provide the required immunization records within 10 weeks of their start date. Failure to provide the appropriate documentation may result in student being unable to register for class.
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:

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

Career 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

Library Services

The libraries at campus locations offer research assistance to students and faculty, as well as books, periodicals, and other media. In addition, they carry a wide array of royalty-free sound effects, music, motion graphics, and
photographs for use in student projects. These resources give students the opportunity to familiarize themselves with the same tools used in their future professions.

The size and scope of the Library at locations may differ slightly in keeping with the size of the student body; however, the Library remains a central resource to each community, with appropriate print and digital media resources, internet and database access, and professional staff.

**Advanced Course Credit**

Credit will be given for college courses that are comparable to those offered by The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham's program to which the student applies. Credit must be successfully completed with a grade of a "C" or higher, only college level credits (100-level course or equivalent) and non-remedial courses will be considered. The credit must be from a college that is accredited by an accrediting association that is recognized by the U.S. Department of Education.

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

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

**Housing Services**

Campuses offer an apartment and roommate referral service, as well as, general housing assistance and information about the local area. Housing options and services vary by location.

**Wellness Services**

The Student Assistance program is a confidential and voluntary counseling referral service provided free of charge to students. This service provides free face-to-face counseling sessions per problem per student. Students can call a 1-800 number to get in contact with someone 24 hours a day, seven days a week. Students should contact Student Services at any campus for additional information.

**Student Organizations**

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

The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham prohibit any animals on campus property, with the exception of approved registered service animals. In order to receive approval to bring a service animal on campus property, please contact the Director of Student Service at your campus. In addition, approved emotional support animals may be permitted in campus housing. To receive approval to have an emotional service animal in campus housing, please contact the Director of Student Service at your campus.

Student Health Insurance

Information on student health plans can be found at https://secure.visitaci.com/ai or by contacting the Student Services or Academic Affairs office.

Lost and Found

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

Cancellation of Classes

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

TRANSFER OF CREDIT POLICY

TRANSFER OF CREDIT

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

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

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

TRANSFERRING FROM ONE ART INSTITUTE TO ANOTHER ART INSTITUTE

Students 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.

TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS

Associate's Degree Graduates to Bachelor's Degree Programs: Every reasonable effort will be made to ensure that all credits earned by associate’s degree graduates of an Art Institutes school will transfer to the corresponding bachelor’s degree program within the system. However, differing state and accrediting regulations may require additional courses at the associate’s degree level. If the associate’s degree completed 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.

Such graduates of the related associate degree program will attain upper division status in the bachelor’s degree.

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. Under some conditions, all general education courses in the associate degree may be brought forward into the Bachelor’s degree program; because this may vary by state, the student attempting to transfer credits is advised to consult with the receiving institution on the policies regarding general education coursework. All conditions in the following associate’s degree credits to associate’s/bachelor’s degree program procedure apply.

Diploma Graduates to Associate's/Bachelor's Programs: Every reasonable effort will be made to ensure that all credits earned by diploma program graduates of an Art Institutes school will transfer to the corresponding Associate/Bachelor’s degree program within the system. If the diploma program completed by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to require retaking the course(s) at the associate’s degree level.

Such graduates of the related diploma program will attain lower division status in the associate’s degree program.

Diploma program credits earned by graduates of an Art Institutes school for which there is no corresponding Associate/s/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 the following conditions in the following diploma program 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 at the new location. 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, or from proficiency examinations, or from alternative sources of credit. 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. See the campus registrar for the minimum percentages for your campus.
Transcripts
Official transcripts must be sent to the Admissions Office of the admitting Art Institutes School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student’s first quarter of attendance at The Art Institutes school may be considered for transfer credit at the discretion of the Dean of Academic Affairs.

Diploma Program Credits to Associate’s/Bachelor’s Degree Program:
Diploma program credits, with a grade of “C” or better from an Art Institutes school, earned by students not awarded a diploma, will be considered for 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.

Associate’s Degree Credits to Associate’s/Bachelor’s Degree Program:
Associate’s degree credits, with a grade of “C” or better from an Art Institutes school, earned by students not awarded an associate’s degree, will be considered for 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.

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

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

Level of Transfer Credits
Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer. If the student has passed only the transitional classes at an Ai school but not earned the respective college-level credit, then the receiving institution should re-test the student for placement purposes.

Grades of Transfer Credits
Only courses with an earned grade of “C” (2.0 on a 4.0 scale) or higher will be considered for transfer credit. Transfers between schools from within the same OPEID code (Office of Postsecondary Education Identifier), will transfer all comparable courses (including all attempts) to the new school.

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

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. No more than 25 percent of a program’s required credits will be considered for any type of proficiency credit.

**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. No more than 25 percent of a program’s required credits will be considered for any type of proficiency credit.

**Total Allowable Transfer of Credit**
Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

**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 program credits have 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 CREDIT FROM OUTSIDE COLLEGES AND UNIVERSITIES BEFORE MATRICULATION AT AN ART INSTITUTES SCHOOL**

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

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

**Level of Transfer Credits**
Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer.
Grades of Transfer Credits
Only courses with an earned grade of “C” (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

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

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

- **Advanced Placement.** Some foundation courses can be obtained through College Board’s AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student’s first quarter of attendance.

- **College Level Examination Program (CLEP).** Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student’s first quarter of attendance.

- **Articulation Agreement Credit.** Successfully complete programs included in articulation agreements that have been established between the University and their high schools.

- **Military Experience Credits.** Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).

- **Internal Proficiency Testing for Credit.** Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.

- **Experiential Learning.** Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the 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.
University Transcripts with Credit/No Credit Course Grades
Accredited colleges and universities where courses are offered for credit/no credit and no allowable grade is earned in major courses according to existing regulations will be converted to a grade by the registrar's office. Credit grades will be converted to a “C” and no credit grades will be converted to an “F”.

Total Allowable Transfer of Credit
Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

TRANSFER OF CREDIT AFTER MATRICULATION (CONCURRENT ENROLLMENT OR RE-ENTRY TO THE INSTITUTION) AT AN ART INSTITUTES SCHOOL

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

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

Approval Needed
Requests for concurrent enrollment in a course at another college or university while the student is at full-time status at an Art Institutes school (according to the US Department of Education's definition of the term) must be approved by the General Education Director, the Department Director, or the Dean of Academic Affairs prior to enrollment in the course.

Full-time Status
The student must be enrolled full-time at an Art Institute’s school at all times during the concurrent enrollment at another college or university.

One Course Limit
Only one course per quarter in concurrent enrollment is permitted.

Grading
The concurrent enrollment course must be passed with a grade of “C” (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a “TR” grade. The grade will not be factored into the GPA or the CGPA.
Completion Deadline
Credit will be awarded for the course when official documentation is provided by the secondary institution that the course was successfully completed, as defined above. Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

Total Allowable Transfer of Credit
Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Transcripts
Official Transcripts must be sent to 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 concurrent enrollment course must be passed with a grade of “C” (2.0 on a 4.0 scale) or higher. The student’s record at The Art Institute will reflect a “TR” grade. The grade will not be factored into the GPA or the CGPA.

CHANGE OF PROGRAM WITHIN AN ART INSTITUTE’S SCHOOL
A student petitioning to change from one program to another within The Art Institute must obtain approval from the Department Director of the department from which the student is changing. The student’s coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

COURSE SUBSTITUTION POLICY
Students are expected to complete the program requirements outlined in The 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.

COLLEGE BOUND

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

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

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

ADVANCED STANDING AND PROFICIENCY CREDIT

The University recognizes that some students may have fulfilled certain course requirements before matriculating at the University. The University will determine credit for advanced standing using the following guidelines:

- Portfolios and other documentation must be presented to the Admissions Department prior to matriculation.
- The faculty and the Academic Director or Coordinator will review this documentation to determine proficiency and specific course substitution.
- No more than 25 percent of the credits required to graduate may be awarded through advanced standing and transfer credit combined, with no more than nine credits being earned from experiential learning.
- 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.
- Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses.
- Complete the requirements of a transfer agreement established between the University and the post-secondary institution they attended before coming to the University.
- Successfully complete programs included in articulation agreements that have been established between the University and their high schools.
- Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on a Joint Service Transcript or Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).
- Advanced Placement for some foundation courses through College Board’s AP Studio examinations.
GRADUATE TRANSFER CREDITS
Students applying to Miami International University of Art & Design’s graduate programs may, in some circumstances, be eligible to receive advanced standing credit. Depending on the program, no more than 18 credits can be awarded. Advanced standing credits are adjudicated on a case by case basis as determined by the Department of the relevant program. Equivalent courses must have been successfully completed at an accredited institution and a grade of B or better must have been earned for the course. Courses at the thesis project level are not transferable. Any requests for advanced standing must be accompanied by an official graduate transcript, a portfolio, research papers, or other documentation where relevant.

ONLINE CREDITS
Students at the University are limited to earning no more than 49 percent of the total credits required for graduation from online coursework through a consortium agreement with The Art Institute of Pittsburgh - Online Division. Students interested in online courses should see an Academic administrator. Due to CIDA standards, students in the Interior Design program at are limited to earning less than 25 percent of their required Interior Design credits.

Some credits that the University awards to students may be earned by enrolling in online coursework provided by The Art Institute of Pittsburgh through a consortium agreement. This coursework has been reviewed by the University faculty and deemed comparable to coursework at the University. Information about how to enroll in these online classes is provided by the University registrar.

INTERNATIONAL SPONSORED STUDENT POLICY ON ONLINE/DISTANCE EDUCATION:
No more than one online/distance education class or three (3) credits per academic term may count toward satisfying the “full course of study” requirement (above) for F-20 sponsored international students. A student qualifying for a Reduced Course Load in his or her last semester may not attend only via distance education; he or she must have at least one (1) on-ground course.

The Art Institute of Pittsburgh is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Miami International University of Art & Design, including its branches, The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham, and The Art Institute of Tampa are accredited by the Southern Association of Colleges and Schools Commission on Colleges to award diplomas, associate, baccalaureate, and master’s degrees. The Art Institute of Pittsburgh is not accredited by the Commission on Colleges and the accreditation of Miami International University of Art & Design does not extend to or include The Art Institute of Pittsburgh or its students. Although Miami International University of Art & Design accepts certain course work in transfer toward a credential from The Art Institute of Pittsburgh, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from Miami International University of Art & Design. This decision is made by the institution subsequently considering the possibility of accepting such credits.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information the University may disclose to third parties without receiving prior written consent from the student.
I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Office of the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student’s records.

Certain limitations exist on a student’s right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student’s admission, application for employment or job placement, or receipt of honors. In addition, the term “education record” does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

The University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student’s prior written consent to the following individuals or institutions or in the following circumstances:

1. To University officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
   a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
   b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

   Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for the University has a legitimate educational interest.
2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.

3. In connection with the student’s request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.

4. To organizations conducting certain studies for or on behalf of the school.

5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.

6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.

7. To comply with a judicial order or lawfully issued subpoena.

8. To appropriate parties in health or safety emergencies.

9. To officials of another school in which a student seeks or intends to enroll.

10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or nonforcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution’s rules or policies. (The school, in such instances, may only disclose the name of the perpetrator – not the name of any other student, including a victim or witness – without the prior written consent of the other student(s)).

a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution’s final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

12. To a parent regarding the student’s violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.

13. Directory information (see Section IV below).

14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received, and most recent educational institution attended. It does not include, and Miami International University of Art & Design will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran’s status, and students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), the University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student’s education
records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information
The University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student’s consent):
1. Student’s name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members.

Notice of these categories and of the right of an individual in attendance at the University to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar at:

The Art Institute of Charlotte 2110 Water Ridge Parkway Charlotte, NC 28217.
The Art Institute of Raleigh-Durham, 410 Blackwell Street Durham, NC 27701
The Art Institute of Dallas, a branch of Miami International University of Art & Design, 8080 Park Lane, Suite 100, Dallas, TX 75231

Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records
Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:
1. A student must ask the Director of Administrative and Financial Services or the Dean of Academic Affairs to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student’s privacy rights.
3. Upon request, the University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of the University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education records. The student may be assisted by other people, including an attorney.

4. The University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision.

5. If, as a result of the hearing, the University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly, and (b) inform the student of the amendment in writing.

6. If, as a result of the hearing, the University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

7. If a statement is placed in the education records of a student under paragraph 6 above, the University will:
   (a) maintain the statement with the contested part of the record for as long as the record is maintained; and
   (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

   Family Policy Compliance Office
   United States Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605
ACADEMIC POLICIES

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 WF’s (Failures due to late withdrawal). Calendar days include days that the student does not have any scheduled class. All calendar days that the school is not in session (e.g., school closings and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the satisfactory academic progress policy (SAPP) must follow the procedure for appealing the academic dismissal.

APPEAL PROCESS – CONSECUTIVE DAYS ABSENT (GROUND)
Students who are administratively withdrawn from school for violating the consecutive days absence attendance policy may submit an appeal to the 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:

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
16. 

New students at on-ground campuses who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start.

Continuing students at on-ground campuses who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from the Institute. They must contact the campus registrar to indicate their intent to return. Additionally, the cumulative week policy (above) will still apply to any classes not attended in week 1 and beyond.

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:

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

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

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

**There may be additional conditions placed on veterans for pursuing their education. VA students should see their VA Student Certification Officer (VASCO).
ATTENDANCE VERIFICATION
Students may verify their attendance at any time during the term by speaking with their instructor. In addition, they may go to the campus academic advisors. Students who need information regarding their attendance will need to request it in person. Any discrepancies should be discussed with the individual instructors.

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

ONLINE ATTENDANCE POLICY AND SUBSTANTIVE PARTICIPATION CRITERIA (PLUS & AIPOD)
Students taking online classes (including students taking PLUS courses) must submit at least one academically-related posting in the learning management system each full attendance week. For online classes beginning on a Monday, the full attendance week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Sunday. For online classes beginning on Thursday, the full attendance week is defined as beginning on Thursday at 12:00 a.m. MST to 11:59 p.m. MST the following Wednesday.

1. For attendance purposes, an academically-related posting can include, but may not be limited to, posting a drop box submission, posting to a threaded discussion forum, and taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orientation, reading the courses or programs syllabus or activity prior to the start date of the course.

2. Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:
   1. Student submission of an academic assignment
   2. Student submission of an exam
   3. Documented student participation in an interactive tutorial or computer assisted instruction.
   4. A posting by the student showing the student’s participation in an online study group that is assigned by the institution.
   5. Posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters, and
   6. An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a faculty member about the subject studied in the course.

Online students are required to meet the first week’s attendance in order to be confirmed as an active student. Failure to do this could negatively impact a student’s financial aid.
During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AiPOD students who fail to meet the attendance requirements for two consecutive attendance weeks (cumulative for PLUS students) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution.

If the student is administratively withdrawn due to attendance on or before the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a W grade for the course. If the student is administratively withdrawn due to attendance after the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

In the specific case where a student has a current course grade of F and fails to meet positive attendance in the last week of the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.

**BLENDED ENVIRONMENT ATTENDANCE POLICY FOR DESIGN & MEDIA MANAGEMENT (DMM) M.A. GRADUATE DEGREE PROGRAM**

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

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

Students must attend a minimum of 20 hours of synchronous classes and participate in a minimum of ten weeks of online discussion per course in order to receive a passing grade. The only exceptions to this policy are university imposed cancelling of classes. Attending fewer than three synchronous classes or 20 hours of on-ground course instruction, or fewer than nine weeks of online discussion will result in course failure unless the Department Chair determines that there are acceptable mitigating circumstances. Students should be prepared to provide written documentation of mitigating circumstances that contributed to any absence for consideration by the Chair. If the student is allowed to remain in the class and receive a grade, there will need to be a description of appropriate make-up work from the respective Instructor. Please note that a student can withdraw from any class through the ninth week without receiving an “F.” Course withdrawal forms must be submitted to the Registrar's Office by the close of business on Friday of week nine in order to receive a “W” grade. Withdrawals from courses or from school after the ninth week will receive a grade of “WF” (Failures due to late withdrawal.)
It is the student's responsibility to immediately contact his or her instructor regarding absences due to prolonged serious illness or personal emergency. For absence due to technical problems, the student is expected to contact the facilitator immediately, after notifying the appropriate technical support. Failure to notify the facilitator will be considered a missed deadline. All assigned work must be ultimately completed regardless of the reason for absence.

**CHANGE OF ACADEMIC PROGRAM**

**Undergraduate**

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

**Graduate**

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

**FIELD TRIPS**

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

**LATE START POLICY**

The University 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.

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. Transitional studies courses are not considered when evaluating honors designations.

Milestones and Evaluation Points for Satisfactory Academic Progress
Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.

Certificate and Diploma Programs:
1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in Transitional Studies courses are considered to be maintaining Satisfactory Academic Progress (SAP).
2. At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.
3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.
4. Students may not attempt more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.
5. Reentries: To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped
in the winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements). **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**

6. Students should note that if they are on Academic/Financial Aid Warning, it will be very difficult to meet the minimum requirements of the next evaluation point. Students should consult with their academic advisor concerning their exact requirements.

7. Transitional Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the courses do not count in determining the maximum time frame allowable to earn the certificate or diploma or in the incremental completion rate as attempted credits and, if successful, earned credits.

8. Transitional Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is **dismissed** and there is no right to appeal the termination.

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

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

11. Compliance with SAP is reviewed every quarter for Certificate and Diploma programs. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

12. **North Carolina Schools** – For the purpose of maintaining eligibility for Veterans Education benefits, The Art Institute will evaluate students receiving Veterans Education benefits upon completion of the second quarter. Students who do not achieve a cumulative grade point average (CGPA) of 1.0 by the end of the second quarter are no longer eligible for Veterans Education benefits. Students will be evaluated each quarter thereafter. If at any point the student cannot mathematically obtain the minimum requirements for graduation/degree completion, the school will no longer certify the student’s enrollment for Veterans Education benefits. The minimum requirements for graduation/program completion at The Art Institute are a CGPA of 2.0, 66.67% incremental completion rate (ICR) and completion of the program without attempting more than 150% of the credits in the program.

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

<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>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50.00%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on 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.**

<table>
<thead>
<tr>
<th>DEGREE PROGRAMS</th>
<th>Both Milestones (CGPA and ICR) Must be Met</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of First Academic Year</strong></td>
<td>&lt; 1.00 and/or 33.33%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td><strong>End of Second Academic Year</strong></td>
<td>&lt; 2.00 and/or 66.67%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td><strong>End of Seventh Quarter and Thereafter</strong></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 that 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>3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 *</td>
</tr>
</tbody>
</table>

*F does compute in GPA and CGPA and does count as credit attempted.
Other Grade Codes worth Zero Quality Points:

<table>
<thead>
<tr>
<th>Grade Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR = Credit through examination</td>
<td>Credits Earned/ TR grade. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>I = Incomplete</td>
<td>Affects ICR/MTF/CGPA (Computes as an F)</td>
</tr>
<tr>
<td>IPA = Incomplete Pass</td>
<td>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.</td>
</tr>
<tr>
<td>S = Suspension</td>
<td>Affects ICR/MTF/CGPA (Computes as an F)</td>
</tr>
<tr>
<td>NC = No Credit</td>
<td>This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ICR/MTF.</td>
</tr>
<tr>
<td>NP = Not passing/Fail</td>
<td>Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course</td>
</tr>
<tr>
<td>P or PR = Proficiency Credit by Exam or Portfolio</td>
<td>This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>PA = Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>SP or SA = Satisfactory/Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>T = Termination from course</td>
<td>Affects ICR/MTF/CGPA (Computes as an F)</td>
</tr>
<tr>
<td>TR = External Transfer Credit</td>
<td>Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>U = Unsatisfactory</td>
<td>Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
</tbody>
</table>
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.

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.

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.

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

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

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):

\[
\frac{(\text{Earned Credits at the institution} + \text{Transfer Credits Accepted})}{(\text{Attempted Credits at the institution} + \text{Transfer Credits Accepted})}
\]

**The 150% MTF:** Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. Transitional study courses do not count in this calculation.

**The 150% MTF is determined as follows:**

\[
\text{Total Credits Needed to Graduate from the Program} \times 1.5 = \text{Total Number of Credits Allowed to Be Attempted.}
\]

**STUDENT STATUS CHANGES AND SAP**

**Transfer Students**

Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be 180 X 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 of 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):

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

**The 150% MTF** Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

\[
\text{TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.}
\]

**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.

**MINIMUM ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENT RECEIVING DEPARTMENT OF DEFENSE TUITION ASSISTANCE**

In addition to the College’s Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of “C” or higher for undergraduate courses, a “B” or higher for graduate courses and a “Pass” for “Pass/Fail” grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of “I” for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.
The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

ACADEMIC DISHONESTY

The University does not tolerate any form of Academic Dishonesty including such acts as plagiarism, cheating, and copying another student’s academic work. Academic Dishonesty violations can encompass more than the violating student. If another student is proven to be an accessory to the violation, the accessory student will be considered a violator as well. Students who witness any act of academic dishonesty should report the incident to a faculty member, Academic Director or Coordinator, or to any other member of the University staff or administration immediately. If one knows of an academic violation and does not report the violation they are indirectly supporting Academic Dishonesty.

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

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

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

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

- Any information used from any source (books, magazines, articles, newspapers, interviews, television documentaries, films, websites, paintings, images, or other forms of original art or design work etc.) must be cited by providing the author’s name and appropriate reference information adhering to the Modern Language Association (MLA) or American Psychological Association (APA) style. These citations must be provided when using anyone else’s ideas, concepts, theories, opinions, words, statements, images, photographs, and/or artwork. Failure to cite such information constitutes plagiarism on the part of the student.
- Use of exact words from any source (three or more words copied exactly) must be placed within quotation marks. Use of quotation marks indicates that the phrase, sentence, or paragraph was copied word for word. Failure to quote constitutes plagiarism on the part of the student.
• Summarization or paraphrasing ideas or words of a source must be cited using the MLA Style. Copying word for word from a source and changing only one word is not paraphrasing and still constitutes plagiarism.

• Simply highlighting or copying and pasting written work together from one or more source with no original written thought on the part of the student (even if external sources are cited) is plagiarism. Students are expected to research, paraphrase, rewrite, summarize, expand upon, and reach their own conclusions in their own words.

• Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.

• Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

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

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

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

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

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

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

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

Disciplinary action for a first-time offense may include one or more of the following:
1. Failure of the assignment, project, test, or paper.
2. Course failure.
3. Immediate administrative withdrawal from all courses in the term and a grade of WF in each.

Students are notified in writing of the decision and disciplinary action taken by the Dean or Associate Dean of Academic Affairs, who then places them on Academic Probation for the remainder of their time at the University. All relevant materials associated with the infraction are placed in the student’s academic file. Cheating may result in immediate academic suspension from all classes taken at the University. A grade of “F” is given for all classes at that time. Students who are academically suspended must go through the re-entry process, including a written letter of appeal to the Dean of Academic Affairs.

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

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

THESIS/CAPSTONE COMPLETION AND TIMELINE
Each graduate academic program has specific guidelines for the thesis/capstone and timelines for completion. Students should consult often with their Academic Director or Coordinator and the advisor of their thesis/capstone committee to ensure that they are aware of program requirements.

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

GRADUATE PROGRAMS SATISFACTORY ACADEMIC PROGRESS POLICY
The Satisfactory Academic Progress Policy ensures that all students are maintaining satisfactory academic progress towards successful completion of their academic programs. Completing courses with C or better grades indicates academic progress. Receiving D or lower grades and/or withdrawing from classes may put students at risk. The evaluation points and milestones contained in the policy are meant to identify
problems for which actions of early intervention and/or remediation can be taken. Most critical to this policy is a student’s ability to enroll in and complete courses on a consistent and successful manner. This ability is measured in three ways:

- cumulative grade-point-average (CGPA);
- incremental completion rate (ICR); and
- Within a maximum time frame (MTF).

Failure to complete courses successfully for any reason may negatively affect a student's satisfactory academic progress (SAP) and are considered to be punitive grades. Failing courses, being suspended or terminated from courses, or withdrawing from courses could result in the loss of financial aid and/or Veterans education benefits and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 3.00, ICR of 66.67%, pass the Thesis Committee review, meet portfolio or other requirements as outlined by the student’s degree program, and completion of the program in no more than 150% of total program credits and 5 years beginning with the first day of class. Refer to the Metrics of SAP section below for additional information regarding the calculation of CGPA, ICR and MTF.

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

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

1. For all quarter evaluations a student must achieve a minimum cumulative grade point average (CGPA) of 3.00 and an incremental completion rate (ICR) of 66.67%. A student not achieving these minimum standards (and has not reached the thesis/capstone stage of his or her program) is placed on academic warning/financial aid warning for the next quarter. If a student who is already on academic warning/financial aid warning fails to achieve these milestones the following term, s/he will be academically dismissed from the graduate program.

2. The student has one quarter to improve his or her CGPA or ICR to the mandatory level of at least 3.00 CGPA or ICR 66.67%. If a student fails to do so, the result is dismissal from the graduate program.

**NOTE:** If a student is on academic/financial aid warning for failing to meet the CGPA and ICR requirements, it will be very difficult for him/her to meet the CGPA and ICR milestones of 3.00 and 66.67%. In some cases the student may have to successfully complete all the courses attempted. A student should consult with his/her academic advisor or academic counselor on the exact requirements.

**Passing the Mid-program Assessment/Approval to Thesis/Capstone Stage.**

1. A mid-program assessment (typically, within the first three quarters of the program) of each student takes place to determine whether they will be accepted into the Thesis/Capstone stage of the program. This assessment occurs separately from a particular class and involves faculty from throughout the department. **Students must successfully** complete their mid-program assessments (as determined by the program director) prior to being accepted into the thesis/capstone stage of their programs. Unacceptable assessments will result in academic
warning/financial aid warning for the following quarter.

2. The student has one quarter to resubmit and successfully complete the mid-program assessment. If at the second attempt, the student’s assessment is still unacceptable, the result is an immediate dismissal from the graduate program.

**Allowable Academic/Financial Aid Probation**

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

**Thesis/Capstone Stage**

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

1. For all quarter evaluations a student must achieve a minimum cumulative grade point average (CGPA) of 3.00 and an incremental completion rate (ICR) of 66.67%. A student not achieving these minimum standards (and has not reached the thesis/capstone stage of his or her program) is placed on academic warning/financial aid warning for the next quarter. If a student who is already on academic warning/financial aid warning fails to achieve these milestones the following term, s/he will be academically dismissed from the graduate program.

2. There are no academic appeals for dismissals allowed during the thesis stage.

3. If a student is in the thesis/capstone stage of the program, the student may not receive a grade less than a “B.” The result of a grade lower than a “B” will be the requirement to retake the course.

4. At the end of the program, each student is required to make a thesis presentation to his or her thesis committee.

5. Students have a maximum time limit of five years to complete their programs from the first day of attendance and 150% of the program length in credit hours whichever is less, to complete their programs.

**Appeal Process for Academic Probation/Financial Aid Probation.**

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 result of the appeal (appeal granted or appeal denied) must be provided to the student and catalogued in the Student Information System as well as the student’s academic file. As part of the appeal the student must document in writing why he or she did not meet SAP and what in the student’s situation has changed that will allow he or she to meet SAP according to a written academic plan.
If the student’s appeal is granted, he or she will be placed on Academic Probation/Financial Aid Probation for one quarter due to the shorter length of the program. Students are eligible to receive Title IV aid while on Academic Probation/Financial Aid Probation if he or she is otherwise eligible. Failure to meet the minimum CGPA and ICR milestones following the Academic Probation/Financial Aid Probation period will result in a permanent dismissal.

If a student appeals and is denied the appeal, he or she must remain out of school until one year after the quarter in which the appeal was denied. The appeal procedure described in this section will apply. The student must demonstrate resolution to the mitigating circumstance(s) and demonstrate that he or she will be able to meet satisfactory academic progress if re-admitted. The applicants will have to include describing why they failed to meet satisfactory academic progress before and what has changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted. Should the student have his or her appeal denied a second time, the student will be permanently dismissed from the institute. Students cannot be on academic probation/financial probation more than once during their enrollment.

The result of the appeal (whether granted or denied) will be provided in writing to the student and recorded in the student’s academic file by the school.

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

Mitigating Circumstances for Appeal

Following is a comprehensive list of events that indicate there may be a Mitigating Circumstance which has negatively impacted academic progress:

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

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

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

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

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor’s opinion that student issues may be accommodated to ensure that the student will be able to meet satisfactory academic progress will suffice as proof of mitigating circumstances as well as a student’s ability to meet satisfactory academic progress with accommodations from the institution.

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

**Other Reasons for Dismissal**

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

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

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

**The Metrics of SAP**

**Academic Grading System**

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</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 the CGPA and does count as credit attempted.

**Other Grade Codes worth Zero Quality Points:**

<p>| CR = Credit through examination | Credits Earned/TR grade does not affect ICR/CGPA. |
| S = Suspension                 | Affects ICR/MTF/CGPA( Computes as an F)            |</p>
<table>
<thead>
<tr>
<th>Grade Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP = Not passing/Fail</td>
<td>Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course.</td>
<td></td>
</tr>
<tr>
<td>P = Proficiency Credit by Exam or Portfolio</td>
<td>Does not Affect ICR/MTF/CGPA</td>
<td></td>
</tr>
<tr>
<td>PA = Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
<td></td>
</tr>
<tr>
<td>SP or SA = Satisfactory/Pass</td>
<td>This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
<td></td>
</tr>
<tr>
<td>T = Termination from course</td>
<td>Affects ICR/MTF/CGPA (Computes as an F)</td>
<td></td>
</tr>
<tr>
<td>TR = External Transfer Credit</td>
<td>Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.</td>
<td></td>
</tr>
<tr>
<td>EF=Earned F</td>
<td>Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.</td>
<td></td>
</tr>
<tr>
<td>U = Unsatisfactory</td>
<td>Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
<td></td>
</tr>
<tr>
<td>UF = Unearned F</td>
<td>Students who failed the course AND did not complete the final assignments in the course. Final assignments include, but are not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. If a student completed some or all of the other requirements in the course but did not complete the final assignment of the course and failed the course, the F grade will be considered unearned. An unearned F grade will be reflected as a “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.</td>
<td></td>
</tr>
<tr>
<td>W = Withdrawal</td>
<td>When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add but before the end of the ninth week of the quarter. The “W” is not used in the calculation of the GPA or CGPA but is considered attempted credits but not earned credits.</td>
<td></td>
</tr>
</tbody>
</table>
Students receive grades at the end of each quarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

**Repeating Courses, Withdrawals, and Transfer Credits**
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. Credits from all repeated courses are included as credits attempted. Transfer credits count in the ICR, MTF but not in the CGPA, and count as attempted and earned credits.

**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.

**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.

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>WF</td>
<td>Withdrawal Fail</td>
<td>When a student withdraws from individual classes or a total academic program of study after the ninth week of classes. The “WF” is calculated as an “F” in the GPA and CGPA. The “WF” also counts as attempted credits and not earned credits.</td>
</tr>
<tr>
<td>WV</td>
<td>Waiver</td>
<td>Commonly used when waiving a remedial course and does not affect ICR/MTF/CGPA</td>
</tr>
<tr>
<td>WX</td>
<td>Course was registered for but never attended</td>
<td>Self-explanatory and does not affect ICR/MTF/CGPA</td>
</tr>
</tbody>
</table>
In this example:

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 less than 4 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 (remedial credits do not count in this calculation):

\[
\frac{\text{Earned Credits at the institution} + \text{Transfer Credit Accepted}}{\text{Attempted Credits at the institution} + \text{Transfer Credits Accepted}}
\]

The 150% MTF Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

\[
\text{TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM} \times 1.5 = \text{TOTAL NUMBER OF CREDITS ALLOWED TO ATTEMPT.}
\]

Milestones and Evaluation Points for Satisfactory Academic Progress Grid

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

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

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.

STUDENT CONDUCT POLICY

SECTION I. GUIDING PRINCIPLES
The University recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the education process in the same manner as will be expected in all employment situations.

As members of the College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the University 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 University.

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 College 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 University), 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 University may sanction other conduct not specifically included on this list.

1. Scholastic Dishonesty
   a) Plagiarism
2. Cheating or Unauthorized Use of Test Materials or Exam Equipment
   a) Submitting false or incomplete records of academic achievement;
   b) Taking, acquiring or using test materials without faculty permission;
   c) Fabricating or falsifying data, research procedures, or data analysis;
   d) Cheating on assignments or examinations;
   e) Engaging in unauthorized collaboration on academic work;
   f) Altering, forging or misusing a College academic record;
   g) Deceiving the College and/or its officials.

2. Illegal or Unauthorized Possession or Use of Weapons
   a) Possession or use of firearms, explosives, dangerous chemicals, or other weapons, likenesses of weapons, on college property, school sponsored housing or at college sponsored functions, except where possession is required by law.

3. Sexual Assault or Nonconsensual Contact
   a) Any form of unwanted sexual attention or unwanted sexual contact

4. Threatening, Violent or Aggressive Conduct
   a) Assault, battery, or any other form of physical abuse of a student or college employee
   b) Fighting or physical altercation
   c) 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
   d) Any conduct that threatens the health or safety of another individual, one’s own self, or another individual. Threats to commit self-harm and/ or actual incidents of self-harm by any student

5. Theft, Property Damage and Vandalism
   a) Theft, attempted theft, vandalism/damage, or defacing of college property, college controlled property or the property of another student, faculty, staff member or guests.
   b) Extortion
   c) Setting fires, tampering with fire safety and/or fire fighting equipment

6. 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)
   a) Disruptive Classroom Conduct, such as,
      A. 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
      B. Use of cell phones and pagers during scheduled classroom times
   b) Disorderly Conduct, such as,
      A. 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
      B. Breach of peace on college property or at any college-sponsored or supervised program
C. Any in-school or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests the University and/or its reputation

7. Illegal or Unauthorized Possession or Use of Drugs or Alcohol
   a) 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.
   b) Being under the influence of illegal or controlled substances on college property, or at any college function
   c) Use, sale, possession or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the college.
   d) Being under the influence of alcohol on college property or at any college function is also prohibited

8. Verbal Assault, Defamation and Harassment
   a) Verbal abuse of a student or college employee
   b) 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
   c) Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

9. Hazing
   a) 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.

10. Falsification
    a) Willfully providing college officials with false, misleading or incomplete information
    b) Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.

11. Abuse of the University disciplinary system, including but not limited to:
    a) Failure to obey the summons of a disciplinary body or college official
    b) Falsification, distortion, or misrepresentation of information before a disciplinary body or college official
    c) Disruption or interference with the orderly conduct of a disciplinary proceeding
    d) Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding
    e) Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding
    f) Failure to comply with the sanction(s) imposed under the student conduct policy
    g) Influencing or attempting to influence another person to commit an abuse of the disciplinary system

12. Unauthorized Use or Misuse of College Facilities
    a) Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.
13. Violation of Federal or State Laws
   a) Violation of federal, state or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions

14. Insubordination
   a) Persistent or gross acts of willful disobedience or defiance toward college personnel
   b) Failure to comply with direction of college officials, faculty, staff or security officers who are acting in the performance of their duties
   c) Failure to exit during fire drill,
   d) 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

15. Violations of College Rules
   a) Violations by guest of a student on college property. Students are responsible for the actions of their guests
   b) 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
   c) Smoking in classrooms or other college buildings or areas unless designated as a smoking area
   d) Any violation of the student housing license agreement, rules and regulations and/or the college-sponsored housing student handbook
   e) Any violation of the institutions policies on the responsible use of technology including but not limited to
      I. The theft or abuse of computer, email, Internet or Intranet resources
      II. Unauthorized entry into a file, to use, read, or change the contents, of for any other purpose
      III. Unauthorized transfer of a file
      IV. Unauthorized downloading of copyrighted materials in violation of law
      V. Unauthorized use of another individual's identification and/or password
      VI. Use of computing facilities to interfere with the work of another student, faculty member, or school official
      VII. Use of computing facilities to send obscene or abusive messages
      VIII. Use of computing facilities to interfere with normal operation of the school's computing system
   f) Failure to satisfy school financial obligations

The above list is illustrative only, and the University may sanction other conduct not specifically included on this list.

SECTION VI. SANCTIONS

The University 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 University 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 school-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 school for a pre-determined period of time. The student may be able to return to school once specified conditions for readmission are met. The student may not attend classes, visit college-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 University 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 college-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 University community may file a complaint against any student for misconduct or for otherwise being in violation of the University 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 a 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 University 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 University 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 school-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. After the meeting,

2. 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.

   a. 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 University policies on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of violations that warrant Disciplinary Hearing

In some cases, involving serious violations, the Chief Conduct Officer or 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 college-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 designee may determine to be appropriate. This interim suspension period should last no longer than three business days, and the Chief Conduct Officer or delegate may make reasonable provisions to provide for accommodations of a student in school 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 to have been treated in an arbitrary or biased fashion or without adherence to the University 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 school-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 University 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 University 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 informed 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 back 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.

GRADUATE PROGRAM APPEALS PROCEDURES

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

Procedure for Appealing Academic Termination
A student terminated for violating the Satisfactory Academic Progress Policy (SAPP) must appeal in writing to the Dean of Academic Affairs for re-entry before the start of the quarter in which she or he wishes to return. Only those students who are found to have had mitigating circumstances (refer to the Mitigating Circumstances for Appeal within the Graduate Satisfactory Academic Progress Policy that led to the unsatisfactory academic progress will be considered for readmission. All pertinent documentation must be submitted along with the appeal letter. Students who are readmitted are placed on academic probation and must show significant improvement upon readmission. The Dean of Academic Affairs, after consultation with the student's Academic Director or Coordinator, and, if applicable, his or her thesis/capstone advisor, will make a decision regarding readmission. All decisions of the Dean of Academic Affairs regarding academic terminations and their subsequent appeals are final. Students who are reinstated into the University will be placed on academic probation until they have met all requirements for satisfactory academic progress.

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

1. Written Appeal Letter to the Dean of Academic Affairs
   Materials should be sent/ emailed/ faxed to:
   Dean of Academic Affairs
2. Documentation of Mitigating Circumstances

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

3. Plan of Action

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

PROCEDURE FOR APPEALING HONOR CODE VIOLATION

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

ACADEMIC TERMINATION RE-ENTRY PROCESS

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

ACADEMIC DISHONESTY
The same policy as stated above for undergraduate students applies to graduate students.

INTELLECTUAL PROPERTY POLICY

I. Purpose or Scope

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner’s permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law. A violation of the Miami International University of Art & Design, including its branches – The Art Institute of Charlotte, The Art Institute of Dallas, The Art Institute of Raleigh-Durham and The Art Institute of Tampa’s policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the Miami International University of Art & Design, including its branches – The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham and The Art Institute of Tampa.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.
The University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the University's information technology system. The University's policies prohibit use of the University's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, the University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of the University itself, which supports this creative and scholarly work. This document expresses the University's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of the University – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with the University, and this Policy governs in all circumstances, unless the University has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between the University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

II. Definitions (if applicable)

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

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

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

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

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

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

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

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

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

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

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

K. Work - The term “Work” as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.
L. **Work Made for Hire** - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

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

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

### III. Policy Provisions

#### A. Faculty, Staff and Student Works

1. **General Rule.**

   Subject to the exceptions noted in this Policy, as a general rule, the University does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and students.

2. **Exceptions to the General Rule.**

   Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

   (a) The Intellectual Property is developed as a Sponsored Work.

   (b) The Intellectual Property is developed as a Commissioned Work.

   (c) The Intellectual Property is developed using Substantial Institutional Resources.

   (d) The Intellectual Property is developed by the creator within the scope of his or her employment with the University and constitutes a Work Made for Hire.

   (e) The Intellectual Property is developed by a creator who is assigned, directed or funded by the University to create the Intellectual Property.

   (f) The Intellectual Property is developed under a grant, program or agreement which provides the University with ownership rights, in whole or in part, to the Intellectual Property.

   Under the circumstances described in Section III.A.2(a) through (f) above, the Intellectual Property shall be owned by the University (or by the University and any other party as specified in any written grant, program or agreement).

   The creator of any Intellectual Property that is or might be owned by the University under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by the University’s President, and to execute any document deemed necessary by the University to perfect legal rights in the University and enable the University to file applications for registration when desired.

3. **Ownership Rights in Specific Types of Works.**

   For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:
(a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by the University. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to the University.

(b) Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by the University as Works Made for Hire or otherwise.

(c) If any Intellectual Property to be owned by the University under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.

(d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of the University will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to the University.

(e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.

(f) Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and the University will not use the Student’s Work without the Student’s permission to do so.

(g) Students working on a project governed by an existing written agreement to which the University is a party are bound by all terms of that agreement.

(h) Students hired to carry out specific tasks that contribute to Intellectual Property of the University retain no rights of ownership in whole or in part to that Intellectual Property or to the Student’s contribution to that work.

(i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to the University outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

(j) The rights of the University to a perpetual, worldwide license (exclusive or non-exclusive, as the University deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non-Institution sponsor.

B. Independent Contractor Works.

As a general rule the University will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or the University has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If the University does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties’ agreement.
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 University shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of the University. Where practicable, the University will use best efforts to cite the creator of the Work if the University exercises such usage rights.

V.  Institution’s Marks

Intellectual Property comprised of or associated with the University’s Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the “Marks”) belongs exclusively to the University and/or its affiliates. This Policy is designed to protect the reputation of the University and its affiliates, and to prevent the illegal or unapproved use of the University’s Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of the University. However, faculty, staff, and Students may identify their status or professional affiliation with the University as appropriate, but any use of the University’s Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, the University. No products or services may be marked, offered, sold, promoted or distributed with or under the University’s Marks without the University’s prior written permission and compliance with the licensing policies of the University. All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise the University’s Marks.

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 University, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of “substantial use” from time to time and implement any changes or clarification to the definitions which the University deems necessary in order to establish an appropriate standard.

VII.  Review Scheme

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

VIII.  Reservation of Rights

The University reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The University agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days prior to their enactment.
IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of the University and will remain in effect until modified or revoked by the University. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship the University changes or terminates.

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.

INFORMATION TECHNOLOGY

NETWORK USE, COMPUTER SOFTWARE, AND INTERNET STATEMENT POLICY

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

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

POLICY

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

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

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

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

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

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

RESPONSIBILITY

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

The University treats all violations of this policy seriously. The University will pursue disciplinary, criminal, or civil prosecution of violators when appropriate. This policy is available in its entirety in the office of the Campus Technology Manager.
PRINT SERVICE
Some campuses have a student-discounted Print Service.

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

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

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

EQUIPMENT CHECKOUT POLICY:
- Students may request a one-time, 24-hour checkout, with written permission on most items at the time of checkout. In most cases this request will be granted.
- Students may NOT renew equipment over the phone.
- A student’s account must be in good standing to checkout equipment. Good standing includes no late fines or history of missing or damaged items.
- There are no overnight or 24-hour checkouts during the last week of the quarter or during student breaks.
- Damaged or lost items will be replaced at the cost of the student and charged to that student’s account.

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

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

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

**Academic Performance Measurements**

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

- **Grade Point Average (GPA):** The grade point average for all courses taken or completed during any quarter of study.

- **Cumulative Grade Point Average (CGPA):** The grade point average for all courses taken or completed for all quarters of study.

- **Grade Point Computations:** The grade for a four credit hour course has greater value than the grade for a three credit hour course in computing the grade point average. Grade points in a course are determined by multiplying the letter grade equivalent grade points times the credit hours. The total grade points earned are divided by the total credit hours earned to determine the grade point average. Credit hours are a different measure of academic achievement than contact hours of class attendance.

- **Incremental Completion Rate (ICR):** represents the cumulative completion rate of all courses attempted in the current program of enrollment.

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

**Requirements for Undergraduate Graduation**

To be qualified to graduate from The Art Institute of Charlotte, The Art Institute of Dallas, or The Art Institute of Raleigh-Durham, a student must:

- Receive a passing grade or credit for all required coursework.

- Earn the minimum required credits for the program.

- Achieve a minimum CGPA of 2.0.

- Meet portfolio or other requirements as outlined by the student's degree program.

- Satisfy all financial obligations to The Art Institute of Charlotte, The Art Institute of Dallas, or The Art Institute of Raleigh-Durham.
Requirements for Graduate Graduation

Design & Media Management – The Art Institute of Dallas Campus

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

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

Student Course Load Policy

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

**Undergraduate**

Half-time: 6-8 credit hours.

Three-quarter time: 9-11 credit hours.

Full-time: 12 or more credit hours.

**Graduate**

Half-time: 4 credit hours.

Three-quarter time: 6 credit hours.

Full-time: 8 or more credit hours.

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

**Credit Hour and Outside Classwork Expectations**

The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham operate on a quarter system with each quarter having approximately 10 to 12 weeks.

Students can expect ten (10) hours of instructional engagement for every one quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in the e-classroom.
In addition to instructional engagement, students can expect to complete at least twenty (20) hours of outside work for every one quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

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

Credit Hour Conversions

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

Program Length

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

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

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

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

Schedule Adjustment Period

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

Retention of Student Records

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

Enrollment Procedure

Each applicant is interviewed, either in person or by telephone, by an Assistant Director of Admissions. The purpose of this interview is to:

- Explore the prospective student's background and interests as they relate to the program offerings.
- Assist prospective students in identifying the appropriate area of study consistent with their background and interests.
- Provide information concerning available curricular offerings and support services.

An Application for Admission must be signed by the applicant. An Enrollment Agreement must be completed and signed by the applicant and parent or guardian (if applicable), and both must be sent to the applicant's desired branch campus. Proof of high school graduation or equivalency is a condition for acceptance to the campus.

Prospective students are encouraged to visit their desired branch campus, although a visit is not a condition for submitting the Application for Admission and/or the Enrollment Agreement. Arrangements for an interview and tour of the campus may be made by telephone (704-357-8020, The Art Institute of Charlotte; 214-692-8080, The Art Institute of Dallas; 214-692-8080, The Art Institute of Raleigh-Durham) or by letter addressed to the Director of Admissions at the campus of choice:

- Director of Admissions; The Art Institute of Charlotte; Three LakePointe Plaza, 2110 Water Ridge Parkway; Charlotte, NC 28217-4536
- Director of Admissions; The Art Institute of Dallas; 8080 Park Lane; Dallas, TX 75231
- Director of Admissions; The Art Institute of Raleigh-Durham; 318 Blackwell Street, Suite 120M; Durham, NC 27701

Readmissions

Any student who has withdrawn from The Art Institute of Charlotte, The Art Institute of Dallas, and The Art Institute of Raleigh-Durham for any time period must formally reapply for admission. To begin the process, the student must meet with the Assistant Director of Readmissions. The Assistant Director of Readmissions will ensure that the student's records are reviewed, and the following school personnel will
indicate approval: The Academic Dean or Registrar will review for academic progress; Student Accounting will review for outstanding balances, and, if applicable, Financial Aid and Housing. If approval is obtained, the Assistant Director of Readmissions may proceed in the facilitation of the reentering process.

Change of Program within an Art Institutes School

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Department Director of the department from which the student is changing. The student's coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

The Art Institutes Grading Policy

Repeating Courses.
1. Students who must retake a passed course may only do so in accordance with the 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 grading section of the Satisfactory Academic Progress policy for information when a W, WF, UF, F grade will be granted.
     - **Stale course**: By State or Accreditation requirements a student must pass a course within a specific window of time. *For example*, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.

Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, DCEH'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.

Campus Security

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


The 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 University 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 University provides reasonable accommodations to qualified individuals with disabilities. The University will not retaliate against persons bringing forward allegations of harassment or discrimination. The Campus President has been designated to handle inquiries and coordinate the school’s compliance efforts regarding the non-discrimination policy:

The Art Institute of Charlotte: Director of Student Services, 2110 Water Ridge Parkway Charlotte, NC 28217, 704-357-4691.

The Art Institute of Dallas: President, Director of Student Services, 8080 Park Lane Suite 113 off the main lobby, Dallas, TX 75231-5993, 469-587-1409

The Art Institute of Raleigh-Durham: Director of Student Services, 410 Blackwell Street Durham, NC 27701, 919-317-3097

STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT
Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the University Non-Discrimination Policy has been violated.
1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with:
   For Charlotte:
   Director of Student Services, 2110 Water Ridge Parkway Charlotte, NC 28217, 704-357-4691 or with Dean of Academic Affairs, 2110 Water Ridge Parkway Charlotte, NC 28217, 704-357-5890.

   For Raleigh Durham:
   Director of Student Services, 410 Blackwell Street Durham, NC 27701, 919-317-3097 or with Dean of Academic Affairs, 410 Blackwell Street Durham, NC 27701, 919-317-3067

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

   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 University will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only the University’s final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator’s sole discretion.

3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals’ privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

4. The decision of the Investigator may be appealed by petitioning the President's Office of the University. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President’s decision shall be final.

5. The University will not retaliate against persons bringing forward allegations of harassment or discrimination.

6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education.

Students at The Art Institute of Dallas who follow this complaint procedure and still feel dissatisfied with the results may send a written copy of the complaint to:

Texas Higher Education Coordinating Board  
1200 E. Anderson Lane,  
Austin, TX 78752  
512-427-6101

The Texas Higher Education Coordinating Board’s rules governing student complaints (Title 19 of the Texas Administrative Code, Sections 1.110-1.120) can be reviewed at:  

A description of the Texas Higher Education Coordinating Board’s complaint procedure and online forms can be found at: www.thecb.state.tx.us/studentcomplaints.

Disability Services Policy

The Art Institute of Atlanta provides accommodations to qualified students with disabilities. The Department 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 Institute of Atlanta.

Students who seek reasonable accommodations should notify the Office of Disability Support Services at 1-855-855-0567 or via email at _TheCenterDSS@dcedh.org of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Office of Student Conduct and Resolution at studentresolution@dcedh.org. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

NO HARASSMENT POLICY

The University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran's status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy.)

Anti-Hazing Policy

Hazing involving the College of Creative Arts and Design students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.
For purposes of this definition, any activity as described in this definition that the initiation or admission into or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at the College of Creative Arts and Design. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and/or student clubs that force, require, and/or endorse violations will be held directly responsible through the College’s student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Dean of Student Services. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the College community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

SEXUAL MISCONDUCT & RELATIONSHIP VIOLENCE POLICY; PROCEDURES FOR HANDLING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE COMPLAINTS

The University 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 University 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 University 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 University 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
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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.

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 University 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:

**Arkansas State Board of Private Career Education**
501 Woodlane, Suite 312 South
Little Rock, AR 72201
Phone: (501) 683-8000
E-Mail: sbpce@arkansas.gov
Website: www.sbpce.org

**North Carolina Students**
University of North Carolina General Administration
910 Raleigh Rd
PO Box 2688
Chapel Hill, NC 27514
(919) 962-1000

**Texas Students**
Texas Higher Education Coordinating Board
PO Box 12788
1200 East Anderson Lane
Austin, TX 78752

The Texas Higher Education Coordinating Board’s rules governing student complaints (Title 19 of the Texas Administrative Code, Sections 1.110-1.120) can be reviewed at: http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

A description of the Texas Higher Education Coordinating Board’s complaint procedure and online forms can be found at: www.thecb.state.tx.us/studentcomplaints.

or you may contact:

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

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

**JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION**

Student and the University 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 University (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 University (“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 University/ 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 University.

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 UNIVERSITY.

Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner’s permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law.

A violation of the institution’s policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from $750 to $30,000 per work for a non-willful infringement and up to $150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys’ fees. The government also can file criminal charges that can result in fines and imprisonment.
The University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. The University's policies prohibit use of The University's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission.

**STUDENT EMPLOYMENT**

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

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

**CAREER SERVICES ADVISORS**

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

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

**The Art Institute of Charlotte**

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**The Art Institute of Dallas**

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¹Lab Fee: Fee for laboratory supplies and equipment.
²Digital Textbooks: Fee for electronic textbooks and materials.
³Starting Kit: Fee for initial purchase of tools, supplies, and other materials.
⁴Approx. Total Cost / Program: Estimated cost of tuition, fees, textbooks, and other materials for the program.

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### Bachelor of Fine Arts (BFA)

<table>
<thead>
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### Bachelor of Science (BS)

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### The Art Institute of Raleigh-Durham

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## Bachelor of Fine Arts (BFA)

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## Bachelor of Science (BS)

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The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

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

1 Lab fees above represent the total 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 who do not opt out will not need to purchase textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who 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 Fees** Copies of transcripts will be provided to students for a fee of $5.00 per copy. However, transcripts will be withheld if a student has any outstanding financial obligation to the campus.

Beginning May 2, 2018, The Art Institute of Dallas, The Art Institute of Charlotte, and The Art Institute of Raleigh-Durham will begin charging a $7 fee for all transcript requests.

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

Hosne A. Begum, Faculty, General Education; M.A., Western Governors University; M.S., University of Dhaka; B.S., University of Dhaka

Jeremy M. Bevins, Faculty, Culinary; MBA, Argosy University; B.B.A., Marshall University; A.A.S., Johnson & Wales

Anthony Bradley, Academic Success Center Coordinator

Latasha D. Burton, Registrar

Sharon Clay, Campus Director

Joseph J. Ciarlante, Faculty, Media Arts; M.F.A., The School of Art Institute of Chicago; B.F.A., The Tyler School of Art - Temple University; A.A., Atlantic Community College

Terra L. Ciotta, Faculty, Culinary; MBA, South University; B.A., Hill College; A.A.S., The Art Institute of Charlotte

Tara M. Davis, Faculty, Fashion; M.F.A., Academy of Art University; B.S., Pfeiffer University

Jason B. Franklin, Program Coordinator, Math/Sciences; ALM (Masters), Harvard University; B.A., Clemson University

Rae Lovvorn, Librarian

Meagan E. Glasco, Director of Student Services

James A. Kinney, Program Coordinator, Design; M.F.A., Miami International University of Art & Design; B.A., University of North Carolina, Charlotte

Michelle Idle, Senior Director of Admissions

Elizabeth M. Marquez, Academic Director, Culinary; M.A., South University; B.A., The Art Institute of Charlotte; A.A.S., The Art Institute of Charlotte

Mark M. Martin, Dean of Academic Affairs; MBA, Wake Forest University; BA, University of North Carolina, Chapel Hill; AOS, New England Culinary Institute

David D. Merrell, Faculty, General Education; M.A., Murray State University; B.A., Murray State University

Zachary T. Nicholas, Faculty, Design; M.S., Clemson University; B.S., Clemson University

Jennifer N. Ray, Faculty, Media Arts; M.F.A., Savannah College of Art and Design; B.F.A., Savannah College of Art and Design

Sierra Raysor, Director Residents Life & Housing

Tony D. Reese, Faculty, Media Arts; M.A., Appalachian State University; B.S., Appalachian State University

Ronald J. Smith, Faculty, Culinary; M.B.A., University of North Carolina, Charlotte; B.S., University of Nevada

Scott D. Sonnenberg, Academic Director, Media Arts; M.F.A., Chapman University; B.S., Old Dominion University

Michael R. Watson, Faculty, Fashion; M.A., University of North Carolina, Greensboro; B.S., University of Nebraska

Anita E. Wofford, Academic Advisor, M.S.Ed., University of Kansas; M.S., Purdue University; B.A., Purdue University

Kimberlie Wade, Faculty, Interior Design

The Art Institute of Dallas

Vicky Ardaya, Faculty, Culinary Arts; M.S., Florida International University, Ma.Ed., Argosy University Dallas; B.S., Florida International University

G. Lysa Ausmus, Academic Director, Media Arts; M.A., The New School, New York; M.Ed., University of North Texas; B.S., Texas Woman's University

Katelyn Ball, Resident Life Coordinator

James C. Bell, Faculty, Graphic Design; M.F.A., Texas A&M University; B.F.A., North Texas State University

Robert D. Benson, Faculty, Graphic Design; M.A., Texas Woman's University; B.S., Texas A&M University

Twyla D. Nova, Faculty, Photography; M.F.A., Texas Woman's University; M.A., University of Iowa; B.F.A., University of Iowa; B.S., University of Iowa

Lisa R. Boule, New Student Academic Advisor

Heather Carter, Program Coordinator, Interior Design; M.S., University of Missouri; B.S., Abilene Christian University

Lisa Casto, Librarian

Patrick C. Clinton, Faculty, Digital Filmmaking & Video Production; Ph.D., University of Louisiana; M.F.A., Southern Methodist University; M.A., University of Louisiana; B.A., Northwestern State University

David Elias, Senior Career Services Advisor

Michael R. Eudy, Faculty, Media Arts & Animation; M.F.A., University of North Texas; B.F.A., The Art Institute of Dallas; A.A.A., The Art Institute of Dallas

Chris Farbaugh, Faculty, General Education; M.Ed., Columbia University; M.A., Teachers College, Columbia University; B.B.A., Texas A&M University

Kyan Flynn, Senior Director of Admissions

Deepa Ganguly, Faculty, Fashion Design; M.F.A., University of North Texas; M.A., Nottingham Trent University; B.A., National Institute of Fashion Technology

Jodie L. Hall, Human Resources Generalist

Mary E. Haviland, Faculty, Graphic Design; M.F.A., Texas Woman's University; M.A., Texas Woman's University; B.F.A., University of North Texas
Douglas B. Holmes, Faculty, Digital Filmmaking & Video Production; D.M.A., University of North Texas; M.Mus., Southern Illinois University; B.Mus., Southern Illinois University

Nina M. Hunter, Faculty, Culinary Arts; A.A.S., El Centro Community College

Barbara Janowski, Campus President

Brittainy Johnson, Director of Campus Relations

Kerrie Kenner, Academic Success Center Coordinator

Kristi Kite, Faculty, Fashion & Retail Merchandising; Ph.D., Texas Woman's University; M.S., Texas Women's University; B.S., Oral Roberts University

Jonathan A. Klinger, Faculty, Media Arts & Animation; M.F.A., Florida Atlantic University; B.A., University of Southern California

Patrick A. Lewis, Registrar

David N. Lipe, Academic Director, School of Design; Ed.D., Texas A&M University - Commerce; M.Ed., Texas A&M University; B.F.A., Sam Houston State University

Muhammed Manouchehripour, Faculty, General Education; Ed.D., Texas A&M University at Commerce; M.Ed., Sul Ross State University M.B.A., Sul Ross State University B.S., Ghazali College

Lawrence T. Matson, Academic Director, Culinary Arts M.B.A., Our Lady of the Lake University, B.S., University of Houston, Conrad N. Hilton College

Dwayne Neroes, Receiving Clerk

Twyla D. Nova, Faculty, Photography; M.F.A., Texas Woman's University; M.A., University of Iowa; B.F.A., University of Iowa

Jan S. Parker, Dean of Academic Affairs; Ph.D., University of Missouri; M.S., Texas Tech University; B.S., Texas Tech University

Anne G. Perry, Faculty, General Education; Ph.D., University of Texas at Dallas; M.A., Columbus College; M.A., University of Arkansas; B.A., Mills College, Oakland

Steven J. Pilat, Faculty, Culinary Arts; B.A., Dury College; A.O.S., The Culinary Institute of America; ACPEI Apprenticeship

Gloria Reyes, Student Accountant

Carl D. Rossini, General Education Coordinator, Advertising Design/Design & Media Management; D.B.A. Argosy University; M.B.A., Southern Methodist University; M.A., Northern Arizona University; B.A., Lewis University

Leslie M. Schulz, Faculty, Web Design; M.S., University of North Texas; B.S., Texas Tech University

Stephen R. Steinbach, Program Coordinator, Media Arts and Animation; M.F.A., Florida Atlantic University; B.F.A., California Institute of the Arts

Kellie L Wallace, Faculty, Interior Design; M.S., Oklahoma State University; B.S., Oklahoma State University

The Art Institute of Raleigh-Durham

Bobbi Andrews, Senior Director of Admissions

Rebecca Bagley, Faculty, Graphic & Web Design; M.F.A., Temple University; Graduate Certificate, Moore College & Art; B.S., North Carolina Central University

Jacqueline M. Blake, Registrar

LeJane Carson, Director of Campus Community Relations

Mary Louise Creed, Faculty, Graphic Design; M.P.D., North Carolina State University; B.A., Cedar Crest College

Leslie L. Eckert, Academic Director, School of Culinary; M.B.A., South University; B.S., The Art Institute of Pittsburgh; A.S., The Art Institute of Ft. Lauderdale

Sarah E. Gibbons, Faculty, Photography; M.F.A., Savannah College of Art and Design; B.A., Lycming College

Cherme Lucero, Program Coordinator, School of Media Arts; M.F.A., Miami International University of Art and Design; B.A., The Art Institute of Phoenix

Erin R. MaHaffey-Lowe, Academic Success Center Coordinator; M.A., North Carolina State University; B.A., Peace College

Christopher J. Mesecar, Campus President

Susan Mitzner, Program Coordinator, Mathematics and Science; M.S., Bank Street College of Education; M.S., Dowling College; B.A., Dowling College

Marci Oliver, Faculty, Culinary; M.B.A., South University; B.S., University of Oregon; A.A.S., Wake Technical Community College

Jessica Palmer, Faculty, Fashion Marketing and Management; M.F.A., Savannah College of Art & Design; B.F.A., East Carolina University

Dutchie Reid, Dean of Academic Affairs; M.B.A., Texas Woman's University; B.A., Stephen F. Austin University

Kenneth W. Special, Academic Director, School of Design; M.S., Virginia Polytechnic Institute and State University; B.S., University of Connecticut

Tracie Foust, Academic Advisor

David Lee, Director of Student Services

Emily Bergen, Librarian

Danielle Yates, Career Services Advisor

Benjamin Forman, Faculty, Game Art & Design; MFA Savannah College of Art & Design; BFA Grand Valley State University
## ACADEMIC CALENDAR

### Fall Quarter 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Fall Quarter</td>
<td>Monday, October 2, 2017</td>
<td>1</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>Monday, October 9, 2017</td>
<td>2</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>October 30-November 3, 2017</td>
<td>5</td>
</tr>
<tr>
<td>Registration Week</td>
<td>November 13-17, 2017</td>
<td>7</td>
</tr>
<tr>
<td>Mid-Term Start</td>
<td>Thursday, November 9, 2017</td>
<td>6</td>
</tr>
<tr>
<td>Final’s Week</td>
<td>December 11-16, 2017</td>
<td>11</td>
</tr>
<tr>
<td>Last Day of Fall Quarter</td>
<td>December 16, 2017</td>
<td>11</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Monday, December 18, 2016</td>
<td>12</td>
</tr>
<tr>
<td>School Holidays Fall 2017</td>
<td>Monday, November 10, 2017 (Veteran’s Day)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thursday/Friday November 23/24, 2017 (Thanksgiving)</td>
<td>8</td>
</tr>
</tbody>
</table>

### Winter Quarter 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>First Day of Winter Quarter</td>
<td>Monday, January 8, 2018</td>
<td>1</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>Monday, January 15, 2018</td>
<td>2</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>February 5 – February 9, 2018</td>
<td>5</td>
</tr>
<tr>
<td>Registration Week</td>
<td>February 19 – February 23, 2018</td>
<td>7</td>
</tr>
<tr>
<td>Mid-Term Start</td>
<td>Thursday, February 14, 2018</td>
<td>6</td>
</tr>
<tr>
<td>Final’s Week</td>
<td>March 19 – March 23, 2018</td>
<td>11</td>
</tr>
<tr>
<td>Last Day of Winter Quarter</td>
<td>March 23, 2018</td>
<td>11</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Monday, March 26, 2018</td>
<td>12</td>
</tr>
<tr>
<td>School Holidays for Winter 2018</td>
<td>Monday, January 15, 2018 – (Martin Luther King, Jr. Day)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Friday, February 23, 2018 - (President’s Day)</td>
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</tr>
<tr>
<td>Spring Break</td>
<td>March 25, 2018 – April 1, 2018</td>
<td>12</td>
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</tbody>
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### Spring Quarter 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>First Day of Spring Quarter</td>
<td>Monday, April 2, 2018</td>
<td>1</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>Monday, April 9, 2018</td>
<td>2</td>
</tr>
<tr>
<td>Midterm Week</td>
<td>April 30 – May 4, 2018</td>
<td>5</td>
</tr>
<tr>
<td>Registration Week</td>
<td>May 14 – May 18, 2018</td>
<td>7</td>
</tr>
<tr>
<td>Mid-Term Start</td>
<td>Thursday, May 10, 2018</td>
<td>6</td>
</tr>
<tr>
<td>Final’s Week</td>
<td>June 11 – June 15, 2018</td>
<td>11</td>
</tr>
<tr>
<td>Last Day of Spring Quarter</td>
<td>June 15, 2018</td>
<td>11</td>
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<tr>
<td>Spring Quarter Graduation</td>
<td>TBD</td>
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<tr>
<td>Final Grades Due</td>
<td>Monday, June 18, 2018</td>
<td>12</td>
</tr>
<tr>
<td>School Holidays for Spring 2018</td>
<td>Friday, March 30, 2018 – (Good Friday)</td>
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<tr>
<td></td>
<td>Monday, May 28, 2018 – (Memorial Day)</td>
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</tr>
<tr>
<td>Spring/Summer 3 Week Break</td>
<td>June 16, 2018 – July 8, 2018</td>
<td></td>
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</tbody>
</table>

Please note: Dates are subject to change. Check with the Registrar’s Office for any updates.