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

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

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# Table of Contents

ABOUT THE ART INSTITUTE OF SALT LAKE CITY ................................................................. 7

Introduction ................................................................................................................................. 7

Mission Statement ....................................................................................................................... 7

Accreditation and Licensing ....................................................................................................... 8

Administrators ............................................................................................................................. 9

Statement of Ownership ............................................................................................................. 9

Members of the Education Management Corporation Board of Directors are: ......................... 9

PROGRAM OFFERINGS ............................................................................................................. 10

Digital Filmmaking & Video Production .................................................................................... 11

Digital Photography ..................................................................................................................... 14

Game Art & Design ..................................................................................................................... 17

Graphic Design .......................................................................................................................... 20

Interior Design ............................................................................................................................ 23

Media Arts & Animation ............................................................................................................. 26

COURSE WORK .......................................................................................................................... 29

Course Numbering System ........................................................................................................ 29

Course Descriptions .................................................................................................................. 29

ADMISSIONS INFORMATION .................................................................................................... 70

High School Proof of Graduation (POG) ................................................................................ 70

Admissions Procedures ............................................................................................................. 70

The Art Institute High School Graduation Validation Policy ....................................................... 72

ADMISSION COMMITTEE LITERACY REVIEW ESSAY POLICY .............................................. 73

Orientation .................................................................................................................................. 74

INTELLECTUAL PROPERTY POLICY ....................................................................................... 74

Late Start Policy ........................................................................................................................... 81

Minimum Academic Achievement Standards For Student Receiving Department Of Defense Tuition Assistance .................................................................................................................. 82

The Art Institutes Grading Policy ............................................................................................... 83

Retaking Coursework Policy ....................................................................................................... 83

Transfer Credit ............................................................................................................................ 84

Course Substitution Policy .......................................................................................................... 91
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Equipment</td>
<td>138</td>
</tr>
<tr>
<td>Appropriate Attire</td>
<td>138</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>139</td>
</tr>
<tr>
<td>Student Conduct Policy</td>
<td>139</td>
</tr>
<tr>
<td>Student Grievance Procedure for Internal Complaints Of Discrimination And Harassment</td>
<td>148</td>
</tr>
<tr>
<td>Campus Security</td>
<td>149</td>
</tr>
<tr>
<td>Student Artwork</td>
<td>149</td>
</tr>
<tr>
<td>Study Trips</td>
<td>150</td>
</tr>
<tr>
<td>Release of Documents</td>
<td>150</td>
</tr>
<tr>
<td>The Art Institute of Salt Lake City Anti-Hazing Policy</td>
<td>150</td>
</tr>
<tr>
<td>No Harassment Policy</td>
<td>151</td>
</tr>
<tr>
<td>Non-Discrimination Policy</td>
<td>151</td>
</tr>
<tr>
<td>Sexual Misconduct &amp; Relationship Violence Policy; Procedures For Handling Sexual Misconduct And Relationship Violence Complaints</td>
<td>151</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>160</td>
</tr>
<tr>
<td>Jury Waiver and Agreement to Binding, Individual Arbitration</td>
<td>164</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>166</td>
</tr>
<tr>
<td>Hours of Operation and Classes</td>
<td>166</td>
</tr>
<tr>
<td>CALENDAR YEAR 2017</td>
<td>166</td>
</tr>
<tr>
<td>Holiday Calendar 2017</td>
<td>166</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>167</td>
</tr>
<tr>
<td>Faculty Listing</td>
<td>168</td>
</tr>
</tbody>
</table>

See [aiprograms.info](http://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 SALT LAKE CITY

The Art Institute of Salt Lake City is no longer enrolling new students. Questions should be addressed to the Academic Dean or the Dean’s designee.

Introduction

The Art Institute of Salt Lake City is conveniently located right off I-15 in Draper, Utah, roughly 16 miles south of downtown Salt Lake City. Known as “Crossroads of the West” for its central geography of the western United States and the fact that the first intercontinental railroad went through the Salt Lake Valley, Salt Lake City is the most populous city in the State of Utah and is the state’s political, economic, and cultural center. The city is internationally well known for hosting the 2002 Winter Olympics. Additionally, the city is known for its namesake, the Great Salt Lake. This “inland sea” with salinity levels of up to 27% is six times saltier than any of the world’s oceans.

The climate of Salt Lake City is characterized by four distinct seasons, with summer and winter being long, and spring and fall serving as brief, comfortable transitions. All year round, the Salt Lake City area is full of outdoor recreational opportunities; visitors and residents explore the beauties of the mountain ranges surrounding the great Salt Lake Valley. In the long winter season, residents as well as visitors from all over the country and the world enjoy the fun on the numerous slopes of the many nearby ski resorts. In other seasons, climbing, hiking, and biking are but a few of the popular recreational activities in the picturesque mountains.

The modern economy of Salt Lake City is service-oriented. The major industries today include government, trade, transportation, tourism, utilities, and professional and business services. In recent years, the city has developed a strong recreational industry and become the industrial banking center of the U.S.

Mission Statement

We are professional educators, educating creative professionals.

The goal of The Art Institute of Salt Lake City is to be a leader in providing professional education. This goal must be achieved in accordance with our philosophy: Everything done at The Art Institute of Salt Lake City is based on quality service to students; development, growth, involvement, and recognition of employees; and sound economic principles. The Art Institute of Salt Lake City educates and prepares students using quality design-related educational programs created to instruct students in skills useful in everyday performance in the workplace. The Art Institute of Salt Lake City’s faculty achieves this purpose by bringing professional knowledge to their instruction. Students graduating from The Art Institute of Salt Lake City are prepared to seek entry-level positions in their chosen fields.

Each program is offered on a year-round basis, allowing students to work continuously toward their degrees. An impressive faculty, many of whom are working professionals, strive to strengthen students’ skills and cultivate their talents through well-designed curricula. Programs are carefully defined with the support and contributions of leading members of the professional community. Curricula are reviewed periodically to ensure they meet the needs of a changing marketplace and prepare graduates to seek entry-level positions in their chosen fields.
Each student is expected to gain an understanding of a body of theoretical and practical knowledge appropriate to his or her degree objective. This understanding is demonstrated through measurable student-learning outcomes specified in the outline of each course for each program. In The Art Institute of Salt Lake City programs, students are expected to complete specific courses and develop critical and analytical learning abilities along with educational values that contribute to lifelong learning.

The faculty and staff of The Art Institute of Salt Lake City believe our value system is the foundation of our business. Our vision emerges from these values and ultimately influences our mission.

We believe excellence in education requires competency based outcomes and assessment; enhances the lives of students, faculty, staff, and alumni; embraces diversity; contributes positively to the workplace and the larger community; and is industry relevant.

- We believe in the importance of developing personal values, ethical practices, and social responsibility.
- We believe in encouraging creativity, critical thinking, and independent, lifelong learning.
- We believe in the positive impact of art and design individuals, the business community, and society.
- We believe the foundation of success is built upon respect for one another and active participation in a collaborative environment.
- We believe that the education we provide has its foundation in voluntary participation, mutual respect, collaborative spirit, and critical reflection.
- We are committed to fulfilling our mission with academic integrity and prudent business practices.

**Accreditation and Licensing**

**Accreditation**

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

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

Based on a letter received from ACICS after the August 2017 meeting, the Council considered the show-cause directive for the institutions. As a result of its review, the Council has acted to vacate the show-cause directive. In addition, the Council has acted to place the institutions on financial reporting. The Art Institute of Salt Lake City is a branch of The Art Institutes International Minnesota.

**State Licensing**

The Art Institute of Salt Lake City holds a Certificate of State Authorization from the Utah Division of Consumer Protection (160 East 300 South, Second Floor, Salt Lake City, UT 84114, 1.801.530.6601).
Administrators

Maureen McFarland
MA, Argosy University
BA, University of Maryland
Director of Career Services

Statement of Ownership
The Art Institute of Salt Lake City is owned by The Art Institute of Salt Lake City, Inc., which through various intermediary companies is a subsidiary of Education Management Corporation. Education Management Corporation is located at 210 Sixth Avenue, 3rd Floor, Pittsburgh, PA 15222.

Members of the Education Management Corporation Board of Directors are:
John M. Danielson, Chairman

Chairman and Managing Director, Chartwell Hamilton Group LLC; Former Chief of Staff at the United States Department of Education

Jerome G. Kamer

Co-founder and Managing Partner the Entertainment Investment Group (EIG) and President and Chief Operating Officer of Oladas Inc.

Mark A. McEachen

President and Chief Executive Officer of Education Management Corporation
PROGRAM OFFERINGS

Effective May 6, 2015, The Art Institute of Salt Lake City is no longer enrolling new students.
Questions should be addressed to the academic dean or the dean’s designee

Digital Filmmaking & Video Production Bachelor of Science Degree: 180 Credits

Digital Photography Bachelor of Science Degree: 180 Credits

Game Art & Design Bachelor of Science Degree: 180 Credits

Graphic Design Bachelor of Science Degree: 180 Credits

Interior Design Bachelor of Arts Degree: 180 Credits

Media Arts & Animation Bachelor of Science Degree: 180 Credits

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.
Digital Filmmaking & Video Production
Bachelor of Science: 180 credits; 36 months if 16 credits per quarter

The evolution of mass communication as related to advances in broadband television, the Internet and other converging technologies offers content artists, designers, storytellers, and manager’s new avenues to express their ideas. The Digital Filmmaking & Video Production program addresses the needs of corporate, television, e-business, and other media distribution outlets for existing markets and prepares the student for the next generation of digital production and delivery. It enables students to have the opportunity to create compelling and accessible media content to be delivered on broadband Internet or with other emerging distribution methods.

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

Graduates of the Bachelor of Science degree program will have obtained the tools for producing a portfolio and are prepared to seek entry-level positions.

Gainful Employment Information

Please visit http://ge.artinstitutes.edu/programoffering/1419 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Digital Filmmaking & Video Production program.
### Bachelor of Science Degree in Digital Filmmaking & Video Production

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COL100</td>
<td>Portfolio &amp; Career Success</td>
<td>1</td>
</tr>
<tr>
<td>DFVP121</td>
<td>Media Concept Development</td>
<td>3</td>
</tr>
<tr>
<td>DFVP125</td>
<td>Fundamentals of Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
</tr>
<tr>
<td>DFVP132</td>
<td>Introduction to Audio</td>
<td>3</td>
</tr>
<tr>
<td>DFVP201</td>
<td>History of Motion Media &amp; Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>DFVP204</td>
<td>Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>DFVP213</td>
<td>Fundamentals of Lighting</td>
<td>3</td>
</tr>
<tr>
<td>DFVP214</td>
<td>Advanced Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>DFVP220</td>
<td>Fundamentals of Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP221</td>
<td>Intermediate Editing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP222</td>
<td>Media Interpretation &amp; Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>DFVP223</td>
<td>Advanced Camera &amp; Lighting</td>
<td>3</td>
</tr>
<tr>
<td>DFVP301</td>
<td>Advanced Editing</td>
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</tr>
<tr>
<td>DFVP305</td>
<td>Acting &amp; Directing</td>
<td>3</td>
</tr>
<tr>
<td>DFVP311</td>
<td>Short Form Media Production</td>
<td>3</td>
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<tr>
<td>DFVP312</td>
<td>Digital Marketing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>DFVP321</td>
<td>Media Delivery Systems &amp; Distribution</td>
<td>3</td>
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<tr>
<td>DFVP323</td>
<td>Multi-Camera Production</td>
<td>3</td>
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<tr>
<td>DFVP329</td>
<td>Senior Project Preparation</td>
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<tr>
<td>DFVP401</td>
<td>Digital Media Production</td>
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<td>DFVP402</td>
<td>Media Compositing</td>
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<tr>
<td>DFVP411</td>
<td>Portfolio Preparation</td>
<td>3</td>
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<tr>
<td>DFVP412</td>
<td>Media Design Workshop</td>
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<tr>
<td>DFVP414</td>
<td>Senior Project Production</td>
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<td>DFVP420</td>
<td>Senior Project Post Production</td>
<td>3</td>
</tr>
<tr>
<td>DFVP421</td>
<td>Senior Portfolio &amp; Defense</td>
<td>3</td>
</tr>
<tr>
<td>FS101</td>
<td>Drawing &amp; Perspective</td>
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</tr>
<tr>
<td>FS102</td>
<td>Fundamentals of Design</td>
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<tr>
<td>FS103</td>
<td>Color Theory</td>
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<td>FS106</td>
<td>Typography – Traditional</td>
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</tr>
<tr>
<td>FS107</td>
<td>Digital Imaging</td>
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<tr>
<td>IMD121</td>
<td>Web Scripting</td>
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<tr>
<td>IMD122</td>
<td>Introduction to Authoring</td>
<td>3</td>
</tr>
<tr>
<td>IMD230</td>
<td>Concepts in Motion Design</td>
<td>3</td>
</tr>
<tr>
<td>IMD240</td>
<td>Interactive Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MMA123</td>
<td>Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMA126</td>
<td>Conceptual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>PHG110</td>
<td>Principles of Photography</td>
<td>3</td>
</tr>
<tr>
<td>RS121</td>
<td>Fundamentals of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>RS251</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>VEMG222</td>
<td>Intermediate Broadcast Graphics</td>
<td>3</td>
</tr>
<tr>
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<td>Total Required Core Curriculum Credits</td>
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<tr>
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<tr>
<td>GE105</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>GE110</td>
<td>English Composition</td>
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<tr>
<td>GE140</td>
<td>Speech &amp; Communication</td>
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<tr>
<td>GE201</td>
<td>Historical &amp; Political Issues</td>
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<td></td>
<td>*Elective General Education Courses</td>
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<td>56</td>
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<td>Total Credits Required for Graduation</td>
<td>180</td>
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</tbody>
</table>

*Any General Education courses not specified above equal to 40 credits.
Digital Photography
Bachelor of Science: 180 credits; 36 months if 16 credits per quarter

Photographers shoot from the hip, with a combination of artistry and technical skills. Photography is all about combining the artistry and the expertise needed to present the images we see in catalogs and newspapers and on websites. Photographs also capture personal memories in portraiture, wedding, and life's milestone moments. It involves composition and light, plus a wide array of technical skills, including utilizing digital imaging software. It all comes together in the areas of commercial photography, electronic imaging, and photojournalism.

At The Art Institute of Salt Lake City, you will get your start with the basics: composition, lighting, and the appropriate equipment. From there, you’ll learn about color and design, take pictures on location and in a studio, immerse yourself in portraits and advertising projects, as well as editorial and digital–imaging software programs. You will develop your business skills, along with your résumé and interviewing technique. You will also examine legal concerns and gain an understanding of small business accounting. Learn the fundamentals of web-page design, and then construct your own personal website. You’ll produce an advertising campaign, convention services, wedding chapels, portrait studios, a photographic essay, and shoot an individual project. Then, finish up with a comprehensive portfolio that shows prospective employers exactly what you do best.

After graduating, students can take their skills wherever they want to go with freelance work or owning their own studio. They can specialize in news, sports, product, portrait, or fashion, and work in a studio, or at advertising agencies, publishing houses, photo labs, production companies, or at a newspaper or magazine. With a degree in Digital Photography from The Art Institute of Salt Lake City, you’ll be prepared for entry-level positions.

Gainful Employment Information

Please visit http://ge.artinstitutes.edu/programoffering/2006 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Digital Photography program.
Bachelor of Science Degree in Digital Photography

<table>
<thead>
<tr>
<th>Core Curriculum Requirements</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COL100</td>
<td>Portfolio &amp; Career Success</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DFVP131</td>
<td>Introduction to Video</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FS101</td>
<td>Drawing &amp; Perspective</td>
<td>3</td>
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<td>FS102</td>
<td>Fundamentals of Design</td>
<td>3</td>
<td></td>
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<td>FS103</td>
<td>Color Theory</td>
<td>3</td>
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<td>FS107</td>
<td>Digital Imaging</td>
<td>3</td>
<td></td>
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<td>GD121</td>
<td>Design Layout</td>
<td>3</td>
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<td>GD202</td>
<td>Electronic Design</td>
<td>3</td>
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<td>GD211</td>
<td>Digital Illustration</td>
<td>3</td>
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<td>3</td>
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<td>GD413</td>
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<td>3</td>
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<td>IMD201</td>
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</tr>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG120</td>
<td>Lighting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG130</td>
<td>Survey of Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG140</td>
<td>Large Format Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG150</td>
<td>Photographic Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG160</td>
<td>History of Photography I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG220</td>
<td>Advanced Lighting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG230</td>
<td>Editorial Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG240</td>
<td>Photo Criticism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG260</td>
<td>Business of Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG310</td>
<td>Advertising/Art Direction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG320</td>
<td>History of Photography II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG330</td>
<td>Studio Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG340</td>
<td>Location Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG350</td>
<td>Portraiture Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG360</td>
<td>Marketing &amp; Promotions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG370</td>
<td>Photo Essay I</td>
<td>3</td>
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</tr>
<tr>
<td>PHG380</td>
<td>Photojournalism</td>
<td>3</td>
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<td>PHG390</td>
<td>Creative Concepts</td>
<td>3</td>
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<tr>
<td>PHG410</td>
<td>Corporate/Industrial Photography</td>
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<tr>
<td>PHG420</td>
<td>Fashion Photography</td>
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<tr>
<td>PHG430</td>
<td>Photo Essay II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG440</td>
<td>Architectural Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG450</td>
<td>Exhibition Printing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHG470</td>
<td>Business Operations &amp; Management</td>
<td>3</td>
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<tr>
<td>RS121</td>
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Total Required General Education Credits: 56

Total Credits Required for Graduation: 180

*Any General Education courses not specified above equal to 40 credits.
Game Art & Design
Bachelor of Science: 180 credits; 36 months if 16 credits per quarter

The process of designing and producing computer video games and other types of interactive multimedia involves a variety of people utilizing specialized skills. Some of these skills are conceptual: designing game concepts and interactions or creating stories. Some of these skills are artistic: creating 3D models, 3D animation, and texturing mapping for 3D using industry-related software, and photo manipulation and original creation of 2D art for backgrounds and characters using image editing and painting software. Some of these skills are managerial: determining budgets and schedules for project completion and assembling the right group of designers who may be specialists in one or two aspects of the total design process, but their value as participants in that process is enhanced by a comprehensive knowledge of the entire operation.

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

Graduates of the Game Art & Design program are prepared for entry-level jobs.

Game Art & Design Portfolio Requirements and Procedures

Game Art & Design applicants will be given written portfolio guidelines provided by the Admissions Department. Portfolio pieces can be submitted as hard copies, USB Thumb Drive or External Hard Drive. In the event that the student has neither a sketchbook nor drawings, they will complete exercises outlined in the guidelines and submit those pieces as his/her portfolio.

Game Art & Design portfolios will be reviewed by a committee consisting of three Game Art & Design faculty members, at the discretion of the Academic Director. The portfolio committee will evaluate the potential success for all applicants. Committee members will regularly review portfolio submissions. Students will be notified by their Admissions Representative of the results.

Applicants with rejected portfolios will be allowed to submit additional work, including a revised portfolio. In the event of a second negative decision, students may immediately write an appeal to the Game Art & Design Academic Director. The appeal letter should state why the student should still be considered for entrance into the program.

Gainful Employment Information

Please visit http://ge.artinstitutes.edu/programoffering/2450 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Game Art & Design program.
## Bachelor of Science Degree in Game Art & Design

### Core Curriculum Requirements

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**Total Required Core Curriculum Credits**: 124
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*Any General Education courses not specified above equal to 40 credits.*
Graphic Design
Bachelor of Science: 180 credits; 36 months if 16 credits per quarter

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

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

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

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

Graduates of the Bachelor of Science degree program are prepared to seek entry-level employment in the profession.

Gainful Employment Information

Please visit [http://ge.artinstitutes.edu/programoffering/947](http://ge.artinstitutes.edu/programoffering/947) for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Graphic Design program.
### Bachelor of Science Degree in Graphic Design

#### Core Curriculum Requirements

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| Total Required General Education Credits | 56 |

| Total Credits Required for Graduation | 180 |

* Any General Education courses not specified above equal to 40 credits.
**Interior Design**

Bachelor of Arts: 180 credits; 36 months if 16 credits per quarter

Interior designers often change the world around them by creating well-designed environments that affect where we live, work and play. Interior design students will study various aspects of architecture, furnishings, textiles, and areas of specialty in both residential and commercial interior spaces. They blend artistic and technical skills in the process of creating pleasant spaces that contribute to the overall well-being of individuals.

Interior design students need to have great attention to detail, an ability to work in teams, enjoy business and project management, and be enthusiastic. Being open-minded and ready to explore many possibilities with regard to an environment are also qualities of a successful interior designer.

The Bachelor of Arts degree program utilizes industry-related technology, affording the student the opportunity to get a foundation of design skills. These skills prepare graduates to seek entry-level positions.

The Bachelor of Arts degree program is the first step in becoming a NCIDQ certified interior designer. The National Council for Interior Design Qualification (NCIDQ) is a nationally recognized examination for interior designers.*

*The Art Institute of Salt Lake City does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to The Art Institute of Salt Lake City.*

Gainful Employment Information

Please visit [http://ge.artinstitutes.edu/programoffering/950](http://ge.artinstitutes.edu/programoffering/950) for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Interior Design program.
Bachelor of Arts Degree in Interior Design

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<td>*Elective General Education Courses</td>
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Total Required General Education Credits 56

Total Credits Required for Graduation 180

*Any General Education courses not specified above equal to 40 credits.
Media Arts & Animation
Bachelor of Science: 180 credits; 36 months if 16 credits per quarter

Television, both network and cable, major corporations, commercial postproduction facilities, and film production companies are among the industries that make use of skills developed by graduates of The Art Institute of Salt Lake City.

Entry-level opportunities such as 2D animator, 3D animator, 3D modeler, assistant animator, 3D modeler, assistant animator, compositor, environmental modeler, graphics animator, graphic artist, graphic designer, illustrator, organic modeler, production assistant, and texture artist may be found within an industry that is repackaging information in creative new ways.

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

The objective of the program is to provide the opportunity for the student to attain a fundamental grounding in Media Arts & Animation, including an introduction to theory and practice of characterization, scriptwriting and storyboarding, animation and 3D modeling, computer graphics, and multimedia.

Graduates will be prepared with focused, entry-level skills to enter this fast-paced, high-tech field.

Gainful Employment Information

Please visit [http://ge.artinstitutes.edu/programoffering/2451](http://ge.artinstitutes.edu/programoffering/2451) for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Science Degree in Media Arts & Animation program.
## Bachelor of Science Degree in Media Arts & Animation

### Core Curriculum Requirements

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>COL100</td>
<td>Portfolio &amp; Career Success</td>
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<td>DFVP131</td>
<td>Introduction to Video</td>
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<td>FS106</td>
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<td>IMD230</td>
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<td>MMA121</td>
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<td>MMA122</td>
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<td>Character Rigging</td>
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<td>RS251</td>
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Total Required Core Curriculum Credits: 124
General Education Requirements

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*Any General Education courses not specified above equal to 40 credits.
COURSE WORK

Course Numbering System
Courses with 100- or 200-level course numbers are considered lower level and are typically taken in the first two years of academic study. Courses with 300- or 400-level course numbers are considered upper level and typically taken in the third and fourth academic years of study.

Transitional Studies courses are coded as MTH085, MTH095, and ENG091. These courses are only taken by students in need of transitional studies courses prior to taking 100-level mathematics and/or English courses. All courses beginning with AP, AUD, FBM, and WSBM are offered at the main campus only.

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

COL100 Portfolio & Career Success
1 quarter credit
Prerequisites: None
This course is an introduction to portfolio and College success and motivation. This course will prepare the student in the orientation and preparation of student skills for the portfolio review requirement for graduation. This work will begin in the first quarter and end the last quarter prior to graduation. The portfolio is a crucial part of student success and will be presented as part of the class in the graduation portfolio review with employers. The course also covers the motivation, planning, and organizing skills needed to succeed in College.

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.

DFVP121 Media Concept Development
3 quarter credits
Prerequisites: None
Media design and production start with concept development. This course covers the fundamentals of media script writing, development of visual elements, and the whole process of creating, designing, and producing media content for targeted audiences and intended delivery systems.

DFVP125 Fundamentals of Scriptwriting
3 quarter credits
Prerequisites: MMA126
Students explore the writing and creative elements needed to create scripts. Emphasis is on format, structure, and character development. They will also have the opportunity to acquire knowledge of all elements from research to proposal to treatment to script.
DFVP131 Introduction to Video
3 quarter credits
Prerequisites: None
Technical terms of video production and industry uses of basic video production equipment and techniques are presented in this course.

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

DFVP201 History of Motion Media & Mass Communication
3 quarter credits
Prerequisites: None
This course presents a survey of major events and development in the history of motion media and mass communication. The survey focuses on the relationship between technology and media development and explores the impact motion media and mass communication have on society and economy.

DFVP204 Sound Design
3 quarter credits
Prerequisites: DFVP132
This course explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content.

DFVP213 Fundamentals of Lighting
3 quarter credits
Prerequisites: DFVP131
In this introductory lighting class, students are introduced to basic lighting concepts and terminology and how they specifically relate to media productions. Students will also have the opportunity to learn to identify and use various types of lighting instruments and applications.

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

DFVP220 Fundamentals of Editing
3 quarter credits
Prerequisites: DFVP131
This course introduces the student to the editing of visuals and sound. The course covers the use of video recorders and players and the techniques of dubbing, assembling and inserting visuals from source to record.
DFVP221 Intermediate Editing
3 quarter credits
Prerequisites: DFVP220
This course will focus on the postproduction experience using non-linear editing software. Students will learn to utilize creative problem-solving skills through editing. Approach, pace, tone, and rhythm of sequences are explored.

DFVP222 Media Interpretation & Adaptation
3 quarter credits
Prerequisites: DFVP125
This course focuses on interpreting media content and adapting original literary and non-fiction work for media production. Students employ their critical thinking, problem-solving, research, and organizational skills to create or recreate scripts for media production.

DFVP223 Advanced Camera & Lighting
3 quarter credits
Prerequisites: DFVP213
This course explores the various camera and lighting techniques used in digital video production. Discussions will cover the general concepts and principles of camera moves and lighting techniques. Focus will be placed on applying lighting techniques to create the desired visual effects.

DFVP250 DVD Authoring
3 quarter credits
Prerequisites: FS107
An introduction to creating interactive DVD titles, this course will focus on production techniques of DVD authoring, proofing, and premastering.

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

DFVP305 Acting & Directing
3 quarter credits
Prerequisite: DFVP125
This course exposes students to the role and responsibilities of a director in helping actors bring their characters to life. Acting fundamentals will be studied through classroom exercises, assignments, observations and critiques. In addition, this course helps students understand the process of reading a script, conceiving a vision and communicating it to cast members to enhance performance.
DFVP311 Short Form Media Production
3 quarter credits
Prerequisites: DFVP223
This course discusses short form as a genre of media production and its features in subject matter and style. Students have the opportunity to learn to produce short-form news, information, and dramatic content for broadband delivery.

DFVP312 Digital Marketing Strategies
3 quarter credits
Prerequisites: DFVP121 and RS121
This is a marketing course for digital media. Students have the opportunity to learn to conduct demographic analysis for customer needs and expectations and develop marketing strategies to effectively market value-added media products.

DFVP321 Media Delivery Systems & Distribution
3 quarter credits
Prerequisites: DFVP312
This course addresses the end part of media production—delivery and distribution. Students will study a variety of media delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods and evaluate the relative efficiency, cost, and effectiveness of each.

DFVP323 Multi-Camera Production
3 quarter credits
Prerequisites: DFVP223
Synchronizing multiple cameras and equipment, students work in teams to execute a production, typically of a live performance or function. Emphasis is placed on operating multiple pieces of equipment simultaneously and working as a production team.

DFVP329 Senior Project Preparation
3 quarter credits
Prerequisites: Academic Approval Required
This course initiates a three quarter long comprehensive project which will be integral to students’ final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, digital film in a chosen genre. Committee and/or faculty will approve the project content and genre of the digital film. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

DFVP401 Digital Media Production
3 quarter credits
Prerequisites: DFVP311
Working in production teams, students conceptualize, design, and execute a digital media production project on a chosen topic for a targeted audience over a selected delivery system or several systems. Students will use three or more different types of media for production and integrate the content elements in postproduction. Students may choose to use one or more delivery systems for the final product.
DFVP402 Media Compositing
3 quarter credits
Prerequisites: DFVP301
Focused on concepts and techniques of compositing and integration, this course enables students to assemble media content elements for overall design and prepare the final product for delivery. Students will have the opportunity to learn to manage various digital media files and process them to finalize the media content design.

DFVP411 Portfolio Preparation
3 quarter credits
Prerequisites: DFVP401
In this first portfolio course, students will assess personal strengths to establish a career goal and decide how to organize their media design and production work in a graduation portfolio. Guided by a faculty member or a team of faculty members, each student assembles a preliminary portfolio and identifies areas for more work and/or content enhancement.

DFVP412 Media Design Workshop
3 quarter credits
Prerequisites: DFVP401
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 media content for the intended delivery system.

DFVP414 Senior Project Production
3 quarter Credits
Prerequisites: DFVP329
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.

DFVP420 Senior Project Post Production
3 quarter credits
Prerequisites DFVP414
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.

DFVP421 Senior Portfolio & Defense
3 quarter credits
Prerequisites: DFVP411
Built on the preliminary collection of work from Portfolio Preparation, this course allows each student to determine and design the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense.
FS101 Drawing & Perspective  
3 quarter credits  
Prerequisites: None  
This is a fundamental drawing course in which students will have the opportunity to explore various art and media, learn to use a variety of drawing tools, draw three-dimensional objects in one-, two-, and three-point perspective, and generate drawings that demonstrate correct proportions of models.

FS102 Fundamentals of Design  
3 quarter credits  
Prerequisites: None  
Students develop the foundation to apply basic design principles to a variety of visual effects. The students will have the opportunity to develop a firm, workable foundation to lay out and organize design elements for a variety of visual effects.

FS103 Color Theory  
3 quarter credits  
Prerequisites: None  
In this course, color theory, including additive and subtractive color will be explored. Discussion of color and its relationship to composition through harmony and contrast in a variety of formats and media is also stressed.

FS104 Observational Drawing  
3 quarter credits  
Prerequisites: None  
This course involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition and line quality, through the use of tone light and shadow.

FS105 Life Drawing  
3 quarter credits  
Prerequisites: FS101  
Continuing to develop the various drawing skills from the first drawing course, students will focus on depicting gesture and motion, capturing the essence of movement and form in space, and creating compositions based on the four basic lighting situations.

FS106 Typography – Traditional  
3 quarter credits  
Prerequisites: FS102  
This course is an introduction to lettering skills and the history and foundation of letterforms. Also studied is the placement of display and text type in a formatted space, and the relationships between the appearance and readability of letterforms. Students will work in a traditional context of hand rendering type and also be introduced to contemporary typesetting technology.

FS107 Digital Imaging  
3 quarter credits  
Prerequisites: None  
Students have the opportunity to develop basic image manipulation skills in a raster-based computer environment. Emphasis is on mastering the fundamentals of scanning, color management, photo retouching, imaging, special effects, and filters and masks.
GAD101 Introduction to Game Development
3 quarter credits
Prerequisites: None
This course introduces students to the game industries. Specifically, it will focus on entry-level employment opportunities and responsibilities, career paths, industry products, and their characteristics. The course will also expose students to the processes through which games are developed.

GAD201 Sculpture
3 quarter credits
Prerequisites: MMA121
Basic principles of design, such as balance, rhythm, contrast, and harmony are covered in this course. Students develop three-dimensional designs and sculptures from paper, found materials, and clay. Three-dimensional forms, compositions, and aesthetics are discussed and applied. The course also emphasizes character development.

GAD202 Texture Mapping for Games
3 quarter credits
Prerequisites: FS107
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.

GAD203 3D Modeling
3 quarter credits
Prerequisites: FS107
Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and perform as they apply to geometric construction.

GAD211 Game Design & Game Play
3 quarter credits
Prerequisites: GAD101
A well-designed game is an integration of artistic and technological components that must have a clearly defined goal, set of game criteria, and rules for game play. Students learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document.

GAD213 Material & Lighting
3 quarter credits
Prerequisites: MMA201 or GAD203
In this class, students will further explore materials, textures, and lighting strategies to add detail and realism to objects. Students will simulate real-world surfaces containing reflection radiosity and other effects.

GAD214 Game Modeling
3 quarter credits
Prerequisites: MMA201 or GAD203
Real time 3D animation requires a thorough understanding and ability to create scenes and characters in such a way as to minimize the time it takes for a computer to redraw the scene as it moves in a game. Students will learn level detail creation techniques using industry-standard 3D modeling software and computers.
GAD215 3D Animation
3 quarter credits
Prerequisites: MMA201 or GAD203
Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, key-framing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation.

GAD216 Background Design & Layout
3 quarter credits
Prerequisites: MMA201 or GAD203
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture, and lighting. Students will also learn the basics of using props as background and foreground design elements.

GAD217 Interior Spaces & Worlds
3 quarter credits
Prerequisites: GAD213
Most levels of popular games are designed as building interiors and contain characteristics common to interior design layouts. This course provides the opportunity for students to create architectural interiors representing houses, buildings, and entire worlds in which to place animation and game characters.

GAD218 Hard Surface & Organic Modeling
3 quarter credits
Prerequisites: GAD213
This course covers advanced modeling techniques used for building organic and hard surface objects and environments.

GAD240 2D Digital Authoring
3 quarter credits
Prerequisites: FS107
This course incorporates various media elements into a demonstrative work. It incorporates elements of video, audio, animations, user interface design, CD/DVD authoring, and web page authoring to produce an effective final product.

GAD302 Advanced Animation Drawing
3 quarter credits
Prerequisites: MMA213
Building on basic skills, this course will begin to explore advanced techniques for life drawing, both human and animal. Characterization will be revisited. The principles of mime and choreography will be employed as character studies, and character model sheets will be developed. Students will work with a variety of media, backgrounds, special effects, and other drawings for animation.

GAD305 Level Design
3 quarter credits
Prerequisites: GAD217 and GAD218
Using learned concepts from the game design and game play course, students analyze and extract level design needs. Students begin the process of determining the basic design elements and assets necessary to create a level.
GAD306 Lighting & Texture
3 quarter credits
Prerequisites: GAD213
In this course, students will continue to develop lighting and texturing skills and carry out professional quality lighting and texturing projects to be used for their portfolio.

GAD307 Programming for Artists
3 quarter credits
Prerequisites: MMA 201 or GAD203
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.

GAD308 Character Modeling
3 quarter credits
Prerequisites: GAD218
This course covers advanced modeling techniques used for building a 3D character. Students will explore techniques of character modeling to include various approaches to figure construction.

GAD310 Advanced Level Design
3 quarter credits
Prerequisites: GAD305
In this course, students will create 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.

GAD311 Game Prototyping
3 quarter credits
Prerequisites: GAD305
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.

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

GAD314 3D Character Rigging
3 quarter credits
Prerequisites: GAD308
This course is to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course, each student will create, set up, and test a character model.
GAD390 Team Production Planning
3 quarter credits
Prerequisites: GAD310
During the course, students research a Game Art & Design topic and begin the preproduction process for their team projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results.

GAD402 Advanced Game Prototyping
3 quarter credits
Prerequisites: GAD311
In this course, students will perform as members of a predetermined team to create a game level within an existing engine. Students will continue to develop a project that began in the Game Prototyping class by a different team of students. The final will be complete delivery of the project through a presentation and use of marketing materials.

GAD404 Interface Design
3 quarter credits
Prerequisites: GAD311, Excludes the Diploma Programs
This course focuses on the nature and principles of interface design. Students will learn the functions of flowcharting, linking, branching, and the basic principles of interactivities between action and response. Students will develop a concept, produce a flowchart, and complete the design of an interface using principles of design aesthetics and usability.

GAD405 Advanced 3D Animation
3 quarter credits
Prerequisites: GAD314
This course is the culmination of all modeling and animation courses. Students will create work based on understanding of modeling, animation, and rigging.

GAD406 Sound Design for Games
3 quarter credits
Prerequisites: GAD311
In this course, the student studies sound characteristics of digital games and explores 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.

GAD413 Game Production Team
3 quarter credits
Prerequisites: GAD390
This course will build upon the Team Production Planning course. Students will either select or accept a specific role on the production team and, acting in a timely and professional capacity, ensure that the game project is completed. 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 GAD422 Advanced Game Production Team.
GAD414 Portfolio Preparation
3 quarter credits
Prerequisites: GAD413
This course will focus on the refinement of previous work into a comprehensive collection representative of Game Art & Design skills. Emphasis will be on development, design, craftsmanship, and presentation. This course begins the process of examining the student’s strengths and building upon them to produce a marketable portfolio.

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

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

GD121 Design Layout
3 quarter credits
Prerequisites: Academic Approval Required
This course enables the student to better design with type and visuals, and utilizes technology in problem solving. Emphasis will be on the process of design development from roughs to comprehensives, layout and marker techniques, and the use of a grid system for multi-component layouts.

GD123 Design Concepts
3 quarter credits
Prerequisites: FS102
This course identifies the components of the design process and explores research methods. Design solutions appropriate to a targeted market will be emphasized. Exercises in creative problem solving will strengthen and expand the student’s concept-generation skills. Critical analysis, problem identification, and idea refinement will be the focus in producing portfolio-quality projects.

GD124 Design History
3 quarter credits
Prerequisites: None
This course examines the influences of societal trends, historical events, technological developments, and the fine arts on contemporary graphic design, illustration, typographic design, architectural design, photography, and fashionable design trends in general. Through lectures, supplied visual examples, independent research, and design assignments, the student will gain insight into a variety of major design influences. The student will have the opportunity to learn how to research and utilize a wide variety of design styles.
GD201 Illustration
3 quarter credits
Prerequisites: FS101, FS102, and FS103
This course is an introduction to the philosophy behind illustration and its use in the industry. Assignments will focus on black-and-white and color techniques, using contrast, values, composition, and function.

GD202 Electronic Design
3 quarter credits
Prerequisites: FS107, Excludes the Diploma Programs
This course explores various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.

GD203 3D Design
3 quarter credits
Prerequisites: GD211
In this course, design principles will be applied to the development of three-dimensional product graphics. This course will explore materials, processes and industry guidelines for surface treatments including products, packages, and exhibits.

GD204 Media Design
3 quarter credits
Prerequisites: GD211
Students examine the structures and communications skills used by various members of a creative team. The processes of concept development, media application, and design creation are emphasized. The variety of media used by graphic designers and their suppliers are examined.

GD205 Conceptual Imagery
3 quarter credits
Prerequisites: GD121, FS101, FS102, FS103, FS107
This course focuses on how messages can be constructed through images using subject matter, context juxtaposition, editing, scale, color, and composition. Materials and technologies will be explored.

GD211 Digital Illustration
3 quarter credits
Prerequisites: Academic Approval Required
This course helps students communicate and design with the computer as a professional tool. Using different software applications, students will demonstrate an understanding of electronic illustration. The course will explore vector-based graphic applications that are considered to be industry standard.
GD213 Marketing Design
3 quarter credits
Prerequisites: GD211
This course is a review of popular culture as it relates to social, informational, economic, political, and educational current events. A special emphasis will be placed on trends and pop topics as they relate to advertising. Current media, including literature, books, television, movies, telecommunications media, online communications, marketing trends, and strategies are reviewed.

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

GD215 Typography – Hierarchy
3 quarter credits
Prerequisites: FS107
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.

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

GD223 Digital Pre-Press
3 quarter credits
Prerequisites: GD202
Students complete multiple-page electronic pre-press documents that include scanned and edited images, object-defined graphics, and text through the integration of a variety of file types. The place of electronic page make up in modern print production is studied.

GD302 Design Production Team
3 quarter credits
Prerequisites: GD221
This is a special projects course in which students utilize their knowledge of design, typography, production techniques, video, and audio to execute a team project. Students also apply communications, teamwork, and organizational skills. Students work cooperatively to achieve a common goal, similar to industry experience.
GD311 Advertising Design
3 quarter credits
Prerequisites: GD213 and GD214
This course will further define the role of graphic design in an advertising context. Students will be introduced to informational and administrative approaches to the development of advertising. Campaign strategies, based on media and marketing realities, will also be defined and applied.

GD313 Publication Design
3 quarter credits
Prerequisites: GD211 and GD215
Students will prepare scanned and object-oriented graphics files and integrate them with text in a multiple-page composition file. File transfer and document printing is covered. The place of electronic page make up in modern print production will be studied.

GD314 Collateral Design
3 quarter credits
Prerequisites: GD213 and GD214
The role of graphic design in collateral materials will be introduced and explored with a focus on brochures, billboards, posters, transit cards, point-of-sale materials, direct mail pieces, sales promotion materials, etc. The process of developing unified advertising collateral materials involving multiple presentations will be emphasized.

GD315 Typography – Expressive & Experimental
3 quarter credits
Prerequisites: GD211
Emphasis is placed on the expressive potential of typography. How the form of the written word affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

GD316 Copywriting
3 quarter credits
Prerequisites: GE110
Through materials presented in this course, students learn the techniques to develop effective design strategies utilizing the written words that underlie and enable creative executions, and to cultivate clear, logical, and creative copywriting skills.

GD321 Package Design
3 quarter credits
Prerequisites: GD211
This course defines the role of packaging in product identification, presentation, and production. The course also explores the processes used in establishing a strong identity program for consumer products. The unique challenges of adapting typography, illustration, design, and materials to three-dimensional form will be explored, and students’ skills in layout, design, and typography will be expanded and strengthened. Research will include marketing objectives, structural integrity, and display aesthetics.
GD330 Environmental Design
3 quarter credits
Prerequisites: GD211
Students will study a range of examples of exhibition/environmental design measured against conventions of 2D display/informational systems.

GD402 Art Direction
3 quarter credits
Prerequisites: GD302 and GD311
This course examines the role of the art director in producing multi-faceted graphic design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. Professional quality portfolio examples will be produced throughout the term. By encouraging a team approach, the course will further enhance students’ leadership, communication, and negotiation skills.

GD411 Advanced Digital Imaging
3 quarter credits
Prerequisites: FS107
This course emphasizes digital imaging for interactive presentations. Students will use vector- and raster based applications for image creation and manipulation. Advanced concepts such as animation, 3D objects, layering, texture mapping, and archiving will be covered.

GD412 Advanced Design
3 quarter credits
Prerequisites: GD302 and GD311
This advanced course enhances and builds on skills developed in fundamental design courses. Refining typographic skills and furthering design sensitivities will be emphasized. Critical analysis and evaluation will be explored in the context of goal-focused design objectives. Portfolio-quality projects will be developed.

GD413 Digital Portfolio
3 quarter credits
Prerequisites: Academic Approval Required
This course will guide students through the process of compiling their work into a final interactive portfolio. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements.

GD415 Graphic Design Capstone
3 quarter credits
Prerequisites: Academic Approval Required
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.
GD489 Portfolio Preparation
3 quarter credits
Prerequisites: Academic Approval Required
This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.

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

GE085 Transitional Mathematics
3 quarter credits
Prerequisites: None
This is a transitional course, which focuses on the understanding of the operations of addition, subtraction, multiplication, and division for the sets of whole numbers, decimal numbers, and fractions. The course includes learning the use of percentages and applying critical thinking to problem-solving configurations. Students must earn a ‘C’ or higher to pass the course.

GE091 Transitional English
3 quarter credits
Prerequisites: None
This is a transitional English course, which focuses on the strengthening of grammatical, mechanical and usage skills in writing. This course provides basic instruction in writing one paragraph and multi-paragraph essays. Students must earn a ‘C’ or higher to pass the course.

GE095 Pre-College Algebra
3 quarter credits
Prerequisites: GE085 or satisfactory score on the Accuplacer Arithmetic test
This course covers set theory, logic, numeration systems, number theory, computing, algebra, measurement, geometry, probability and statistics. The objective is for students to develop a basic understanding of the use of mathematics in the real world.

GE105 College Algebra
4 quarter credits
Prerequisites: None
Practical application is the focal point of this course. Topics include equations and inequalities, linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, and solutions of systems of linear equations.
GE110 English Composition
4 quarter credits
Prerequisites: GE091 or satisfactory score on the Accuplacer English test
Students are introduced to college-level writing as a process of developing and supporting a thesis in an organized essay. The use of appropriate diction and language is emphasized, along with reading and responding to the writing of others. Students will adhere to the standard conventions of written English.

GE112 US History I
4 quarter credits
Prerequisites: GE110
This course covers the period of American history from early colonization to the end of reconstruction (1877). Primary emphasis is on the English colonies and the period of nationhood.

GE113 Economics
4 quarter credits
Prerequisites: None
In this course, the student will have the opportunity to learn about standard microeconomic topics. Microeconomics studies the economic behavior of individuals and firms. The student will examine why firms maximize profits and consumers maximize satisfaction. Students will learn competition, efficiency, and market structure.

GE115 Critical Thinking
4 quarter credits
Prerequisites: None
This course explores the nature of effective thinking. Topics include meaning and analysis, language and thought, understanding and communication, reason and feeling, and personal and objective perspective. Consideration will be given to the significance of the principles of logical validity, the role of care and empathy, and the nature and importance of creativity in thinking and problem-solving processes.

GE130 Art History
4 quarter credits
Prerequisites: None
The course examines the historical development of painting, sculpture, and architecture, and compares the visual arts from different time periods and cultures. The chronological progression of techniques and the evolving styles of artistic expression are covered as well. Beginning with the art of ancient cultures, the course proceeds through early Western art to the Italian Renaissance and from the High Renaissance to contemporary twentieth-century art forms.

GE131 Modern & Contemporary Art
4 quarter credits
Prerequisites: None
This course is a history of art from neoclassicism to contemporary art. Concepts, artists, works, and styles of the periods will be studied through the use of textbook, slides, videos and projects.
GE132 History of Popular Culture
4 quarter credits
Prerequisites: None
The development of computer games, film, music and other forms of popular entertainment owe much to American myths, icons, heroes, and institutions as represented in American popular culture from the mid-to late-nineteenth century to the present. Students examine the history of these art forms through the examination of popular novels, films, radio programs, songs/music, and television programs — and determine the cultural contributions of particular generations at different times in history.

GE140 Speech & Communication
4 quarter credits
Prerequisites: None
The purpose of this course is to enable students to develop and improve their abilities to present themselves in a variety of contexts. The student will have the opportunity to learn how to evaluate the nature of an audience and structure material appropriately, so that ideas and talent are conveyed in the most flattering manner possible.

GE150 Natural Science
4 quarter credits
Prerequisites: None
This course explores environmental science as an interdisciplinary study from the natural sciences (biology, chemistry, and geology) and the social sciences (ecology, politics, ethics) to gain an understanding of how nature works and how interconnections occur. The use and abuse of the environment is also examined. Students will also explore the future of the environment and what affect they can have on it.

GE151 Chemistry
4 quarter credits
Prerequisites: GE105
Students will have the opportunity to learn basic chemical principles. Topics discussed will include the following: classification of matter, atomic theory, stoichiometry, aqueous solutions, gases, liquids, solids, energy, electronic structure of atoms, chemical bonding, equilibrium, acid and bases, and Thermodynamics.

GE157 Ethics
4 quarter credits
Prerequisites: GE110
Ethics is the study of the age-old question, “How ought I to live?” Historically, this question has been answered in multiple ways and it is our task to acquaint ourselves with responses generated by various thinkers. The study of ethics is one major area of philosophy. The remaining areas are: 1) What is real? (Metaphysics) and 2) What can I know? (Epistemology). The answers to these two questions are bound up with our answer to the first. Ethics, in a sense, is “first philosophy.” Our secondary task is to critically evaluate ethical theories while learning to apply them to everyday situations.
GE160 Psychology
4 quarter credits
Prerequisites: None
This course is designed to introduce the student to the nature of psychology. Topics discussed include aspects of human development, personality theory, psychological aspects of stress, and the psychology of learning, creativity, and motivation. Students will be introduced to this material through a combination of lecture, experiential exercises, group dynamics, and interpersonal analyses. The course will provide, through both content and methodology, insight into human behavior and self-awareness.

GE170 Conversational Japanese I
4 quarter credits
Prerequisites: None
This conversational course introduces students to Japanese sounds and characters, with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the Japanese language and culture. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop listening, speaking, reading, and writing skills in situations relevant to students’ lives.

GE180 Conversational French I
4 quarter credits
Prerequisites: None
This conversational course introduces students to French sounds and letters with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the French-speaking communities in Francophone countries. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop listening, speaking, reading, and writing skills in situations relevant to students’ lives.

GE190 Conversational Spanish I
4 quarter credits
Prerequisites: None
This conversational course initiates students to the association between Spanish sounds and letters, with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the Spanish-speaking communities in Latin America, the United States and Spain. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop speaking and listening skills in situations relevant to students’ lives.

GE200 Sociology
4 quarter credits
Prerequisites: None
This course explores and analyzes the dynamics and structure of human society. Students examine the fundamental processes and constructs responsible for the societal organization on social behavior through observation and analysis of groups, social change, cultures, norms, institutions, social stratification, and the exploration of current issues in society.
GE201 Historical & Political Issues
4 quarter credits
Prerequisites: None
This course is designed to create an awareness of the ideas, individual and social forces that have shaped Utah and U.S. History. The course analyzes the essentials of the Utah and United States Constitutions. Sources of study include videos on constitutional and cultural issues.

GE205 Geometry
4 quarter credits
Prerequisites: GE105
In this course, students will discuss points that are represented in a coordinate system, formulas for figures in one-, two-, and three-dimensions, points, directions, lines, triangles, polygons, conic sections, general quadratic equations, and spheres.

GE212 US History II
4 quarter credits
Prerequisites: GE112
This course covers the period of American history from Reconstruction (1877) to the present. Primary emphasis is on the twentieth century.

GE220 World Civilization
4 quarter credits
Prerequisites: None
In this course, students explore the cultural, intellectual, and political trends that have shaped the historical development of the world from the Renaissance into the twenty-first century.

GE221 African American Art
3 quarter credits
Prerequisites: GE131
This course presents selected topics on African Americans in the visual arts, including the history of African Americans’ achievements and struggles in the visual arts, and varied ways of thinking and writing about African Americans, art, and culture. Topics will include but are not limited to: African American Folk Art and Slavery; African American Art After Emancipation; African American Art and the Harlem Renaissance; African American Art and the Civil Rights Movement; African American Women Artists; and collecting African American Art. This course will utilize the Blackboard system for class research links, email communications, discussions, and paper submissions.

GE250 Anthropology
4 quarter credits
Prerequisites: None
This course introduces cultural anthropology as a sub-field of anthropology that centers on contemporary societies. It focuses on patterns of human behavior and on culture as the way people live and adapt to their various situations. Emphasis is on the diversity of cultural patterns throughout the world and the essential of humanity of all people. Examples from a wide variety of cultures are presented in written and film formats.
GE251 American Literature
4 quarter credits
Prerequisites: GE110
This course focuses on American literary selections. Topics include the critical evaluations of the literary genres, story, poetry, and drama.

GE252 World Literature
4 quarter credits
Prerequisites: GE110
This course focuses on world literary selections. Topics include the critical evaluation of the literary genres, story, poetry, and drama.

GE261 Cross-Cultural Psychology
4 quarter credits
Prerequisites: GE110 and GE160
This course will draw upon a growing body of cross-cultural research to examine complex and subtle ways in which biological and cultural factors interact to influence such things as personality, identity, emotions, intelligence, gender, abnormality, etc. We will explore child-rearing methods, world views, 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 what those differences can tell us about ourselves.

GE290 Conversational Spanish II
4 quarter credits
Prerequisites: GE190
This is the second class in Spanish and will build on the knowledge gained from Spanish I. The class will focus more on vocabulary and conversational Spanish in its everyday context. Students will be required to speak and write Spanish more spontaneously and accurately. Students will have the opportunity to work in teams speaking Spanish and building their confidence throughout the course. There will be additional activities such as realistic survival situations and group work to bring Spanish into daily use in business and in the home. Students will also spend time studying the culture and the customs of several Spanish-speaking countries.

GE301 Statistics
4 quarter credits
Prerequisites: GE105
Statistics is a branch of applied mathematics that provides the framework for looking at uncertainty and risk in logical and systematic ways. This course introduces students to the methods in the field of applied statistics, presenting both descriptive and inferential methods, and concentrating on the applications of statistical techniques to the analysis of data. Topics include basic data characteristics, such as mean, median, mode, range, and standard deviation, probabilities, confidence intervals, and both correlation and linear regression.

GE305 Physics
4 quarter credits
Prerequisites: GE105 with a ‘C’ or better
Students will learn basic motion and force laws, principles of Newton’s laws of motion, motion along straight and curved paths, weight, work, energy and power, impulse, momentum and impact, squash and stretch, waves and sound, light and image formation.
GE311 Creative Writing-Fiction
4 quarter credits
Prerequisites: GE110
This course will offer students the opportunity to explore the essential steps involved in writing, revising, and presenting their own fiction. In addition, students will be reading and critiquing the work of both their peers and professional writers.

GE320 World Civilization II
4 quarter credits
Prerequisites: GE110 and GE220
This course covers European history from the seventeenth century through post-World War II. It includes political, economic, and cultural development, such as scientific thought, the Enlightenment, the Industrial Revolution, and World Wars I and II.

GE330 American Art History
4 quarter credits
Prerequisites: GE130 or GE131
This course provides a comprehensive overview of the history of art in America from prior to colonization through the present. This course offers a comparative perspective to solve assigned studio problems.

GE334 Aesthetics
4 quarter credits
Prerequisites: GE110
Aesthetics is alternately defined as philosophy of art, philosophy of beauty, and philosophy of taste. All three definitions point to the ways in which we create, experience, think and write about the fine arts. Our readings this semester will explore various mediums, philosophical issues, and the idea of taste in order to help your generate your own aesthetic theories. At semester’s end you will have experienced a wide range of reactions to art and developed your own critical voice that can help you answer the questions “What is art?” in a well-reasoned fashion.

GE360 Research & Technical Writing
4 quarter credits
Prerequisites: GE110
Fundamentals of research and technical writing are studied to assist students in information-gathering techniques and analysis that enable the student to develop a qualified, dependable thesis opinion and concept. Research materials include literature, video, Internet, and data. This course culminates in a comprehensive research project.

GE361 Cognitive Psychology
4 quarter credits
Prerequisites: GE110 and GE160
Cognitive psychology attempts to show how we answer questions such as: How do we recognize our grandmother, a stop sign, or a giraffe? How do we remember what we learned in class last week? And how do we reason when we play games such as chess? It attempts to explain what the brain does while your mind is thinking. The goal of this class is to give you an introduction to questions, answers, and methods of cognitive psychology.
GE400 Science Fiction Literature
3 quarter credits
Prerequisite: GE110
This course is designed to examine the genre of science fiction writing. Through a varied selection of science fiction short stories, students will read and critically analyze the creative process and uses of this specialized style of writing.

GE401 Outsider Art
3 quarter credits
Prerequisites: GE110
This course will address aesthetic, historical, cultural, and political aspects of art forms including the art of visionaries, eccentrics, psychotics, and others who do not look to the history of art as a point of reference.

GE440 Advanced Communications
4 quarter credits
Prerequisites: GE110, GE140, and Academic Approval Required
The purpose of this course is to examine the theoretical and practical aspects involved in effective communication. The course will emphasize essential elements of communication in both personal and professional environments, as well as identify and analyze efficient oral and written delivery techniques.

GE450 Japanese Pop Culture
3 quarter credits
Prerequisite: GE110
The development of popular entertainment owes much to Japanese myths, icons, heroes, and institutions as represented in Japanese popular culture from the late nineteenth century to the present. Students examine the history of these art forms through popular novels, films, radio programs, songs, and television.

GE461 Organizational Psychology
4 quarter credits
Prerequisites: GE110
This course presents the study of individual and group behavior within organizations. This course also explores motivation, leadership, group dynamics, and organizational structures and processes as they relate to performance and satisfaction in work organizations. In-depth discussions of diversity in the workplace, impression management, ethics, decision-making, conflict resolution, problem solving, and understanding various leadership styles.

ID116 Drafting I
3 quarter credits
Prerequisites: None
An introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and elevation construction, with an emphasis on proper line weight, quality, and scale.
ID117 Introduction to Interior Design
3 quarter credits
Prerequisites: None
Students are introduced to the 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.

ID123 Textile Science
3 quarter credits
Prerequisites: None
Fabrics are studied from the raw stage through processing, spinning, and weaving, to finishing. This course investigates textile sources and the appropriate selection of fabrics.

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

ID132 Programming & Space Planning I
3 quarter credits
Prerequisites: ID116, ID117, and ID208
This course begins the design series by introducing the interior design process, including programming, schematics, design development, space planning, and alternate design solutions.

ID133 Design Basics 3D
3 quarter credits
Prerequisites: FS101, FS102, FS103, and FS104
This course is an introduction to the basic elements and principles of three-dimensional design and exploration of the visual and structural qualities of objects. Students solve problems by organizing and constructing three-dimensional forms within spatial environments.

ID134 Sketching & Rendering
3 quarter credits
Prerequisites: FS101, FS102, FS103, and FS104
Through a method of exploring a variety of traditional medium, the student will obtain basic presentation skills such as sketching and rendering.

ID135 History of Architecture, Interiors & Furniture I
3 quarter credits
Prerequisites: ID117
This class acquaints students with a historical basis of furniture styles and ornamental motifs in use today. It surveys the development of ancient Egyptian through the Late Neoclassical period. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.
ID208 Human Factors
3 quarter credits
Prerequisites: ID116
This course covers the principles and considerations related to human factors, anthropometrics, ergonomics, and the psychological response of users to interior spaces.

ID209 CAD I
3 quarter credits
Prerequisites: ID116 and ID125
This course is an introduction to the fundamental principles and operation of computer-aided drafting sufficient to produce floor plans, elevations, and other components of a working drawing package.

ID215 Residential Design I
3 quarter credits
Prerequisites: ID117 and ID125
This course explores the design of residential interiors as a problem-solving process, with applications to a variety of residential interiors. Areas of study include concept development, human factors, programming, and space planning, color, furniture and finish selection, as well as concepts of universal design and sustainability.

ID217 Textiles
3 quarter credits
Prerequisites: ID117
This course explores the nature of man-made and natural materials used to produce textiles for use in interior design. Content includes discussion of fibers, yarn, fabrics, finishes, design methods, construction, and proper application of these materials from technical, environmental, and aesthetic approaches.

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

ID225 Presentation Techniques
3 quarter credits
Prerequisites: ID117
Using lectures and hands-on skills training, this class enhances student’s visual, verbal and written presentation skills.

ID234 Kitchen & Bath Design
3 quarter credits
Prerequisites: ID125, ID132, and ID208
This course addresses the fundamentals of kitchen and bath design, including universal design and accessibility in new construction and renovation. Topics include fixtures, fittings, furnishings, equipment, cabinetry and finishes, construction, electrical, and basic plumbing. Industry-relevant nomenclature and product information are used to create specifications and cabinet plans.
ID240 Commercial Design I
3 quarter credits
Prerequisites: ID219, and ID215
This course is a study of the design process as it applies to commercial/corporate environments. Studio work includes problem solving, space planning, systems furniture application, code application, furniture, material and finish selection, and presentation. Discussions of branding and corporate identity are included.

ID241 Materials & Specifications
3 quarter credits
Prerequisites: ID117 and ID215
This course explores materials and finishes utilized in interior applications through lecture, demonstrations, and/or field trips. Various methods of specification and estimation are covered. Students research and assess performance criteria, including aesthetics, function, and environmental factors.

ID242 Codes & Regulations
3 quarter credits
Prerequisites: ID208
This course provides the students with instruction in the area of local, national, and international building and fire codes. Students learn to search and recognize the codes and regulations that deal with the health, welfare, and safety of the public in the building environment.

ID244 Lighting Design
3 quarter credits
Prerequisites: ID215 and ID219
This course is the study of the principles and application of lighting design in interior design. Students explore factors that impact the design of lighting interior spaces including properties and performance criteria.

ID307 History of Architecture, Interiors & Furniture II
3 quarter credits
Prerequisites: ID117
This course covers the development of architecture, interiors, furniture, and design from the late Neoclassical period 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.

ID308 Construction Drawings & Contract Documents
3 quarter credits
Prerequisites: ID117 and ID125
This course introduces students to the process of producing and using a set of contract architectural documents for interior spaces. Students focus on formatting and cross-referencing drawings and how to present floor plans, sections, elevations, details, notes, legends, and schedules.

ID315 Residential Design II
3 quarter credits
Prerequisites: ID215
This course offers an in-depth study of concepts introduced in Residential Design I with application to specific needs in the home. Exploration may include advanced issues of human factors, universal design, and sustainability, designing from a global perspective, varying familial structures, aging in place, or specialty areas of the home such as home theater, home office and/or outdoor living spaces.
ID317 3D Digital Modeling
3 quarter credits
Prerequisites: ID219
This course will introduce students to 3D modeling software as a communication tool. Students will realize their design solutions volumetrically, as part of the design process.

ID324 Advanced CAD II
6 quarter credits
Prerequisites: ID317 and ID328
This course develops an understanding of detail setup for both engineering and architectural applications. Students will examine symbols for mechanical, plumbing, and electrical drawings. They will illustrate knowledge of inserting information to scale and demonstrate industry-appropriate layout compositions.

ID325 Environmental & Sustainable Design
3 quarter credits
Prerequisites: ID240
This course covers the principles and practices of the design of environmentally sensitive interior spaces. Topics may include HVAC, electrical and plumbing, as well as sustainability, LEED and green design issues related to interior spaces.

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

ID328 3D Digital Rendering
3 quarter credits
Prerequisites: ID219
This course will introduce students to 3D rendering software as it applies to computer generated models. Students will have the opportunity to learn to communicate their design solutions by appropriately rendering interior models.

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

ID405 Interior Detailing
3 quarter credits
Prerequisites: ID117, ID215, and ID240
Study the materials and fabrication techniques involved in the design and construction of basic interior details and how designers communicate these details in the document package. Students discuss such topics as cabinetry, ceilings, walls, and millwork.
ID407 Building & Mechanical Systems
3 quarter credits
Prerequisites: ID240, ID307, and ID315
This course is a study of the materials and principles utilized in basic construction, building, and mechanical systems for residential and commercial interiors. Electrical and heating systems, ventilation, air conditioning, and plumbing are surveyed. This course also examines the concepts and theories behind indoor air quality, acoustics, lighting applications, and issues of sustainability.

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

ID409 Hospitality Design I
3 quarter credits
Prerequisites: ID315, ID317, ID325, ID327, and ID340
This course is an exploration of the design process as it applies to hotel environments. Studio work includes problem solving, space planning and programming, codes, FF and E, specifications, and presentation. History and corporate brands are also included.

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

ID422 NCIDQ
3 quarter credits
Prerequisites: ID408
The National Council for Interior Design Qualifications (NCIDQ) certifies interior designers through testing methods. This course prepares the student to sit for this three-part, two-day exam. Currently, students can qualify to sit for this exam with a bachelor’s degree in Interior Design and three years of appropriate work experience.

ID430 Portfolio Preparation
3 quarter credits
Prerequisites: Academic Approval Required
This course prepares students for the transition to the professional world. It will assist in preparing students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.
ID431 Portfolio Presentation  
3 quarter credits  
Prerequisites: ID430  
This course focuses on the completion of the portfolio. Your final portfolio should focus on your individual strengths. This work should reflect your uniqueness and your ability to meet demanding industry standards.

ID434 Graduate Project I  
3 quarter credits  
Prerequisites: Academic Approval Required  
Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation, and information gathering. Ultimately, a design program and schematic solution are prepared that will be further developed into a complete design solution in Graduate Project II for an interior environment that will better support the psychological and physiological health, safety, and welfare of the public.

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

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

IMD122 Introduction to Authoring  
3 quarter credits  
Prerequisites: None  
This course will introduce the student to concepts and designs utilized in the development of education, sales, and marketing presentations. Students will create an integrated, interactive, multimedia presentation using the basic concepts and principles of multimedia and graphic design.

IMD201 Web Authoring  
3 quarter credits  
Prerequisites: None  
This course is a study of interactive multimedia with an emphasis on the hardware, software peripherals, and interdisciplinary content required for the successful completion of interactive multimedia projects.
IMD230 Concepts in Motion Design  
3 quarter credits  
Prerequisites: FS107, Excludes the Diploma Programs  
This course is an introduction to motion design, concepts, and techniques. Students create interactive motion using basic principles of design for timeline-based media.

IMD240 Interactive Motion Graphics  
3 quarter credits  
Prerequisites: IMD230, Excludes the Diploma Programs  
This course is an intermediate-level course focusing on motion graphics as an interactive design solution. Students will have the opportunity to develop interactive motion graphics which incorporate created or imported original graphics.

MMA121 Character & Object Design  
3 quarter credits  
Prerequisites: FS104 and FS105  
In this course, students will design and draw characters or objects for animation using line to accurately delineate the form. Students will have the opportunity to learn appropriate proportion and form for an animated character or object. Course assignments include gesture drawing, action poses, turnarounds, and the creation of 3D characters or objects.

MMA122 Introduction to 2D Animation  
3 quarter credits  
Prerequisites: FS101 and FS104  
This course is a study of 2D animation using a 2D paint and animation program as the primary tool. Students will study the basics of timing, weight, and anticipation. Use of a capture device, pencil tests, inking and other 2D animation skills will be explored. The students will apply these skills through storyboarding and character studies.

MMA123 Storyboarding  
3 quarter credits  
Prerequisites: FS101 and FS102  
This course focuses on the application of industry-standard storyboarding and scripting techniques to animation. Contents to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script.

MMA126 Conceptual Storytelling  
3 quarter credits  
Prerequisites: GE110  
The course is an introduction to storytelling and the components of story. The goal is to develop storytelling skills, and an understanding of story form. Students will examine story art through story structure, character, and composition. Students will be presented with the tools, techniques, and understandings of what stories are and how they work. The course will comprise reading, writing, and discussion about traditional storytelling as well as the impact of technology and interactivity on storytelling. Students will learn to craft, analyze, and critique stories while working with the tools necessary to present material in digital format.
MMA201 3D Modeling
3 quarter credits
Prerequisites: None
Though critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and perform mathematical computations as they apply to geometric construction.

MMA202 Computer Paint
3 quarter credits
Prerequisites: FS107
This course is an introduction to the computer as an illustration medium. Assignments are designed to explore “surface” qualities, texture, image layering, automatic distortions, additive color theory, color mixing with light, digitizing video camera input, resolution systems and color digitizing. This course will explore issues of hard copy and problems with reproduction.

MMA203 Intermediate 2D Animation
3 quarter credits
Prerequisites: MMA121, MMA122, and MMA123
In this course, students have the opportunity to learn and apply techniques to create a ten-second animation with a purpose. Addition of multiple characters increases the level of complexity and necessitates a short story line. Use of a capture device, pencil tests, inking, and other 2D skills will be explored.

MMA211 3D Animation
3 quarter credits
Prerequisites: MMA122 and MMA201
This course explores the fundamental techniques used to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the creation of short 3D animation compositions. Emphasis will be placed on transferring basic animation techniques into a computer-generated 3D animation composition.

MMA212 Camera & Lighting Techniques
3 quarter credits
Prerequisites: MMA201
This course explores the various camera and lighting techniques as applied to computer animation. Discussions will cover the general concepts and principles of camera moves and lighting in computer animation. Focus will be placed on applying camera and lighting techniques to computer-generated animation.

MMA213 Advanced Life Drawing
3 quarter credits
Prerequisites: FS105
Continuing to develop the various drawing skills from all preceding drawing courses, students will further develop their drawing skills as applied to animation or graphic design. Emphasis will be placed on simplifying drawings through contour lines, and color generating impressions of form under time constraints, and expressing emotion through the use of abstract line, form and color.
MMA214 Background Design & Layout
3 quarter credits
Prerequisites: MMA201
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will also have the opportunity to learn the basics of using props as background and foreground design elements.

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

MMA305 Background Design & Layout
3 quarter credits
Prerequisites: MMA225
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture, and lighting. Students will also have the opportunity to learn the basics of using props as a background and foreground design.

MMA306 Character Modeling
3 quarter credits
Prerequisites: MMA225
This course covers advanced modeling techniques used for building a 3-dimensional character. Students will explore techniques of character modeling to include various approaches to figure construction.

MMA307 Material & Lighting
3 quarter credits
Prerequisites: MMA225
In this class, students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces containing reflection radiosity and other effects.

MMA308 Advanced Drawing for Animation
3 quarter Credits
Prerequisites: FS105
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.

MMA316 Character Animation
3 quarter credits
Prerequisites: MMA329
This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Student will learn how to apply real-life action sequences to characters.
MMA321 Compositing  
3 quarter credits  
Prerequisites: MMA211  
This course will continue the development of the skills used in finalizing an animation project, using various compositing software. This class will reinforce concepts, techniques, and vocabulary that students learned in previous classes. More sophisticated tools and techniques will be introduced, and each student will produce a final, edited animation, including special effects. Concepts presented will include: nonlinear digital editing, sound, composition, layering, file management, color management, and video concepts. Work will focus on students’ own animations.

MMA325 Pre-Production Team  
3 quarter credits  
Co-requisites: MMA203 and MMA307  
This course will expose students to the preproduction processes used in the animation and related industries. The primary components of the course will be a thorough review of all preproduction activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production.

MMA326 Motion Graphics  
3 quarter credits  
Prerequisites: MMA211  
This course is an introduction to the use of titling in the theatrical and broadcast graphics. Techniques for design and implementation will be covered. Students will produce title sequences and montages integrating image manipulation applications and other image processing support.

MMA327 Intermediate 3D Animation  
3 quarter credits  
Prerequisites: MMA211 and MMA307  
Built upon the foundation of 3D Animation, this course continues to explore the various techniques to create animation in a 3D environment on a computer. Specific animation features and functions of the given software will be discussed and applied to the production of short 3D animation projects. Emphasis will be placed on synthesized use of animation techniques in a computer-generated 3D animation.

MMA328 Advanced Lighting & Texturing  
3 quarter credits  
Prerequisites: MMA307  
In this 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.

MMA329 Character Rigging  
3 quarter credits  
Prerequisites: MMA306  
This course is to introduce the student to fundamentals of character setup. The character setup will be tested by animation assignments. During the course each student will create, set up and test a character model.
MMA406 Advanced 3D Animation  
3 quarter credits  
Prerequisites: MMA327  
This course continues to explore the various techniques to create animation in a 3D environment on a computer. Emphasis will be placed on the advancement of animation techniques as learned in Intermediate 3D Animation.

MMA411 Traditional Animation Studio  
3 quarter credits  
Prerequisites: MMA325  
Students work with team members on actual animation jobs from the field, or create a full-length animation with a purpose. In this advanced course, all nuances of project creation, production, and postproduction are taught.

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

MMA414 Portfolio Production  
3 quarter credits  
Prerequisites: Academic Approval Required  
In this course, students will complete portfolio pieces, organize them for presentation, and focus on works that reflect and enhance their individual strengths in computer animation. This course enables students to define and pursue their career path.

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

MMA425 Animation Portfolio  
3 quarter credits  
Prerequisites: Academic Approval Required  
The objectives of this course are to complete the digital portion of the student’s portfolio, to assess its strengths and weaknesses, to correct those weaknesses and augment the student’s strengths, and to produce a professional-level presentation. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements.
PHG110 Principles of Photography
3 quarter credits
Prerequisites: None
In this fundamental course, students will identify basic photographic tools and their intended purposes, including the proper use of various camera systems, light meters, and film selection. Students will analyze photographs to determine their positive and negative attributes and apply these principles to produce their own visually compelling images by employing the correct photographic techniques.

PHG120 Lighting
3 quarter credits
Prerequisites: PHG110
Introducing students to the basic concepts and principles of lighting for photography, the course emphasizes the need to recognize and to control the qualities of natural and artificial light when creating a quality photographic image. Applying the skills that they acquire, students have the opportunity to learn to light the three universal photographic surfaces.

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

PHG140 Large Format Photography
3 quarter credits
Prerequisites: PHG110
Students become familiar with large format photography and the view camera. Through hands-on projects, students have the opportunity to gain an understanding of and technical proficiency with the control and operation of the view camera. Large format photography also serves as the prerequisite to all other studio-based classes.

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

PHG160 History of Photography I
3 quarter credits
Prerequisites: PHG130 and GE110
This class increases the students’ understanding of the history of photography through the discussion of recognized photographers and their influence on society. This course provides a framework for critically considering photographs through describing, interpreting, evaluating, and theorizing. Students are expected to write papers and review exhibitions.
PHG220 Advanced Lighting
3 quarter credits
Prerequisites: PHG120
This course expands on the Lighting course, with an emphasis on lighting for products and people both in the studio and on location. Introduction to the necessary and correct utilization of electronic flash and lighting tools in the studio and on location are covered.

PHG230 Editorial Photography
3 quarter credits
Prerequisites: PHG110
In this course, students will have the opportunity to learn to photograph “people” featured in advertising and editorial layouts. Specific subjects covered are the fields of fashion, advertising design, and marketing, with concentration on editorial portraits through completion of studio location projects.

PHG240 Photo Criticism
3 quarter credits
Prerequisites: PHG160
This course will offer an in-depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography.

PHG260 Business of Photography
3 quarter credits
Prerequisites: None
In Business of Photography, the basic concepts and principles of running a photographic-related business are presented. Emphasis is placed on the legal and pricing aspects that are specific to the photographic industry.

PHG310 Advertising/Art Direction
3 quarter credits
Prerequisites: RS121 and PHG160
This course brings together Graphics and Photography students in collaborative exercises that give each exposure to some of the dynamics and complexities each will experience when involved on real-world creative teams in which the art director is responsible for the final outcome of the assigned imagery. Students will also become familiar with the basic terminology associated with the other discipline.

PHG320 History of Photography II
3 quarter credits
Prerequisites: PHG160
This course will examine the emerging photographic styles and perspectives of a new generation of photographers 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. Students will also look at the popular trend of using alternative processes from the nineteenth century.
PHG330 Studio Photography
3 quarter credits
Prerequisites: PHG140
The challenges of studio photography are studied via a variety of assignments that require students to photographically render various subjects with the appropriate clarity and artistry dictated by the assignment criteria.

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

PHG350 Portraiture Photography
3 quarter credits
Prerequisites: PHG220
Workshops and critiques enable the student to have the opportunity to learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Course emphasis is on classical portraiture with attention given to the use of lighting, posing, and facial view to create a flattering portrait.

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

PHG370 Photo Essay I
3 quarter credits
Prerequisites: PHG220
In this course, the student will develop extended photographic narratives. This course will carry the student through the process of producing sets of imagery that conveys a story or ideas that have little written narrative support. Photographs will be analyzed not only for their stand-alone creative content, but for their ability to introduce transition and conclude a picture story with maximum visual effect. The success of the essay will be through historical and cultural context, in-depth research, and methods of project development.

PHG380 Photojournalism
3 quarter credits
Prerequisites: PHG220
In this course, students will obtain an accurate picture of photojournalism as presented by seasoned professionals. Emphasis is placed on creativity, content, gathering of information, and layout. Students will learn that this field is one that requires dedication and drive. They will be shown examples of photojournalism and will be required to produce their own renditions of the picture study, magazine covers, and page layouts for all types of print media.
PHG390 Creative Concepts
3 quarter credits
Prerequisites: PHG320 and PHG330
This course concentrates on the exploration of image concepts, content, symbolism, and narrative potential of photography. Emphasis will be placed on experimenting with alternatives to the single “documentary-style” traditional approach to photography. Students will be challenged to develop a wider understanding of possible photographic solutions to problems of communication and self-expression.

PHG410 Corporate/Industrial Photography
3 quarter credits
Prerequisites: PHG390
Students explore the special needs and challenges of the corporate and industrial photographer through a wide variety of assignments that these photographers are called on to execute. Students will shoot and produce assignments related to annual reports that will include executive portraiture, corporate events, architectural and product photography.

PHG420 Fashion Photography
3 quarter credits
Prerequisites: PHG390
Through visual examples, assignments, and critiques, this course introduces students to the field of fashion photography. With the use of location and studio assignments, students develop a basic understanding of the photographic techniques required in the fashion photography industry.

PHG430 Photo Essay II
3 quarter credits
Prerequisites: PHG370 and PHG390
In this course, the student will be involved in advanced visual production. The class will explore and communicate current opinions, trends and newsworthy events. Single and multiple narratives, editorial portraiture and illustration will be developed for the purpose of producing a prototype publication.

PHG 440 Architectural Photography
3 quarter credits
Prerequisites: PHG390
In this course, students examine architectural photography, including the planning, lighting, and photographing of interiors and exteriors. Students use cameras and software to control perspective and mixed lighting conditions.

PHG450 Exhibition Printing
3 quarter credits
Prerequisites: Academic Approval Required
In this laboratory class, participants will produce final portfolio prints, as well as final exhibition prints of gallery quality. Special attention will be paid to quality control as demonstrated in effective dust- and artifact-aberration control, tonal and color control, archival preparation, and gallery-quality presentation.
PHG470 Business Operations & Management
3 quarter credits
Prerequisites: PHG360
Important business management skills and a range of practical, legal, and ethical issues for the self-employed professional photographer form the basis of this course. Students have the opportunity to learn how to set up a business, research potential clients and contacts, put together price lists and invoices, and gain a general recognition of client needs. Course material includes promotion, pricing, accounting, studio overhead, and the development of a business plan.

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

RS121 Fundamentals of Marketing
3 quarter credits
Prerequisites: None
This course addresses the fundamental concepts and principles of marketing. The overview of marketing provided here will help place knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also have the opportunity to learn how to identify the ways in which world events and cultural assumptions influence marketing.

RS125 Fundamentals of Advertising
3 quarter credits
Prerequisites: None
This course is a basic introduction to advertising, its history, potential and limitations. We will examine various definitions of advertising and different methods of communication, as well as the advertising spiral, advertising objectives, advertising copy, and federal regulations. In addition, we will look at how advertising has changed over the years and been affected by the culture that has produced it. Learning about the major events, trends, and influences on advertising will help the student place current events in context and help nourish the student’s understanding of the possibilities of various types of ads and advertising campaigns. The course will also help the student recognize and capitalize on emerging trends.

RS200 Career Development
3 quarter credits
Prerequisites: Academic Approval Required
This course is a study of how to present oneself successfully as a self-marketing venture. Students focus on the mechanics of the job search process (networking, résumé, interview, generating positive impressions, and cover letters) and the development of the oral communication skills needed in all aspects of professional life. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.
RS201 Portfolio Preparation  
3 quarter credits  
Prerequisites: Academic Approval Required  
This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style.

RS202 Portfolio Presentation  
3 quarter credits  
Prerequisites: Academic Approval Required  
This course will guide students through the process of compiling their work into a final interactive portfolio. Students will apply techniques and strategies to market themselves in their chosen fields. Emphasis will be placed on students assessing their most marketable skills and designing résumés and printed material to support their portfolios.

RS221 Introduction to Accounting Principles  
3 quarter credits  
Prerequisites: GE105  
This course introduces the basic concepts of financial accounting, including the principles upon which the determination of a company’s net income and financial position are based. The course presents the accounting cycle, recording process, financial statements, budgetary planning, and performance evaluation. Basic financial statements are introduced, the items included in these reports and the economic events and accounting related to them. The course provides information to facilitate how to use and interpret accounting information.

RS251 Project Management  
3 quarter credits  
Prerequisites: Academic Approval Required  
This course focuses on the multimedia project management process and development of the project team as key to the successful achievement of multimedia project goals. The process examines the main elements required in every proposal/plan, time frame, and budget. Key areas of multimedia project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively.

RS299 Externship  
3 quarter credits  
Prerequisites: Academic Approval Required  
Through a field internship experience, students will be able to apply acquired subject matter and career/professional skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses relating to their fields of study. The students will gain experience needed to seek entry into the field upon graduation.

RS321 Principles of Marketing Research  
3 quarter credits  
Prerequisites: RS121  
The use of the marketing research process as a tool for solving management problems is a focus of this course. The source of data, sampling procedures, questionnaire design, data collection, and analysis will be covered.
VEMG201 Graphic Symbolism  
3 quarter credits  
Prerequisites: FS106  
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements, including typography, simplified imagery, and abstract shapes, will then be utilized to create individual symbolic designs and compositions.

VEMG222 Intermediate Broadcast Graphics  
3 quarter credits  
Prerequisites: None  
This course will expose students to the disciplines used in finalizing a video or animation project using compositing software. The class will reinforce compositing concepts, techniques, and vocabulary that students have learned in previous classes. More sophisticated tools and techniques will be introduced. Each student should produce a final edited project utilizing these skills.
ADMISSIONS INFORMATION

The programs listed within this catalog are currently in teach-out and not available for open enrollment. Only students previously enrolled in these programs may be considered for re-entry. An evaluation of the degree audit will be conducted to ensure a student can re-enter and complete the program before the established completion of the teach-out. Based on the degree audit, students unable to successfully complete the program within the time frame of the teach-out plan will not be admitted.

The Admissions Information section remains part of the academic catalog as a requirement of the regulatory bodies that govern the content of academic catalogs.

High School Proof of Graduation (POG)

In order to matriculate at The Art Institute of Salt Lake City, a student must provide proof of graduation (POG) from high school that is acceptable to The Art Institute of Salt Lake City in the form of one of the following:

a) An official high-school transcript from a high school whose accreditation is recognized by the U.S. Department of Education;

b) General Educational Development (GED) test scores;

c) An official transcript from a postsecondary school whose accreditation is recognized by the U.S. Department of Education—that demonstrates completion of a bachelor’s, master’s, or higher degree;

d) In lieu of the GED, an equivalent exam approved in the laws or regulation of a specific state (such as the California High School Proficiency Exam—CHSPE).

Other admissions requirements follow. Please note that a certificate of attendance or completion, or a diploma based on the passing of a series of tests other than the GED (with the exception of item d. above), is not acceptable. Under certain conditions, a student may begin classes on a conditional basis with a less formal proof of graduation. The student will have 90 days from the first day of schedule classes to produce the documentation noted above. If the POG is not received, the student may be terminated from school.

Admissions Procedures

All individuals seeking admission to The Art Institute of Salt Lake City will be interviewed in person or by phone by an Assistant Director of Admissions. The purpose of this interview is as follows:

- To explore the prospective student’s background, interests, and career goals as they relate to the programs offered by The Art Institute of Salt Lake City;
- To assist the prospective student in identifying the appropriate area of study based upon background, interests, and career goals;
• To provide information concerning curriculum offerings and support services available at The Art Institute of Salt Lake City;
• To assess whether or not the prospective student has a reasonable chance of successfully completing the program of study.

Each applicant must:

• create an original essay of at least 150 words stating how an education at The Art Institute of Salt Lake City will help in attaining career goals.
• submit a personal portfolio (Game Art & Design only).
• provide official transcripts for high school, GED, and/or college.
• take the Accuplacer or provide satisfactory SAT or ACT scores to determine their preparedness for college-level English and/or mathematics. (Those applicants who have already taken college level mathematics and/or English, and have received a C or better, will be eligible for transfer credit in these subjects and will be excused from the tests in which they will receive transfer credit.)

An admissions application with completed essay must be completed and signed by the applicant (and parent or legal guardian if the applicant is under 18 years of age) and submitted to The Art Institute of Salt Lake City. After all admissions materials are received, applicants are evaluated by the Admissions Committee. The Admissions Committee is comprised of faculty and staff who are committed to student success. Once a student has applied for admission to The Art Institute of Salt Lake City, they must complete and sign an enrollment agreement and conditional class start agreement and return to the school prior to matriculation.

The goals of the admissions process are to determine if applicants have a reasonable chance of success, based upon past academic records, and that the chosen program of study is appropriate based upon the applicant’s stated career goals. In some cases, the applicant may be asked to provide additional information, or to meet with the Academic Department Director to assist in the assessment of the applicant. Applicants still in high school may be conditionally accepted until proof of graduation is obtained. Applicants will be notified in writing of The Admissions Committee’s decision. Any applicant who is denied acceptance may file an appeal in writing to the Dean of Academic Affairs within three days of notice of denial.

The Art Institute of Salt Lake City is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act. The Art Institute of Salt Lake City does not discriminate against its employees or applicants because of race, ancestry, color, creed, religion, sex, sexual orientation, age, national origin, disability, genetic marker or any other characteristic protected by state, local, or federal law. Applicants requiring additional educational or tuition assistance will be referred to appropriate government agencies or other special educational institutions equipped to handle such situations. For information, please contact the Director of Admissions. The Art Institute of Salt Lake City reserves the right to request any additional information deemed necessary to evaluate an applicant’s potential for academic success.

A student must be accepted before starting class.
The Art Institute High School Graduation Validation Policy

An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma) or have 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 EDMC'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.

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.

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 with passing test scores. If this is not an option, the application will need to be academically rejected after notification.
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.

Essay Requirements

Applicants must write an essay of at least 250 words, answering the following prompts:

What are your career goals and how do you expect your education at The Art Institute of Salt Lake City to help you attain them? In what ways will you participate and commit to your education in order to be successful?

The documents/directions to be provided to the student are in Procedures for ADCOM Literacy Review Student Handout.

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.

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.

All members of ADCOM and admissions staff will be trained on the essay and the rubric.

Scoring on the rubric is as follows:

Meets Standard: Student is considered literate and may be accepted as long as all other admission requirements are met.

Does not meet standard: Student does not meet the literacy standard and may not be accepted even if all other admission requirements are met.

Students will be notified of their essay results in writing by the admissions office.

Appeals Process (Rewrite).

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.)

The applicant must submit the appeal (rewrite) essay to the Admissions representative (Enrollment Processor/Admissions Office Manager) for processing prior to the start date.

The Essay rewrite must follow the same requirements and guidelines as indicated in section I.

Any decision on the results of the rewrite is to be considered final.

The applicant must meet ALL admissions requirements for full acceptance to the school.

**Orientation**

An orientation program is held for all new students. Parents are welcome to attend. Students will be advised of the date and time.

**INTELLECTUAL PROPERTY POLICY**

**Purpose or Scope**

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner’s permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law. A violation of The Art Institute of Salt Lake City’s policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from The Art Institute of Salt Lake City.

**Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright
infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

The Art Institute of Salt Lake City’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Art Institute of Salt Lake City’s information technology system. The Art Institute of Salt Lake City’s policies prohibit use of The Art Institute of Salt Lake City’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 Art Institute of Salt Lake City is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of The Art Institute of Salt Lake City itself, which supports this creative and scholarly work.

This document expresses The Art Institute of Salt Lake City’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Art Institute of Salt Lake City’s – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of Salt Lake City, and this Policy governs in all circumstances, unless The Art Institute of Salt Lake City has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between The Art Institute of Salt Lake City and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

Definitions (if applicable)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty, Staff and Student Works

General Rule.

Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of Salt Lake City 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.

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:

The Intellectual Property is developed as a Sponsored Work.

The Intellectual Property is developed as a Commissioned Work.

The Intellectual Property is developed using Substantial Institutional Resources.

The Intellectual Property is developed by the creator within the scope of his or her employment with The Art Institute of Salt Lake City and constitutes a Work Made for Hire.

The Intellectual Property is developed by a creator who is assigned, directed or funded by The Art Institute of Salt Lake City to create the Intellectual Property.

The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of Salt Lake City with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2 (a) through (f) above, the Intellectual Property shall be owned by The Art Institute of Salt Lake City (or by The Art Institute of Salt Lake City and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Art Institute of Salt Lake City under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Salt Lake City’s President, and to execute any document deemed necessary by The Art Institute of Salt Lake City to perfect legal rights in The Art Institute of Salt Lake City and enable The Art Institute of Salt Lake City to file applications for registration when desired.

Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:
Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Art Institute of Salt Lake City. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Art Institute of Salt Lake City.

Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by The Art Institute of Salt Lake City as Works Made for Hire or otherwise.

If any Intellectual Property to be owned by The Art Institute of Salt Lake City under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.

Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Art Institute of Salt Lake City will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Art Institute of Salt Lake City.

Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.

Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and The Art Institute of Salt Lake City will not use the Student’s Work without the Student’s permission to do so.

Students working on a project governed by an existing written agreement to which The Art Institute of Salt Lake City is a party are bound by all terms of that agreement.

Students hired to carry out specific tasks that contribute to Intellectual Property of The Art Institute of Salt Lake City retain no rights of ownership in whole or in part to that Intellectual Property or to the Student’s contribution to that work.

Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Art Institute of Salt Lake City outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
The rights of The Art Institute of Salt Lake City to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of Salt Lake City 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.

Independent Contractor Works.

As a general rule, The Art Institute of Salt Lake City will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of Salt Lake City has specially ordered or commission the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Art Institute of Salt Lake City 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.

Institution’s Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Art Institute of Salt Lake City shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of The Art Institute of Salt Lake City. Where practicable, The Art Institute of Salt Lake City will use best efforts to cite the creator of the Work if The Art Institute of Salt Lake City exercises such usage rights.

Institution’s Marks

Intellectual Property comprised of or associated with The Art Institute of Salt Lake City’s Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the “Marks”) belongs exclusively to The Art Institute of Salt Lake City and/or its affiliates. This Policy is designed to protect the reputation of The Art Institute of Salt Lake City and its affiliates, and to prevent the illegal or unapproved use of The Art Institute of Salt Lake City’s Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of Salt Lake City. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of Salt Lake City as appropriate, but any use of The Art Institute of Salt Lake City’s Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, The Art Institute of Salt Lake City. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute of Salt Lake City’s Marks without The Art Institute of Salt Lake City’s prior written permission and compliance with the licensing policies of The Art Institute of Salt Lake City.
All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise The Art Institute of Salt Lake City’s Marks.

Substantial Use of Institution Resources

Although “Substantial Institutional Resources” is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Art Institute of Salt Lake City, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of “substantial use” from time to time and implement any changes or clarification to the definitions which The Art Institute of Salt Lake City deems necessary in order to establish an appropriate standard.

Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Assistant Director of Career Services.

Reservation of Rights

The Art Institute of Salt Lake City reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The Art Institute of Salt Lake City 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.

Effective Date

This Policy supersedes any preexisting Intellectual Property policy of The Art Institute of Salt Lake City and will remain in effect until modified or revoked by The Art Institute of Salt Lake City. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with The Art Institute of Salt Lake City changes or terminates.

Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

**Late Start Policy**

Effective immediately and beginning with the Fall II (November) 2014 start, there will be NO LATE STARTS. 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:

Completed and submitted an application by 5 p.m. one week before the start day (Monday – Main Start, Friday – Mid-Session Start)

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.

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.

New student orientation is mandatory component for new students. Students are required to attend the scheduled new student orientation for the campus location. A campus can also hold additional or make-up orientation sessions to accommodate students who aren’t able to attend the regularly scheduled orientation.

**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.
The Art Institutes Grading Policy

Repeating Courses.

Students who must retake a passed course may only do so in accordance with the following EDMC 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 school catalog 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, EDMC's policy, as required by ED regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

**Retaking Coursework Policy**

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

**Standard Term-based Programs**

Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, some EDMC'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, EDMC's policy will allow financial aid to cover a single repetition of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds and count the course in enrollment status for one retake of any previously passed course only if they meet one of the following conditions:

Specific State or Accreditation regulations require a student to retake a course which was previously successfully passed, as defined under Stale Course.

Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under Progress or Professional Requirements. For students who need a specific grade or G.P.A. to practice upon graduation or progress in a program, as defined under Progress or Professional Requirements.

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

Non-term Based Programs

Student's coursework is divided into payment periods based the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirement. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.

Transfer Credit

Contact the office of The Dean of Academic Affairs for all matters related to Transfer Credit and Program Change.

TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS

Associate’s Degree Graduates to Bachelor’s Degree Programs: A serious attempt will be made to ensure that all associate’s degree credits earned by graduates of an Art Institutes school will transfer to the corresponding bachelor’s degree program within the system. Such graduates will attain upper division status. However, differing state and accrediting regulations may require additional courses at the associate’s degree level. If the associate’s degree transferred by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to add a course(s) at the associate’s degree level.
Associate’s degree credits earned by graduates of an Art Institutes school for which there is no corresponding bachelor’s degree program, will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. All conditions in the following associate’s degree credits to associate’s degree credits to associate’s/bachelor’s degree program procedure apply.

Allowable Total Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Transcripts

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

Associate’s Degree Credits to Associate’s/Bachelor’s Degree Program:

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

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

Transcripts

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

Course Descriptions

The official descriptions of the courses submitted for transfer credit must be comparable to the coursework at an Art Institutes school. Official course descriptions from the sending college or a college catalog will be used to determine comparability and must be received prior to the class start.
Level of Transfer Credits

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

Grades of Transfer Credits

Only courses with earned graded of “C” (2.0) or better will be considered for transfer Credit.

Course Prerequisites and Sequence of Courses

Course Prerequisites and course sequences are to be observed to assure appropriate student skill development.

Proficiency Credit

Official documents (CLEP or AP scores) related to transfer or proficiency credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of program credits will be considered for any type of proficiency credit.

Class Proficiency Test

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

Portfolio Review

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

Allowable Total Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

LIMITATION TO ONLINE EDUCATION QUOTIENT (Not applicable to students enrolled at The Art Institute of Pittsburgh): Based on government and accreditation standards related to consortium agreements, students are limited in the total number of credits that can be earned in an online delivery mode. Students are required to complete more than 50% of their program credits in residence at the Art Institute School into which they have enrolled and from which they hope to graduate. Once the threshold of 50 percent program credits has been exceeded, the student must
be transferred to The Art Institute of Pittsburgh – Online Division for the completion of the program. Transfer between Art Institute campuses does not guarantee that all credits earned will transfer to the same program at the receiving campus, including The Art Institute of Pittsburgh – Online Division.

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

Transcripts

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

Course Descriptions

The official descriptions of the courses submitted for transfer credit must be comparable to the coursework at an Art Institutes school. Official course descriptions from the sending college or a college catalog will be used to determine comparability and must be received prior to the class start.

Level of Transfer Credits

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

Grades of Transfer Credits

Courses with earned graded of “C” (2.0) or better will be considered for transfer credit.

Course Prerequisites and Sequence of Courses

Course prerequisites and course sequences are to be observed to assure appropriate student skill development

Proficiency Credit from External Sources

Official documents (CLEP or AP scores) related to transfer or proficiency credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of program credits will be considered for any type of proficiency credit.

Advanced Placement. Some foundation courses can be obtained through College Board’s AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board
organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student’s first quarter of attendance.

*College Level Examination Program (CLEP).* Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student’s first quarter of attendance.

*Articulation Agreement Credit.* Successfully complete programs included in articulation agreements that have been established between the University and their high schools.

*Military Experience Credits.* Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).

*Internal Proficiency Testing for Credit.* Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.

*Experiential Learning.* Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the Dean of Academic Affairs or designee. The Dean of Academic Affairs or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed.

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

*Class Proficiency Test*

Requests for testing out of specific classes approved by the Institute must be made through the Department Director prior to the class start.

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

*Allowable Total Transfer of Credit*

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.
TRANSFER CREDIT AFTER MATRICULATION (CONCURRENT ENROLLMENT OR RE-ENTRY TO THE INSTITUTIONAL) AT AN ART INSTITUTES SCHOOL

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

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

Approval Needed

Requests for concurrent enrollment in a course at another college or university while the student is on full-time status at an Art Institutes school (according to the US Department of Education’s definition of the term) must be approved by the General Education Director, the Department Director, or the Dean of Academic Affairs prior to enrollment in the course.

Full-time Status

The student must be enrolled full-time at an Art Institutes school at all times during the concurrent enrollment at another college or university.

One Course Limit

Only one course per quarter in concurrent enrollment will be accepted.

Grading

The concurrent enrollment course must be passed with a grade of “C” or better. The student’s record at The Art Institute will reflect a “TR” grade. The grade will not be factored into the GPA or the CGPA.

Completion Deadline

Credit will be awarded for the course when documentation is produced that the course was successfully completed.

Allowable Total Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.
Transcripts

Official Transcripts must be sent to the Assistant Director of Career Services upon successful completion of the concurrent enrollment course.

Transfer Credit Upon Re-Entry to the Institution: Requests for transfer of credit from accredited institutions of higher education, for a course taken while a student was not in attendance at an Art Institutes school, but after a student’s initial matriculation at the school may be made to the Dean of Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met.

Grading:

The course(s) must be passed with a grade of “C” or better. The student’s record at an Art Institutes school will reflect a “TR” grade. The grade will not be factored into the GPA or the CGPA.

CHANGE OF PROGRAM WITHIN AN ART INSTITUTES SCHOOL

A student petitioning to transfer from one program to another within The Art Institute must obtain approval from the Department Director of the department from which the student is transferring. The student’s coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

The Art Institute does not imply, promise, or guarantee transferability of its credits to any other institution.

In the U. S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing.

This program is designed to lead directly to employment. Course credits will likely not transfer to other schools, and degrees will likely not be accepted by another school’s graduate degree program.

Additionally, programs offered by one school within The Art Institutes system may be similar to but not identical to programs offered at another school within the system. This is due to differences imposed by state law, use of different instructional models, and local employer needs. Therefore, if you decide to transfer to another school within The Art Institutes system, not all of the credits you earn in this program may be transferable into that school’s program.

If you are considering transferring to either another Art Institutes or an unaffiliated school, it is your responsibility to determine whether that school will accept your Art Institute credits. We encourage you to make this determination as early as possible.
TRANSFERRING TO ANOTHER ART INSTITUTE

Students wishing to transfer from one Art Institutes school to another may do so only if they are in good standing at the sending school. Any student dismissed for academic progress cannot transfer to another affiliated Art Institute school until he or she has been reinstated at the sending school and is deemed to be making satisfactory academic progress. (See the Student Academic Progress Policy-Transfer from another Art Institute). An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

Course Substitution Policy

Students are expected to complete the program requirements outlined in The Art Institutes Catalog in effect at the time they enroll. However, programs are subject to change at the discretion of The Art Institutes. In these situations or due to other mitigating circumstances (e.g., change in program of study), courses previously completed at the Art Institutes or other accredited higher education institution will be reviewed by the campus academic staff to determine its acceptance or substitution. Students who wish to appeal a course substitution should submit a Course Substitution Form to the Program Director for consideration at their Campus; online students should submit the Form to their Academic Counselor. The Academic Counselor will forward the form to the Program Director for consideration. The Program Director will then forward the request and recommendation to the Campus Dean for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Director. To be considered for a substitution, the course must be successfully completed at The Art Institute, and satisfy the program student learning outcomes as listed in the Academic Catalog. Students should submit all requests within the timeline indicated in the Transfer of Credit section of the catalog.

Course substitutions not recommended by the Program Director, may be appealed to the Dean or designee. The decision of the Campus Dean is final.

PROVISION FOR BOOKS AND SUPPLIES

Students who are Title IV eligible and are expected to receive excess Title IV funding will receive a stipend for the lesser amount of either their presumed excess Title IV funding or their book and supply budget to provide students the ability to purchase books (for courses that do not use Digital Textbooks) and supplies by the seventh (7th) day of the course start date within the payment period.

As described below, by the seventh (7th) day of each course start date within the payment period, The Art Institute will provide a method for students to obtain their books and supplies required for their courses.

- For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.
• For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute’s contracted third-party vendor and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student. A detailed listing of charges is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, the student account will not be charged and the student is responsible for purchasing the required books and supplies for her/his courses. For courses using a Digital Textbook, the charge will be reversed on the student account after the Add/Drop Period.

Starting kit and Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

The student may request a modification at any time for a subsequent payment period, regarding her or his choice to use The Art Institute’s method to obtain books and supplies, but not retroactively, by contacting the Financial Services Department.

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

Important International Student Disclosure – International students attending Art Institute locations under F-1 visas (Form I-20) are required to maintain a “full course of study” during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term.
Graduate programs will vary by program of study. 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.

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP

International students requiring The Art Institute of Salt Lake City'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

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at The Art Institute of Salt Lake City are presented in English, The Art Institute of Salt Lake City 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 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.

<table>
<thead>
<tr>
<th>Minimum Acceptable Proof of English Language Proficiency Standard</th>
</tr>
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<tbody>
<tr>
<td><strong>ELP TEST</strong></td>
</tr>
<tr>
<td>TOEFL PAPER</td>
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<tr>
<td>TOEFL i-BT</td>
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<tr>
<td>IELTS</td>
</tr>
<tr>
<td>American College Testing (ACT) English</td>
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<tr>
<td>EF International Language Schools</td>
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<tr>
<td>ELS Language Schools</td>
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<td>iTEP</td>
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<tr>
<td>Pearson</td>
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<tr>
<td>Michigan English Language Assessment Battery (MELAB or “Michigan Test”)</td>
</tr>
<tr>
<td>Scholastic Aptitude Test (SAT)-English Section**</td>
</tr>
<tr>
<td>Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section</td>
</tr>
<tr>
<td>TOEIC (Academic Test)</td>
</tr>
</tbody>
</table>

*The scale for the Prueba Aptitud Academica has changed and now closely reflects the SAT.*

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

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

Successful completion of a minimum of two semesters or quarters of post-secondary course work at a regionally accredited college or university or a college or university accredited by an approved national accrediting body in which English is the language of instruction. Successful completion is defined as passing all courses for which the student was registered during the two semesters;
U.S. High School Diploma or GED 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.
**Financial Planning**

The Art Institute of Salt Lake City provides financial planning for its students. After completion of the application forms, a Financial Aid Officer (FAO) will review them to determine eligibility for financial aid based on federal guidelines. The FAO will then work with the student and the student’s family to devise a Student Financial Plan for the first academic year (typically 3 quarters) to help cover educational expenses, based on financial aid eligibility and family circumstances.

Students are required to reapply for financial aid (a process known as repackaging) every academic year through graduation. Students will be requested to complete a Free Application for Federal Student Aid (FAFSA). They will be notified by their FAO when the repackaging process needs to be completed.

The Art Institute of Salt Lake City participates in a variety of financial aid programs available for those who qualify. Financial aid programs are administered in accordance with prevailing state and federal laws and The Art Institute of Salt Lake City’s institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student’s financial aid eligibility.

In order to remain eligible for financial aid, a student must maintain satisfactory academic progress as defined in this catalog in addition to any criteria as specified under the conditions of the particular aid the student is receiving.

**The Free Application for Federal Student Aid (FAFSA) Form**

The FAFSA form is a standard document used to determine eligibility for federal and some state aid including Federal Pell Grant, Federal SEOG (Supplemental Educational Opportunity Grant), Federal Direct Loan, Federal Parent Loan for Undergraduate Students (PLUS), and Federal Work-Study. Most students complete the FAFSA online at fafsa.ed.gov.

**Federal Student Financial Aid**

The purpose of federal student financial aid programs is to provide students with an opportunity to obtain a college education. Central to the purpose of financial aid is the belief that students and their families, to the extent possible, have the primary responsibility to pay for the student’s college education. Financial aid is made available to assist students when family resources are not sufficient to meet college costs. All students are to be treated fairly and equitably by applying policies and procedures for determining eligibility consistently. Though applicants are encouraged to seek financial aid, students should not rely solely on these monies to support themselves throughout the academic year. Students receiving any form of financial aid are required to meet standards for academic progress and attendance. Proof of such progress on a periodic basis is verified prior to any disbursements of financial aid. Failure to make satisfactory academic progress or meet satisfactory attendance requirements may result in the termination or reduction of financial aid.

Though the financial aid staff of The Art Institute of Salt Lake City is responsible for accurate distribution, explanation, documentation, and validation of financial aid requirements, it is the
student’s responsibility to comply with all requests in a timely fashion if the student wishes to continue receiving benefits. Federal aid grants are awarded on a fiscal year basis, beginning July 1 and ending June 30, so some applicants may need to complete the application process twice during an academic or calendar year.

**Status Definitions**
- **Full-time**: enrolled in 12 credit hours or more in an academic quarter
- **Three-quarter time**: enrolled in 9-11 credit hours in an academic quarter
- **Half time**: enrolled in 6-8 credit hours in an academic quarter
- **Less than half time**: enrolled in 1-5 credit hours in an academic quarter
- **Academic year**: three full quarters and 36-quarter credit hours.

Note: These status definitions are for Student Financial Aid purposes only. Students (other than those who are in a diploma program) who enroll for fewer than 16 credits per quarter will extend the time required to complete their degrees.

**Tuition and Fees**
The Art Institute of Salt Lake City reserves the right to modify tuition and other charges upon sufficient notice to students and appropriate agencies. It is the responsibility of the student to remain apprised of the status of his or her account.

A listing of the school’s tuition and fees is published on the Enrollment Agreement.

**PROVISION FOR BOOKS AND SUPPLIES**
Students who are Title IV eligible and are expected to receive excess Title IV funding will receive a stipend for the lesser amount of either their presumed excess Title IV funding or their book and supply budget to provide students the ability to purchase books (for courses that do not use Digital Textbooks) and supplies by the seventh (7th) day of the course start date within the payment period.

As described below, by the seventh (7th) day of each course start date within the payment period, The Art Institute will provide a method for students to obtain their books and supplies required for their courses.

- For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.
- For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute’s contracted third-party vendor and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and
supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student. A detailed listing of charges is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, the student account will not be charged and the student is responsible for purchasing the required books and supplies for her/his courses. For courses using a Digital Textbook, the charge will be reversed on the student account after the Add/Drop Period.

Starting kit and Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute’s method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

The student may request a modification at any time for a subsequent payment period, regarding her or his choice to use The Art Institute’s method to obtain books and supplies, but not retroactively, by contacting the Student Financial Services or Student Accounting Department.

**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.
**Financial Aid Programs**

**Federal Pell Grant**

This grant program is designed to assist undergraduate students with exceptional financial need, as determined by the results of the FAFSA, who wish to pursue a college education. Eligibility is determined by a standard U.S. Department of Education formula, which uses family size, income and resources to determine need. The actual amount of the award is determined by such factors as: the amount of money appropriated by Congress to fund the program, the cost of attendance, and the student’s enrollment status.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

This program is meant for undergraduate students with exceptional need, as determined by the results of the FAFSA, with priority given to students with Federal Pell Grant eligibility. The federal government allocates this limited pool of funds to participating schools and the school determines to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

**Federal Direct Loan**

Federal Direct loans are low-interest loans that are made to the student by the Federal Government and must be used to pay for direct and/or indirect educational expenses. Subsidized loans are need based while unsubsidized loans are not. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

**Federal Parent -PLUS**

The Federal Parent -PLUS loan is made available to eligible parents of dependent undergraduate students. These loans, when combined with other resources, cannot exceed the student’s cost of education. Either or both parents may borrow through this program and a credit check is required for anyone applying for these loans. Repayment begins within 60 days of final disbursement of the loan within a loan period.

**Federal Work Study (FWS)**

The Federal Work Study financial aid program is designed to assist students with demonstrated financial need as determined by the results of the FAFSA, with their financial obligations by working part-time while attending school. Depending on the institution’s annual funding allocated by the federal government, the number of positions available may be limited.

**The Art Grant**

The Art Grant is an institutional aid award toward your tuition charges up to 9% for Bachelor’s and Associate degree programs. For every 12 credits earned, while maintaining continuous enrollment, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the
next successive academic quarter.

New and current students are eligible. The grant award may vary by amount of credits to be completed in a program at an Art Institutes’ school violations of school policies; or breaks in enrollment. Total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Students must read and acknowledge a Memorandum of Understanding regarding The Art Grant, which sets forth eligibility requirements and other conditions, before any grant is awarded.

See your Student Financial Aid Office for details.

Scholarships
The Education Foundation Scholarship

This scholarship is provided annually through The Education Foundation for students attending schools in The Art Institutes system. Award amounts vary, based on availability of funds, and are determined by a Scholarship Committee established at each campus. Recipients will be chosen by the committee from applications submitted by eligible students who demonstrate financial need and academic performance.

THE ART INSTITUTE MILITARY SCHOLARSHIP

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

The Art Institutes are pleased to offer a military tuition scholarship of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard and service member spouses as well as dependent children who are receiving military education benefits.

Suspension and Reinstatement of Financial Assistance

The Art Institute of Salt Lake City is approved as an eligible Title IV funding institution. All students who receive federal or state sponsored financial assistance must maintain satisfactory academic progress for financial assistance eligibility. Students who are suspended from a program of study or terminated from The Art Institute of Salt Lake City are ineligible for financial assistance until they regain admission and comply with satisfactory academic progress requirements.

Financial Assistance Appeal

Students who are denied or suspended from financial assistance may file with the Student Financial Assistance Review Committee of The Art Institute of Salt Lake City an appeal under appropriate federal and state guidelines with the Student Financial Assistance Review Committee of The Art Institute of Salt Lake City. This committee consists of the President, Director of Administrative and
Financial Services, and Director of Financial Services. The committee is responsible for the review of all student financial aid awards when there is a question regarding a student’s eligibility for such awards.

**Refund Policy**

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

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

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled On-Ground

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended, please see the Refund Policy Prior to Class Start section of the enrollment agreement and catalog.

The school provides all new applicants seeking a first-time enrollment in any on-ground undergraduate program of study, including hybrid programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student’s first scheduled class, whichever is later (referred to as the “Initial Period”).

The chart below illustrates the days in the Initial Period for a non-regular student:

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Initial Period Days</th>
<th>Number of Calendar Days in Initial Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 28th</td>
<td>1st Scheduled Class</td>
<td>1</td>
</tr>
<tr>
<td>April 29th</td>
<td>1st Day of Initial Period</td>
<td>2</td>
</tr>
<tr>
<td>April 30th</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>May 1st</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>May 2nd</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>May 3rd</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>May 4th</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>May 5th</td>
<td>7th = Last Day of Initial Period</td>
<td>8</td>
</tr>
<tr>
<td>May 6th</td>
<td>Initial period over – student is eligible to be reviewed for full admission</td>
<td>9</td>
</tr>
</tbody>
</table>
A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student’s first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student’s behalf and will remove any charges from the student’s account. All refunds will be made within 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:

Student’s first scheduled class is January 5th.

Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).

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.

Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

Student’s first scheduled class is January 5th.
Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.

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.

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).

Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Starting kits purchased from The Art Institute will only be subject to the refund provisions, found above, if returned to the school in condition for resale within twenty-one (21) calendar days from the first scheduled class.

Refund Policy Prior to Class Start

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

1. All monies paid by applicants will be refunded if they are not accepted for admission.

2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested by the applicant prior to the beginning of classes or within three (3) business days after signing the Enrollment Agreement, whichever is later, and making an initial payment.

3. If the student has not visited the school prior to enrollment, all tuition and fee monies paid by an applicant will be refunded if requested within three (3) business days after his/her first tour of the school and inspection of equipment or if requested within three (3) business days of his/her attendance at the regularly scheduled orientation program for his/her starting quarter, whichever is sooner.

4. Refunds will be made within thirty (30) calendar days after the applicant’s/student’s request or within thirty (30) calendar days after his/her first scheduled class day.

Refund Policy after Class Start

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

1. Prepaid tuition and fees for any period beyond the student’s current quarter will be refunded in full.

2. The school shall determine the date of withdrawal not later than seven (7) consecutive instructional days after the last date of attendance and shall pay the refund within thirty (30)
calendar days of making that determination. 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.

3. The student may officially withdraw from training by notifying the Office of the Registrar in person or in writing. The termination date will be the student’s last date of attendance. 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.

4. In the event of a fully documented extreme illness or personal emergency that makes it impractical for the student to complete the program, the school may modify the tuition refund policy as deemed appropriate to the circumstances.

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

6. 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 week’s attendance is considered a full week of attendance for refund purposes.

7. Session II academic terms are approximately five and one-half (5 ½) weeks in duration. The calculation of refunds is based upon the last day of attendance within the term. Any portion of a week’s attendance is considered a full week of attendance for refund purposes. Information in the catalog or student handbook will apply except for the following changes specific to Session II classes: For students only scheduled to attend Session II, the add/drop period is two (2) days from the start of Session II classes. If you drop or add one or more classes, your financial aid eligibility may change. Please see your Financial Aid Officer before you drop or add a class.

8. 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.
9. 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.

Return of Federal Title IV Aid

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term, the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, it will reduce the term length. If the scheduled break is before the student’s last date of attendance, it will also reduce the calendar days completed. If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student’s account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student’s authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.
If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

· The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or

· The entire amount of unearned funds.

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

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.

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

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

**Quarter Starts:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Fee Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>25%</td>
</tr>
<tr>
<td>Weeks Two through Four</td>
<td>50%</td>
</tr>
<tr>
<td>Week Five</td>
<td>75%</td>
</tr>
<tr>
<td>After Week Five</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Mid-Quarter Starts:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Fee Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>25%</td>
</tr>
<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>

**Refund Policy for Online Course Withdrawal**

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

If kits, components of the kit, books, supplies, or uniforms, are returned to the Supply Store in resalable, completely unused condition within twenty-one (21) calendar days of withdrawal.

All refunds and return of funds will be made within 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.

A student who withdraws from a program before the end of week nine (9) of an eleven (11) week term (before the end of week four (4) of a five and one-half (5 ½) week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, a “UF”, or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by the Academic Director or Chair and the Dean of Academic Affairs. Withdrawals and failed courses can affect the student’s Incremental Completion Rate and
ability to succeed.

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:

1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student’s enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.
EDUCATION POLICIES AND PROCEDURES

Academic Performance Measurements
Student academic performance is recorded, reported, and monitored by the Registrar each quarter.

Grade Point Computation

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

Grade Availability

Students are empowered to access and print out their grades online as soon as the grades have been posted by the Registrar.

Quarter Credit Hour Definitions

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:

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

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Independent Study

With the approval of the student’s Academic Director and the Dean of Academic Affairs, a student may take courses described in this catalog as independent study, an arrangement whereby the student meets in a non-classroom setting with an assigned instructor on a mutually agreed upon schedule and thereby fulfils the requirements of a specific course.

Approval is usually granted only to students in their final quarters before graduation. No more than 10% of the credits required for the degree may be taken by independent study. In order to be approved for an independent study course, EACH of the following criteria must be met:

• Student has adhered to state and national accreditation regulations regarding independent study, which state that the student may only attempt 10% of their degree credits as independent study courses;
• Requested class is a 300 level or 400 level class.

If all criteria are met, the request for independent study will be submitted to the Dean of Academic Affairs.

Externships

Externships are short-term, supervised work experiences related to a student’s program of study, for which the student earns academic credit. The work should be off-campus, paid or unpaid, and the student needs to work a minimum of 110 hours. These are work-based learning experiences for students who have attended extensive school-based preparation relating to career objectives. Externships are usually one-time work experiences that may or may not directly lead to course credit, pay, or a full time job. The student’s Academic Director must approve any externship for credit. Students who locate externships on their own must inform their Academic Director to ensure eligibility. Students can find assistance with externships with their Academic Director or the Career Services department which collaborates with employers in all programs. Students must secure their externship prior to the start of the quarter in which they plan to take the Externship class.

All students enrolled in an externship course are solely responsible for finalizing placement at the worksite, attendance, and work completed. All academic policies, including refund policies, apply to this course; therefore, students who do not fulfill the requirements of the externship will not be eligible for credit or a refund, and must repeat and repay for the externship course to satisfy the requirements of their program.

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

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

The Art Institute of Salt Lake City has been approved by the State Approving Agency for Veterans Education, Utah Department of Military and Veterans Affairs for the training of veterans and eligible dependents. Where applicable, students utilizing the Department of Veterans Affairs may receive assistance from the School Certifying Official in the filing of appropriate forms. These
students must maintain satisfactory attendance and academic progress (refer to the Satisfactory Academic Progress Policy for more information). Students receiving veterans’ benefits must report all prior education and training. The Art Institute of Salt Lake City will evaluate prior credit and accept that which is appropriate. Students with questions should contact the State Approving Agency for Veterans Education, Utah Department of Military and Veterans Affairs; 700 Foothill Blvd; Salt Lake City, UT 84108; Phone: 801-584-1974; Fax: 801-584-1964; http://veterans.utah.gov/education/.

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

As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Art Institute of Salt Lake City is approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by The Art Institute of Salt Lake City, the ultimate approval of a student’s ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Financial Services department at The Art Institute of Salt Lake City to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/admissions/details/military-benefits.


Military and Veteran Institutional Scholarship Opportunities

The Art Institute of Salt Lake City is proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility may be 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 Institute of Salt Lake City is pleased to offer a military tuition scholarship of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard and service member spouses as well as dependent children who are receiving military education benefits.
Graduation Requirements
To receive an associate’s degree, a student must complete a minimum of 90 quarter credits, with 23 quarter-credits in general education courses and 67 quarter-credits as specified by the curriculum.

To receive a bachelor’s degree, a student must complete a minimum of 180 quarter credits, with 56 quarter-credits in general education courses and 124 quarter-credits as specified in the curriculum.

For both the associate’s and bachelor’s degrees, the student must achieve a cumulative GPA of 2.0 or higher. Also, the student must receive a passing grade or credit for all required course work, meet portfolio or other requirements, meet with a Career Services advisor, and satisfy all financial obligations to The Art Institute of Salt Lake City. All students must complete COL100 prior to graduation. Students must complete a Graduation Clearance Form with the Student Services office during their final quarter of attendance prior to completion of their course of study. The form must be submitted by the tenth week of the quarter.

Portfolio Requirements

Students graduating with an associate’s or bachelor’s degree from all departments must pass a required course where a portfolio is produced and fulfill the course requirements for COL100 prior to graduation. The portfolio must demonstrate entry-level employment competencies appropriate to the specific program. Faculty committees evaluate portfolios. In addition, the portfolio must be presented during a Portfolio Show.

Portfolio requirements and competency standards for each program are available from the Academic Affairs Department or appropriate Academic Department Director. The portfolio requirements and program competencies are reviewed periodically to ensure industry currency. The Art Institute of Salt Lake City reserves the right to alter or modify the portfolio requirements at any time it is deemed in the best interest of graduating students to enhance their career employment potential.

The portfolio class may only be attempted (3) three times. If a student fails to earn a passing grade in any respective portfolio class, it is at the discretion of the student’s Academic Director if the class may be attempted after the third time.

The following classes are considered the capstone classes for their respective programs, and therefore require attendance at the quarterly Portfolio Show as a condition of successfully passing the class:

- DFVP421 Senior Portfolio & Defense
- GAD423 Portfolio Presentation
- GD415 Graphic Design Capstone
- IMD420 Professional Portfolio
- MMA425 Animation Portfolio
- RS202 Portfolio Presentation
Failure to show at the Portfolio Show will result in a failing grade in the class, thereby postponing graduation. Written approval must be obtained from the Dean of Academic Affairs and the Academic Director of the student’s program to take any portfolio class off-campus at The Art Institute of Salt Lake City.

Portfolio Show

Portfolio Show is a celebration of the work and accomplishments of the graduating class. It also serves to showcase student work to prospective employers, the community, family, and friends.

**UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY**

A student must demonstrate Satisfactory Academic Progress by successfully completing courses attempted. Completing courses with C or better grades indicates academic progress. Receiving D or lower grades and/or withdrawing from classes may put students at risk. Poor academic performance may lead to Academic/Financial Warning and/or Academic/Financial Aid Dismissal. It is very important that students attend all registered courses and complete them successfully. Should a compelling reason arise that requires a student to cease attendance, it is the student’s responsibility to immediately contact the 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:

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).

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.

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.

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.

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.

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.

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.

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.

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.

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.

Compliance with SAP is reviewed every quarter for Certificate and Diploma programs. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

<table>
<thead>
<tr>
<th>CERTIFICATE/DIPLOMA</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)</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)</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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>Evaluation Point</th>
<th>Both Milestones (CGPA and ICR) Must be Met</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Academic Year</td>
<td>&lt; 1.00 and/or 33.33%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td>End of Second Academic Year</td>
<td>&lt; 2.00 and/or 66.67%</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
<tr>
<td>End of Seventh Quarter and Thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)</td>
</tr>
<tr>
<td>At Any Time</td>
<td>150% MTF</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
</tbody>
</table>

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

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

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

If the review of a student’s Satisfactory Academic Progress performed at any time indicates that it
is mathematically impossible to meet the minimum requirements of the Standards of Satisfactory Academic Progress policy at the next mandatory check point, the student will result in Academic/Financial Aid Dismissal from the Institution.

To be removed from Academic/Financial Aid Warning or Academic/Financial Aid Probation, a student must meet the Satisfactory Academic Progress requirements at the next applicable measuring point.

Procedure for Appealing Academic/Financial Aid Dismissal

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Dean of Academic Affairs for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

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

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

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

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

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

The Dean of Academic Affairs is responsible for determining the appropriateness of the mitigating Circumstance in regards to severity, timing and duration of the mitigating circumstance, and for determining whether the student’s situation has changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period of the Academic Plan. Any consideration of the conditions outside of the list provided should be discussed with the Art Institute Vice President of Academic Affairs. Student life issues and making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor’s opinion that the student issues may be accommodated to ensure that the student will be able to meet Satisfactory Academic Progress will suffice as proof of mitigating circumstances as well as documentation that the student’s circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodations from the institution.

If a student’s appeal is successful, the student will be placed on Academic/Financial Aid Probation for one quarter (or two if eligible) following re-admittance. The student will be eligible for financial aid during the Academic/Financial Aid Probation period. Academic Advisors, Registrars, and/or Academic Department Chairs/Program Directors must develop, document and maintain as part of the appeals process a concrete Academic Plan for how a student will complete his remaining coursework and meet the minimum requirements of Satisfactory Academic Progress by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures and cannot be greater than one (1) quarter for certificate or diploma programs but for degree programs may be up to two (2) quarters if necessary for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more than one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial
Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal.

Registrars will ensure that Academic Advisors or Academic Department Directors have notified students in writing that they are in Academic Warning/Financial Aid Warning, Academic Probation/Financial Aid Probation, or Academic/Financial Aid Dismissal with a student signed Satisfactory Academic Progress Prediction Calculation Form.

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Upon the Appeals Committee decision, the student is notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final.

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

Academic/Financial Aid Dismissal Appeals not Allowed

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

Additional Appeal Procedures:

While an appeal can be made for Maximum Time Frame, the Institution and the Art Institute Vice President of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.

In addition to the Institution’s Review of the Appeal, it must also be reviewed by the Art Institute Vice President of Academic Affairs.
Explanations of Related Issues

Calculation of CGPA

A student’s cumulative grade point average is calculated by a) Multiplying credits for each course by grade points associated with the grade earned; b) Totaling the grade points earned for all the courses, and c) Dividing total grade points earned by the total number of quality credits. The Institute uses a 4.0 scale in assigning grade points. Note: that if there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

Transitional Studies Courses

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

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

Repeated Courses and Grades

As courses are retaken, only the highest grade will count in the GPA/CGPA. All attempts are included in the credit hours attempted for the purposes of calculating the incremental completion rate (ICR). Withdrawn and failing grades are included in the maximum allowable timeframe and incremental completion rate as credit hours attempted but not earned. The grade Incomplete (I) is calculated as if it is an F for CGPA and ICR purposes until it is changed to another grade and the course will be included as credits attempted but not credits earned until it is changed to another grade.

Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades enroll in the same course(s) in the subsequent quarter to improve academic performance.

Transfer Credits from another Postsecondary Institution

Credits from transfer courses are calculated in the maximum allowable credits and incremental completion rate requirements as credits attempted and credits earned. Grades for credits transferred from any other postsecondary institution will be recorded as Transfer Credit (TR) and will not be calculated in the student’s CGPA.
Change of Program

Students will be allowed one change of program. Changing from a day program to an evening program of the same major is not considered a change of major. Changing from an associate’s program to a bachelor’s program in the same major is not considered a change of major. Courses that apply to the second major will be recorded as earned credit and will affect the student’s CGPA and will be included as credits attempted and credits earned. Students who change programs must sign a new program enrollment agreement which must be filed in the student’s academic file. Note: If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, have the appeal granted based on mitigating circumstances before transferring to the new major. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.

In cases in which a student has graduated from one program in the Institution then subsequently begins work in a different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter grades and thus will be included in the Cumulative Grade Point Average and will be included in the Incremental Completion Rate as credits attempted and credits earned.

Transfers from another Art Institute

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

Please note that course credits and applicability of those credits at each Art Institute for a program can vary from location to location. Please carefully discuss any possible transfer with the Art Institute you wish to attend.

Grading System

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. These grades are entered also in the student’s academic transcript, which is updated each quarter. The criteria for determining a student’s grade shall be as follows (on a percentage of total point basis):
The Metrics of SAP
Academic Grading System
The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 *</td>
</tr>
</tbody>
</table>

*F does compute in GPA and CGPA and does count as credit attempted.

Other Grade Codes worth Zero Quality Points:

- **CR = Credit through examination**: Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.
- **I = Incomplete**: Affects ICR/MTF/CGPA(Computes as an F)
  - This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which “IPA” grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as “F” on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.
- **IPA = Incomplete Pass**: This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.
- **IP = In Progress**: Affects ICR/MTF/CGPA(Computes as an F)
  - This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ICR/MTF.
NP = Not passing/Fail

This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course. It does not affect ICR/CGPA.

P or PR = Proficiency Credit by Exam or Portfolio

This does not affect CGPA. They do impact ICR and MTF.

PA = Pass

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

SP or SA = Satisfactory/Pass

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

T = Termination from course

Affects ICR/MTF/CGPA (Computes as an F).

TR = External Transfer Credit

Grade designation utilized for transfer credits. This does not affect CGPA. They do impact ICR and MTF.

U = Unsatisfactory

Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.

F = Earned F

Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course and 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.

UF = Unearned F

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.
W = Withdrawal

When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add but before the end of the ninth week of the quarter. The “W” is not used in the calculation of the GPA or CGPA but is considered attempted credits but not earned credits.

WF = Withdrawal Fail

When a student withdraws from individual classes or a total academic program of study after the ninth week of classes. The “WF” is calculated as an “F” in the GPA and CGPA. The “WF” also counts as attempted credits and not earned credits.

WV = Waiver

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

WX = Course was registered for but never attended

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

Students receive grades at the end of each quarter including 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.
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):

\[
\frac{\text{(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)}}{\text{(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)}}
\]

The 150% MTF: Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. Transitional study courses do not count in this calculation.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM x 1.5 = 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 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):
(EARNED CREDITS in the New Program + TRANSFER CREDIT ACCEPTED) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

_____________________________________________________

(ATTEMPTED CREDITS in the New Program + TRANSFER CREDITS Accepted) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

The 150% MTF Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

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

Second Degree

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

Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans’ Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

Student Instructor Ratio

The normal student to instructor ratio is 20 to 1. The maximum number of students in a class varies depending on course content and physical space.

Attendance Policy

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, or examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in class. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

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

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:
  - 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

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.
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.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student participation in an interactive tutorial or computer assisted instruction.
- A posting by the student showing the students participation in an online study group that is assigned by the institution.
- Posting by the student in a discussion forum showing the students participation in an online discussion about academic matters, and
- An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a faculty member about the subject studied in the course.

Online students are required to meet the first week’s attendance in order to be confirmed as an active student. Failure to do this could negatively impact a student’s financial aid.

During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AiPOD students who fail to meet the attendance requirements for two consecutive attendance weeks (cumulative for PLUS students) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution.

If the student is administratively withdrawn due to attendance on or before the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a W grade for the course. If the student is administratively withdrawn due to attendance after the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

In the specific case where a student has a current course grade of F but did not complete the final assignment of the course and failed the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.
STUDENT 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, foodservice, and bookstore supplies. 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 under student consumer information.

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!
Advising Services
Professional services are available to advise students in personal and other nonacademic areas to help students deal with concerns or problems so that they may maximize their school experience.

Advising Point of Contact for Military and Veteran Students
Military and veteran students are encouraged to ask about academic support, financial aid advising, disability services, or career counseling that is made available by the school. Students should contact the Student Services department for further guidance and information.

Study Groups
Students are encouraged to participate in ad hoc study groups for joint study and research. During orientation and the first day of classes for each course, instructors will encourage students to form study groups.

Tutoring Services
Students who are in need of tutorial assistance in any course may be required to participate in computer-based, peer, or faculty-assisted tutorial programs. This form of tutorial assistance is provided at no additional charge.

Student Council
The Student Council is a student governing board dedicated to increasing student participation in the overall decision-making process of The Art Institute of Salt Lake City. The Student Council undertakes the following roles:

• To provide a forum to discuss student issues
• To facilitate the exchange of ideas and information among students
• To act as a liaison between students, faculty and administration
• To support school clubs and work collaboratively with these organizations
• To oversee the allocation of funding to student clubs and organizations
• To organize student activities and events at The Art Institute of Salt Lake City
• To provide leadership opportunities for students within The Art Institute of Salt Lake City
• To promote school spirit among the student body and create a sense of community with The Art Institute of Salt Lake City that will result in student success

Disability Services
The Art Institute of Salt Lake City provides accommodations to qualified students with disabilities. The Office of Disability Support Services assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Art Institute.

Students who seek reasonable accommodations should notify the Office of Disability Support
Services at 1-855-855-0567 or via email at _TheCenterDSS@edmc.edu of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. 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@edmc.edu. Complaints will be handled in accordance with the school’s Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Service Bureau/Print Bureau

The Service and Print Bureau (Equipment Check Out Cage) is located on the second floor. The Print Bureau offers a full range of printing services. All equipment checked out requires a valid Art Institute of Salt Lake City Student Identification Card, plus one additional form of ID. Students must abide by the Service Bureau/Print Bureau posted rules regarding equipment responsibilities.

Learning Resource Center (LRC)

The Learning Resource Center, located on the second floor enhances The Art Institute of Salt Lake City’s career-focused education by acquiring and providing access to contemporary information. The collection includes books, magazines, non-print resources and electronic databases. Internet access, the online catalog and instructional applications are available on the Learning Resource Center’s computers. LRC hours are posted quarterly. The center has been set up to meet students’ needs for the programs taught.

It is regularly updated and supplemented with new acquisitions. Instructors are encouraged to look for upcoming books and to advise administration of any books that may prove useful to their students. Students also have access to the public libraries and the University of Utah - Salt Lake City campus library.

Graduate Employment Rates

Complete graduate employment statistics for each program are available in the Admissions and Career Services Offices.

Part-Time Employment Opportunities

Many students find that part-time employment is an excellent way to help meet the financial obligations of a college education and maintain a flexible schedule which allows for class time and study time. The Career Services department aids students in seeking suitable employment, posting a weekly listing of part-time job opportunities for students. In addition, the department sponsors quarterly job fairs and on-campus recruiting events.
Notice of The Art Institute of Salt Lake City Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner’s permission unless “fair use” or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within “fair use” or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a “fair use” and therefore may be a violation of the law.

A violation of the institution’s policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from $750 to $30,000 per work for a non-willful infringement and up to $150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys’ fees. The government also can file criminal charges that can result in fines and imprisonment.

The Art Institute of Salt Lake City’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 Art Institute of Salt Lake City’s policies prohibit use of The Art Institute of Salt Lake City’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.)
General Information

The Art Institute Culture
An impressive faculty of working professionals instructs students through a well-designed curriculum. The programs are thoroughly planned to prepare graduates to seek entry-level positions in their chosen fields. Curricula are periodically reviewed to ensure they meet the needs of a changing marketplace. Students come to The Art Institutes locations from all over the United States and abroad. The student body at The Art Institute of Salt Lake City is made up of men and women who have either enrolled directly after completing high school, transferred from colleges and universities, or who have left employment situations to prepare for new careers. Although a visit is not a condition for submitting the application for admission and enrollment agreement, prospective students are encouraged to visit The Art Institute of Salt Lake City.

Online Courses
Students have the option of taking a limited number of courses online. Any student who has questions about online courses or wishes to register for online courses must contact the Online Advocate in the Academic Affairs Office. Prior to taking the first online course, each student must successfully participate in an Online Orientation. Failure to do so will result in being withdrawn from the online class(es). Online courses may not be taken during the second session of the student’s final quarter if the student wishes to participate in graduation ceremonies. Students who begin their studies at The Art Institute of Salt Lake City by taking only online courses must sit in an on-ground class no later than the end of Week 1 of their second quarter or they will be terminated from The Art Institute of Salt Lake City. In no event may a student take only online courses for more than one consecutive quarter unless the student has requested permission in writing and received permission in writing from the Dean of Academic Affairs.

Method of Instruction
Instructional methods at The Art Institute of Salt Lake City include lecture, demonstrations, labs, one-on-one tutorial, and periodic examinations. Except for internships, field trips, online courses, and independent studies, all instruction is conducted in classroom or laboratory settings.

Facilities and Equipment
The Art Institute of Salt Lake City, 25,000 square feet, at 121 Election Rd, Suite #100 Draper, UT 84020, encompassing classrooms, studios, print and service bureaus, a photography lab, offices, a student lounge, a dining lab, and a learning resource center. Equipment provided at The Art Institute of Salt Lake City is specific to the program of study. This includes, but is not limited to, projectors, editing decks, camcorders, PC and Macintosh computers, printers, drafting tables, and kitchen appliances. The Art Institute of Salt Lake City is not responsible for loss or damage of student property, including artwork, media, or personal devices.

Appropriate Attire
While attending The Art Institute of Salt Lake City, students are requested to dress in the manner appropriate for their professions.
**Smoking Policy**

The Art Institute of Salt Lake City provides a smoke-free environment in compliance with state, federal, and local laws. This policy is strictly enforced. Smoking is not permitted anywhere in the building or immediately outside the front entrance. Smoking is only permitted in the outside, designated smoking area.

**Student Conduct Policy**

Section I – Guiding Principles

The College recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the education process in the same manner as will be expected in all employment situations. As members of the College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the College provides guidance to students regarding those standards of student conduct and behavior that it considers essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of the Institute’s mission.

Section II - Scope

This Student Conduct Policy applies to all students and student organizations at the College.

Section III - Reach

The Student Conduct Policy shall apply to student conduct that occurs on college premises including online platforms, at college-sponsored activities, student organization sponsored events or in Campus Sponsored Housing. At the discretion of the Chief Conduct Officer (Dean or Director of Student Services, Director of Student Services, Dean of Academic Affairs or a delegate as appointed by the President of the College), the Policy also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial college interest and potentially violates a campus policy.

Section IV - Responsibilities of Dual Membership

Students are both members of the College community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the College and to other individuals who make up the community. By enforcing its Student Conduct Policy, the College neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the College will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.
Section V - Disciplinary Offenses

The offenses listed below are given as examples only. The College may sanction other conduct not specifically included on this list.

Scholastic Dishonesty

- Plagiarism
- Cheating on assignments or examinations
- Engaging in unauthorized collaboration on academic work
- Taking, acquiring or using test materials without faculty permission
- Submitting false or incomplete records of academic achievement
- Altering, forging or misusing a college academic record
- Fabricating or falsifying data, research procedures, or data analysis
- Deceiving the College and/or its officials

Misuse or abuse of school assigned email address and log-in information Sharing your username or password for any school assigned system with any student or non-student individual

- Logging-in to a school assigned system with the intention to display classroom environment to other student or non-student individuals
- Allowing an individual access to post information in the on line environment on your behalf or with the intention of impersonation.

Note: on ground students cannot share or give access to other students or non-student individuals to access the student portal (unless designated for training purposes at the direction of a campus official)

Illegal or Unauthorized Possession or Use of Weapons

- Possession or use of firearms, explosives, fireworks, ammunition, dangerous chemicals, or other weapons, likenesses of weapons, on college property, Campus Sponsored Housing or at college sponsored functions, except where possession is required by law.

Sexual Assault or Nonconsensual Contact

- Any form of unwanted sexual attention or unwanted sexual contact. (See the Sexual Misconduct and Relationship Violence Policy for more detail. For all cases covered by the Sexual Misconduct and Relationship Violence Policy, the investigation and disciplinary procedures outlined in that policy shall govern.)

Threatening, Violent or Aggressive Conduct

- Assault, battery, or any other form of physical abuse of a student or college employee.
- Fighting or physical altercation.
- Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy college property or the property of other students or college employees.
• Any conduct that threatens the health or safety of one’s own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.

Theft, Property Damage and Vandalism

• Theft, attempted theft, vandalism/damage, or defacing of college property, college controlled property or the property of another student, faculty, staff member or guest.
• Extortion.
• Setting fires, tampering with fire safety and/or fire fighting equipment.

Disruptive or Disorderly Conduct

• Disruptive Behavior, such as, Interference with the normal operations of the College (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic or other college activities)

Disruptive Classroom Conduct, such as:

• Engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities, or
• Written or verbal acts or uses of technology, which have the effect of disrupting the online classroom learning environment.
• Use of cell phones and pagers during scheduled classroom times.

Disorderly Conduct, such as:

• Disorderly, lewd, indecent, or obscene conduct.
• This would include but is not limited to any type of clothing, gang colors, gang symbols or materials worn or brought onto the premises by any student or guest deemed to be lewd, indecent or obscene as determined by college officials;
• Breach of peace on college property or at any college-sponsored or supervised program; or
• Any in-school, online classroom, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of the College and/or its reputation.

Illegal or Unauthorized Possession or Use of Drugs or Alcohol

• Use, sale, possession or distribution of illegal or controlled substances, drug or drug paraphernalia on college property or at any function sponsored or supervised by the College.
• Being under the influence of illegal or controlled substances on college property, or at any college function.
• Use, sale, possession or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the College.
• Being under the influence of alcohol on college property or at any college function is also prohibited.
Verbal Assault, Defamation and Harassment, Verbal Abuse of a Student or College Employee.

- Harassment by any means of any individual, including coercion and personal abuse. Harassment includes but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
- Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

Hazing

- Any form of “hazing” and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. “Hazing” includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a club that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the College.

Falsification

- Willfully providing college officials with false, misleading or incomplete information.
- Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.

Abuse of the College’s Disciplinary System, including but not limited to:

- Failure to obey the summons of a disciplinary body or college official.
- Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
- Disruption or interference with the orderly conduct of a disciplinary proceeding.
- Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
- Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
- Failure to comply with the sanction(s) imposed under the student conduct policy.
- Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

Unauthorized Use or Misuse of College Facilities

- Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

Violation of Federal or State Laws

- Violation of federal, state or local laws and college rules and regulations on college property or at
college-sanctioned or college-sponsored functions. In addition, students must disclose any criminal conviction received while a student to the Director of Student Services within 5 days of the conviction.

Insubordination

• Persistent or gross acts of willful disobedience or defiance toward college personnel.  
• Failure to comply with direction of college officials, faculty, staff or security officers who are acting in the performance of their duties.  
• Failure to exit during fire drill.  
• Failure to identify oneself when on college property or at a college-sponsored or supervised functions, upon request of college official acting in the performance of his/her duties.

Violations of College Rules

• Violations by guest of a student on college property. Students are responsible for the actions of their guests.  
• Violation of school safety regulations, including but not limited to setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms and bomb threats.  
• Smoking in classrooms or other college buildings or areas unless designated as a smoking area.  
• Any violation of the student housing license agreement, rules and regulations and/or the College-sponsored housing student handbook.  
• Any violation of the institution’s policies on the responsible use of technology including but not limited to:  
  • The theft or abuse of computer, email, Internet or Intranet resources  
  • Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose  
  • Unauthorized transfer of a file  
  • Unauthorized downloading of copyrighted materials in violation of law  
  • Unauthorized use of another individual’s identification and/or password  
  • Use of computing facilities to interfere with the work of another student, faculty member, or school official  
  • Use of computing facilities to send obscene or abusive messages  
  • Use of computing facilities to interfere with normal operation of the school’s computing system  
• Failure to satisfy school financial obligations.  
The above list is illustrative only, and the College may sanction other conduct not specifically included on this list.

Section VI - Sanctions

The College may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). The College reserves the right to immediately impose the most severe sanction if circumstances merit.
Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the Student Conduct Policy:

1. Warning: A notice in writing that a student has failed to meet some aspect of the school’s standards and expectations.

2. Probation: Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Chief Conduct Officer or his/her delegate defines the terms of probation.

3. Discretionary Sanctions: The student will be required to complete an educational service, attend counseling, or have restricted privileges.

4. Removal from Sponsored housing: The student will be immediately dismissed from Campus Sponsored Housing. The student will be required to vacate the premises according to the terms of the sanction.

5. Suspension: Separation of the student from the campus for a pre-determined period of time. The student may be able to return to campus once specified conditions for readmission are met. The student may not attend classes, visit campus-sponsored housing, use school facilities, participate in or attend college activities, or be employed by the school during his/her suspension.

6. Expulsion: The student will be expelled from the College immediately. The student will not be permitted to continue his or her studies at the College and may not return to the College or to Campus Sponsored Housing or activities at any time or for any reason.

7. Restitution: Compensation for loss or damage to property leased, owned or controlled by the school. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

Section VII – Disciplinary Procedures

Complaint

Any member of the College community may file a complaint against any student for misconduct or for otherwise being in violation of the College policies.

1. The complaint shall be prepared in writing or in an incident report and directed to the Chief Conduct Officer or his/her delegate.

2. The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim, offender and any witness/s may be included.

3. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.
The Chief Conduct Officer or his/her delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Conduct Policy, and to impose sanctions for such violations.

Generally, the accused should be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless the College determines that the circumstances do not warrant disclosure of some or all of the facts.

Search of Student’s Property

Students have no expectation of privacy in their personal property while on campus. The College reserves the right to search the contents of students' personal property or belongings at any time and for any reason, including when there is reasonable suspicion on the part of the Institute staff that a risk to the health, safety or welfare of students, and/or the school community exists and including searches pursuant to an investigation of potential wrong doing. This includes but is not limited to vehicles brought onto property leased, owned or controlled by the school, backpacks, portfolios and clothing. This policy also applies to student property in Campus Sponsored Housing, student e-mail and/or computers.

Notification and Determination of Violations that Warrant Disciplinary Meeting

1. The Chief Conduct Officer or a delegate may choose to conduct a disciplinary meeting. Potential attendees include a student or students, the Chief Conduct Officer or his/her delegate and others who may have relevant information. The Student should receive advance notice of the allegations and the reason for the meeting.

2. After the meeting the Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student’s right to appeal. If the Chief Conduct Officer determines that there was no violation, that decision may be documented in writing to the student as well.

- If a student fails to appear for the meeting, the Chief Conduct Officer or his/her delegate may make a determination of violations of The Art Institute policies on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

In some cases, involving serious violations, the Chief Conduct Officer or his/her delegate, hereby referred to as “Hearing Officer”, in his or her sole discretion, may choose to assemble a Disciplinary Panel to adjudicate the process.

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (see interim suspension)
2. The Student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.

3. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.

4. The student may be accompanied by one person (family member, friend, etc.) to provide support. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

5. In Hearings involving more than one student, the Hearing Officer, in his or her discretion, may permit the hearing concerning each student to be conducted separately.

6. The Disciplinary Panel may hear from any person who may have relevant information and the Panel may review any documents presented to them. a) Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion. b) The Disciplinary Panel may ask questions and may seek information not provided to it.

7. The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.

8. After the Hearing, the Hearing Officer will issue a written decision to the accused student which identifies the accusations and the panel’s conclusions, any sanctions, and the student’s right of appeal.

9. In general, the accused should have access to the documentation reviewed by the panel, however identifying names and information may be removed from the documentation when necessary to protect other student’s privacy rights.

Disciplinary Panel

A Disciplinary Panel may consist of members of the College Executive Committee, Campus Staff, Faculty or Student Body. When students are permitted on the Panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the Panel. Failure to sign the permission constitutes an agreement to have no student on the Panel.

Administrative Interim Suspension

Students may be administratively suspended on an Interim basis when:

1. Serious allegations are being investigated;

2. Serious allegations are pending before a disciplinary panel;

3. In advance of a disciplinary panel hearing; or
4. When a student potentially poses a threat of harm to himself, to others, or to property of the Institute or a member of the Institute community.

During the Interim Suspension, students are denied access to Campus Sponsored Housing and/or to the school (including classes, labs, Library) and/or all other school activities or privileges for which the student might otherwise be eligible, as the Chief Conduct Officer or his/her designee may determine to be appropriate.

This Interim Suspension period should last no longer than three business days, and the Chief Conduct Officer or his/her delegate may make reasonable provisions to provide for accommodations of a student in Campus Sponsored Housing.

The Interim Suspension is not to be considered disciplinary, but it is a tool to separate potential adversaries until a reasoned decision can be made.

Section VIII – Appeal Procedures

Students have a right to appeal disciplinary actions when they believe they have extenuating circumstances or believe themselves to have been treated in an arbitrary or biased fashion or without adherence to the College policies and procedures.

• During an appeal, the student should continue to obey the terms of the decision, i.e., a student who has been suspended from school may not be on school property, a student dismissed from Campus Sponsored Housing must leave in accordance with the directions indicated in the decision
• The student must write a letter of appeal in the student’s own words, addressed to the President of the College or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to the College’s policies and procedures, and provide any supporting documentation. It must be delivered to the President or his/her delegate within seven calendar days following the student’s receipt of the decision.
• Students should provide documentation to support the allegations of the appeal.
• The President or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.
• The President and/or the committee may decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
• The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
• The Appeal Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not
allowed at the meeting.
• Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
• Following appropriate review and deliberation, the committee will report to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

Student Grievance Procedure for Internal Complaints Of Discrimination And Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether The Art Institute of Salt Lake City Non-Discrimination Policy has been violated.

Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so with Assistant Director of Career Services, Reenie McFarland, at 801-601-4712, mmcfarland@aii.edu. Online students should file complaints with studentresolution@edmc.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.

The Art Institute of Salt Lake City will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only The Art Institute of Salt Lake City’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.

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.

The decision of the Investigator may be appealed by petitioning the Campus Director’s Office of The Art Institute of Salt Lake City. The written appeal must be made within 20 calendar days of receipt of the determination letter. The Campus Director, 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.

The Art Institute of Salt Lake City will not retaliate against persons bringing forward allegations of harassment or discrimination.

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.

For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education.

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

The College report 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.

**Student Artwork**
Student artwork is important to The Art Institute of Salt Lake City. It is of great benefit in teaching other students and in demonstrating the nature and value of the programs. Artwork is used by admissions representatives to show prospective students and counselors what The Art Institute of Salt Lake City students have achieved. Student artwork also is or will be a basic part of the catalog.
and other publications and exhibitions illustrating the programs at The Art Institute of Salt Lake City. The Art Institute of Salt Lake City reserves the right to make use of the artwork of its students, with student permission, for such purposes. The Art Institute of Salt Lake City also reserves the right to select artwork that is appropriate to a given circumstance and may choose not to display work that might be viewed as objectionable by some audiences. If your work is not on display, you must pick it up by the end of Week 3 of the quarter following submission. After this time, all DVDs and digital prints will be thrown away under the assumption that the designer has the digital files and wants us to toss it. Unclaimed/abandoned artwork originals will be discarded by the end of Week 10 of the quarter following submission. In submitting your work for display you acknowledge that you have read about the pickup deadlines above and that you will personally pick up any work that you care about keeping.

**Study Trips**
The Art Institute of Salt Lake City arranges study trips to local cultural and commercial sites. These visits are an integral part of each student’s training and offer a chance for valuable exposure to places and events relating to the student’s field of study.

In addition to local study trips to support the curriculum, out of town seminars and visits are planned in individual programs. The costs related to optional study trips are not included in regular tuition or fees.

**Release of Documents**
No transcripts, certificates, diplomas or other documents will be released for any student who has an outstanding debt.

**The Art Institute of Salt Lake City Anti-Hazing Policy**
Hazing involving The Art Institute of Salt Lake City 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 Art Institute of Salt Lake City. 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 Director 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.

**No Harassment Policy**
The Art Institute of Salt Lake City is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy.)

**Non-Discrimination Policy**
The Art Institute of Salt Lake City does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran’s status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. The Art Institute of Salt Lake City provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of Salt Lake City will not retaliate against persons bringing forward allegations of harassment or discrimination. Interim President, Don Schaab, 801-601-4701, dschaab@aii.edu, has been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the Non-Discrimination policy.

**Sexual Misconduct & Relationship Violence Policy; Procedures For Handling Sexual Misconduct And Relationship Violence Complaints**
The Art Institute of Salt Lake City values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at The Art Institute of Salt Lake City and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how The Art Institute of Salt Lake City 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 if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is “Sexual Misconduct”?

Sexual Misconduct includes:

Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.

Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.

Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person’s sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person’s knowledge.

Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.

Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is “Relationship Violence”? 
Relationship Violence includes:

Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.

Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.

Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person’s property.

The following also constitute violations of this Policy:

Complicity: Assisting, facilitating, or encouraging the commission of a violation of this Policy.

Retaliation: Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are “Complainants” and “Respondents”?

The Art Institute of Salt Lake City 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: Kristine Andersen, Vice President of Student Services. 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. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. 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. 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 EDMC. 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.

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.

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.

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:

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.

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.

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 The Art Institute of Salt Lake City’s 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:
The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information The Art Institute of Salt Lake City may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.
II. Disclosure of Educational Records

The Art Institute of Salt Lake City generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

To The Art Institute of Salt Lake City officials who have been determined by the school to have legitimate educational interests in the records. A school official is:

- 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
- a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.
- Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Art Institute of Salt Lake City has a legitimate educational interest.
- 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.

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.

- To organizations conducting certain studies for or on behalf of the school.
- To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
- To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate parties in health or safety emergencies.
- To officials of another school in which a student seeks or intends to enroll.
- To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
- To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution’s rules or policies. (The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
- 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.
Directory information (see Section IV below).

Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and The Art Institute of Salt Lake City will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran’s status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Art Institute of Salt Lake City officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute of Salt Lake City will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student’s education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

The Art Institute of Salt Lake City designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student’s consent):

- Student’s name
- Address: Local, email and website
- Telephone number (local)
- Date and place of birth
- Program of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended school
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- Student honors and awards received.
- The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Art Institute of Salt Lake City to request that his/her directory information be kept confidential will be given to the student annually.

Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, The Art Institute of Salt Lake City, 121 W Election Road, Draper, UT 84020.
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:

A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.

The Art Institute of Salt Lake City 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.

Upon request, The Art Institute of Salt Lake City will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Art Institute of Salt Lake City. 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.

The Art Institute of Salt Lake City 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.

If, as a result of the hearing, The Art Institute of Salt Lake City 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.

If, as a result of the hearing, The Art Institute of Salt Lake City 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.

If a statement is placed in the education records of a student under paragraph 6 above, The Art Institute of Salt Lake City will: (a) maintain the statement with the contested part of the record for as long as the record is maintained; and (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.
VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Art Institute of Salt Lake City to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Jury Waiver and Agreement to Binding, Individual Arbitration

Student and The Art Institute of Salt Lake City irrevocably waive our rights to a trial by jury and agree instead that any and all disputes, no matter how described, pleaded or styled, between me and The Art Institute of Salt Lake City (including its parent and past and present affiliates, employees, agents, and lenders) or related to any aspect of my relationship with or any act or omission by The Art Institute of Salt Lake City (“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.

Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure outlined in the Catalog.

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.

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

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.

Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person’s claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. I understand that I may opt out of this single-case
provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of The Art Institute of Salt Lake City/EDMC at 210 Sixth Avenue, 3rd Floor, Pittsburgh, PA 15222 within 30 days of my first execution of an Enrollment Agreement.

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.

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.

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

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.

This Arbitration Agreement shall survive the termination of Student’s relationship with The Art Institute of Salt Lake City.

If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.

STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE IS WAIVING HIS/HER RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY (EXCEPT AS PROVIDED IN THE AAA RULES), AND TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT. FURTHER, STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS ACTION AGAINST THE ART INSTITUTE OF SALT LAKE CITY.
Academic Calendar

Hours of Operation and Classes

School Hours:
M-Th     8AM to 5PM
F         8AM to 4PM

Class Times:
M-Th     8AM to 10PM

Hours of operation are subject to change.

<table>
<thead>
<tr>
<th>CALENDAR YEAR 2017</th>
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</thead>
<tbody>
<tr>
<td>START DATE</td>
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<tr>
<td>October 2, 2017</td>
</tr>
<tr>
<td>November 9, 2017</td>
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<table>
<thead>
<tr>
<th>Holiday Calendar 2017</th>
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<tbody>
<tr>
<td>Veterans’ Day</td>
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<tr>
<td>Thanksgiving Day</td>
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<tr>
<td>Day after Thanksgiving Day</td>
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<tr>
<td>Christmas Day- Observed</td>
</tr>
<tr>
<td>December Holiday- Observed</td>
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### Tuition and Fees

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credit Hours</th>
<th>Program Length (Qtrs)</th>
<th>Instructional Weeks</th>
<th>Tuition per Credit Hour</th>
<th>Lab Fee</th>
<th>Digital Textbook</th>
<th>Starting Kit Fee</th>
<th>Approx. Tuition &amp; Fees / Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Arts (BA)</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Interior Design</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$411</td>
<td>$0</td>
<td>$3,000</td>
<td>$325</td>
<td>$77,305</td>
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<tr>
<td><strong>Bachelor of Science (BS)</strong></td>
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<tr>
<td>Digital Filmmaking &amp; Video Production</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$411</td>
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<td>$325</td>
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The Art Institute of Salt Lake City is no longer enrolling new students. Questions should be addressed to the academic dean or the dean’s designee.

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.

1Labs fees above represent the total for the program and are charged per course or quarter. Lab fees are treated as tuition for refund purposes.

2Not 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 do not include applicable sales tax and are subject to change.

4 Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase.

**Faculty Listing**

**Part-Time Faculty**

Debra Funk, Graphic Design; M.A., Syracuse University, Illustration; M.F.A., University of Hartford, Illustration; B.F.A., University of Utah, Illustration; A.A., Rick’s College, Graphic Design

Shane Sumision, Game Art & Design; M.S., Entertainment Arts & Engineering, University of Utah; M.S., Architectural Studies, University of Utah; B.S., Architectural Studies, University of Utah

Stephen McComb, Web Design; B.S. The Art Institute of Salt Lake City, Web Design