The Art Institute of New York City is no longer enrolling new students. Questions should be addressed to the academic dean or the dean's designee.

See aiprograms.info for program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info.
MISSION

The mission of The Art Institute of New York City is to provide career-focused higher education in art and design, complemented by a strong liberal arts core, to a diverse student body. Our industry-driven curricula, subjected to continuous process review, combine theory and practice to help students become successful contributors to the creative community.

OBJECTIVES

It is our objective to provide career-focused, competency-based program curricula that consistently emphasize the knowledge, skills, and professional qualities needed in the current employment market of the various career fields.

It is our objective to employ faculty with appropriate educational credentials and related industry experience who deliver learner-centered instruction consistent with the curricular requirements. It is our objective to create and maintain an educational environment that is conducive to general learning by providing adequate facilities, learning resources, computer laboratories, industry-related and program-specific environments, well equipped design rooms, and first-rate media labs and classrooms.

It is our objective to provide a customer-sensitive staff that supports the general institutional purpose and, in particular, student achievement and success.

It is our objective to maintain and develop adequate financial resources to support student success.

It is our objective to strive for quality and continued improvement in all operational areas of the institution.
MESSAGE FROM THE EXECUTIVE COMMITTEE OF THE ART INSTITUTE OF NEW YORK CITY

You enter college with your talents and goals. At The Art Institute of New York City, we see our role as providing those educational services that help you develop your potential.

An education from The Art Institute of New York City is not a process where we hand you skills and knowledge. You must take responsibility and get involved. Here, you have the opportunity to learn from professionals in a hands-on environment. You also have the opportunity to make both professional contacts and lifelong friends. On your part, it means engaging fully, eyes and mind wide open.

There's a vibrant energy here, one that fuels a desire to do your best. You are supported by a close and caring community bound by mutual respect for each other's opinions. You are also part of New York City, where you can profit from the texture that makes it one of the nation's most exciting places to go to school, work, and live. We have a reputation within the art and design communities for graduates who are assets to the companies that employ them. We are here to make sure that your experience with The Art Institute of New York City is the best it can be. Join us, seek us out, and tell us how we can help you achieve your education and career goals. You are responsible for reading the policies contained within this catalog, the student handbook, and any subsequent policies provided by The Art Institute of New York City. Understanding and fulfilling these requirements will help you to become a responsible student.

If you have any questions, please don't hesitate to ask.

Jennifer Ramey
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HISTORY

A coeducational, non-sectarian, independent college, The Art Institute of New York City began operation with its first class in 1980 as The New York Restaurant School. It operated as an affiliate of the New School for Social Research from its inception until August 1987, at which time it was licensed as an independent institution by the New York State Education Department.

On May 1, 1995, the Board of Regents of the State of New York granted The New York Restaurant School a charter to confer an Associate of Occupational Studies (A.O.S.) degree. On July 31, 1996, The Art Institutes International, Inc., a subsidiary of Education Management Corporation, headquartered in Pittsburgh, Pennsylvania, acquired The New York Restaurant School and renamed it The Art Institute of New York City. In 2008, the school began to transition its degrees from the Associate of Occupational Studies (A.O.S.) to the Associate in Applied Science (A.A.S.) as well as to discontinue culinary programs, with registration halted in March, 2008. In addition, all staff, classes, and student support services were moved into the newly expanded Beach Street facility. In 2014 The Art Institute of New York City moved to The Fashion District, located in Midtown Manhattan. The Art Institute of New York City offers education programs designed to meet the demands of the contemporary job market and encompasses more than 11,000 alumni, a number of whom are leaders in their fields.

Location

The Art Institute of New York City is located in bustling Midtown Manhattan in the heart of the Fashion District. Surrounded by Times Square, the Theatre District, Chelsea, and Korea Town, 218-232 West 40th Street is a hub of culture and a focal point for individuals who appreciate and possess creative talent of all kinds. The majority of New York City's iconic skyscrapers, including the Empire State Building and the Chrysler Building, lie within Midtown. This on-the-go neighborhood is renowned for more than its famous architecture—it's also home to an abundance of hotspots and destinations like Bryant Park, Broadway, Rockefeller Center, Herald Square, MoMA, Madison Square Garden, and the New York Public Library. Areas, such as Times Square and Fifth Avenue, have large clusters of retail stores with everything from affordable fashions to top of the line labels. Midtown Manhattan's dining attractions are a culinary melting pot – from health foods to hot dogs, sushi, pastries, salad bars, neighborhood delicatessens and bakeries, designer coffee bars, bagel shops, and bistros specializing in international fare.

The Garment District has been known since the early 20th century as the center for fashion manufacturing and fashion design in the United States. Less than one square mile in area, the neighborhood is home to the majority of New York's showrooms, major fashion labels, well-known designers, their production facilities, warehouses, showrooms, and suppliers of fabric and materials.

It caters to all aspects of the fashion process—from design and production to wholesale selling. In this bustling hub, designs are created, samples cut, and orders written for clothing to be shipped all over the world. No other city has a comparable concentration of fashion businesses and talent in a single district than New York City.

Virtually every major electronic medium is either headquartered or represented in New York City. Midtown is abundant with advertising agencies, design studios, TV studios, and interactive media companies. This ideal, central location is a hub of knowledge and experience, well suited to provide the kind of wide exposure that allows The Art Institute of New York City students as future creative professionals, to take advantage of all that New York City has to offer.
STATEMENT OF OWNERSHIP

The Art Institute of New York City is owned by The Art Institute of New York City, Inc., which through various intermediary companies is a subsidiary of Education Management Corporation. Education Management Corporation is located at 210 Sixth Avenue, 33rd Floor, Pittsburgh, PA 15222.

BOARD OF DIRECTORS OF EDUCATION MANAGEMENT CORPORATION

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Mark A. McEachen
President and Chief Executive Officer of Education Management Corporation

LICENSING, ACCREDITATION, MEMBERSHIPS

The Art Institute of New York City is accredited by the Accrediting Council for Independent Colleges and Schools to award associate’s degrees. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and 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: 202.336.6780.

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

The Art Institute of New York has received permission to operate from the State of New York Board of Regents State Education Department, 89 Washington Avenue, 5 North Mezzanine, Albany NY 12234, 518.474.2593.

Programs at The Art Institute of New York City are approved for the training of veterans and eligible veterans’ dependents. Only the Veterans Administration can determine eligibility for these benefits. Inquiries should be directed to the Department of Veterans Affairs, 245 West Houston Street, New York, NY 10014 or by telephone at 212.807.7229.

U.S. Department of Homeland Security - This School is authorized under Federal law to enroll nonimmigrant alien students.
ACADEMIC FREEDOM

The Art Institute of New York City is fully committed to the values of freedom of inquiry in support of its educational mission.

Academic Freedom is the freedom for all to discuss relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write as a public citizen without institutional discipline or restriction. Academic Responsibility is the need for faculty to perform their academic duties and obligations while teaching.

1. Faculty are entitled to freedom to develop and determine methods of classroom instruction and student evaluation, including the following: a) To develop curriculum, including academic programs, courses, course descriptions, course outlines/syllabi, course goals, objectives, and standards in accordance with college procedures and in conformity with state and accreditation agency requirements and articulation agreements with other institutions of higher education faculty.

b) To experiment with and choose methods of instruction and evaluation consistent with approved course syllabi/outline.

c) Within a discipline, to recommend instructional materials that will be used in a course to cover the content of the approved course outlines.

d) To assign student grades in a manner that is consistent with the college’s grading policy.

2. Faculty is responsible for participating in interdisciplinary academic matters by participating in college committees and meetings.

3. Faculty are entitled to the freedom to express themselves, to foster critical thinking, and to support the expression of alternative points of view when writing articles and/or books, developing media, creating art, and/or conducting research, so long as they make a clear distinction between when they are acting as individuals and when they are acting as representatives of the college.

CATALOG ACCURACY AND RIGHT TO CHANGE DISCLAIMER

The Art Institute of New York City reserves the right to make changes of any nature. All programs, courses, and requirements are subject to change or termination without advance notice. The Art Institute of New York City has made every effort to make the material presented in this catalog timely and accurate. Curriculum, fees, expenses, and other matters described herein are subject to change without notice at the discretion of The Art Institute of New York City. For more information, contact the college at 800.654.2433. Catalog Addenda may be periodically released to reflect updates and changes of catalog content. Check the website (http://new.artinstitutes.edu/new-york) or contact the Admissions Department for further information.
PROGRAM OFFERINGS

Each program is offered on a year-round basis, allowing students to continue to work uninterrupted toward their degrees. The faculty, many of whom are working professionals, strives 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 generally reviewed periodically to ensure they meet the needs of a changing marketplace and prepare graduates for entry-level positions in their chosen fields.

The Art Institute of New York City’s graduates have the opportunity to pursue entry-level positions through concentrated, structured programs of study that reflect the needs of a changing job market. Graduates are provided with assistance in seeking employment that culminates in professional satisfaction and rewards. Curricula are generally taught by faculty who are, or have been, working professionally in their fields.

Graphic Design, Web Design & Interactive Media, Fashion Design, Fashion Merchandising & Marketing, Digital Filmmaking, and Interior Design faculty have real-world experience in the fields of advertising, publishing, television, graphic design, and multimedia system design among others. Many faculty members are sought after in the industry, even as they devote themselves to their fields through teaching.

The emphasis of The Art Institute of New York City has always been on high-quality education. The strong performance of graduates working in their fields is a testament to the strength of its programs.

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<table>
<thead>
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<th>PROGRAM TITLE</th>
<th>CODE</th>
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<td>AAS</td>
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<td>Fashion Design</td>
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<td>AAS</td>
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<tr>
<td>Fashion Merchandising &amp; Marketing</td>
<td>FM</td>
<td>AAS</td>
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<tr>
<td>Interior Design</td>
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<tr>
<td>Web Design &amp; Interactive Media</td>
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<td>AOS</td>
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</table>

HEGIS (Higher Education General Information Survey) code numbers are used to identify academic programs throughout US colleges and universities.

Abbreviations are intended for internal use only and not as an officially recognized form of degree or program descriptions.

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.
INTRODUCTION

The Fashion Design program at The Art Institute of New York City offers students a strong foundation of industry-standard professional skills and technical knowledge necessary for entry into the ever-evolving world of fashion. Students are exposed to, and encouraged, to integrate and implement both the creative and business aspects of the industry into their design decisions. Throughout the program, Fashion Design students will have the opportunity to gain and apply knowledge in a practical environment with the guidance of faculty and industry professionals. Students are expected to achieve competencies and develop skills in basic to advanced designing, sketching, sewing, flat-pattern drafting, draping, computer-aided designing, and creating professional portfolios. Upon graduating from the program, students are prepared to seek entry-level positions such as design assistant, production assistant, assistant grader, private label assistant designer, assistant stylist, assistant technical designer, trim coordinator, and sourcing coordinator.

PROGRAM OBJECTIVES

Comprehensive understanding of the history, terminology, business practices, and careers of the industry

• Implement designs from concept to consumer
• Identify and solve design problems and create solutions
• Develop technical proficiency in patternmaking, sewing, draping, and design using both traditional methods and computer methods
• Understand the regulations and laws that apply to the textile and apparel industry
• Acquire an awareness of contemporary topics in the fashion industry, while utilizing and applying the use of research resources such as the library, museums, professionally acceptable Internet tools, and professional associations
• Create a professional, industry-standard portfolio that incorporates a body of work that is focused and branded with a personal vision
• Prepare students for a lifetime of continuous learning by giving them the skills and tools of inquiry, research, analysis, and communications while learning to place individual subjects into larger contexts
### MAJOR REQUIREMENTS

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<th>Course Code</th>
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<td>FD115</td>
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<td>Patternmaking Design 1</td>
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<td>Computers for Fashion 1</td>
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<td>FD290</td>
<td>Collection Development</td>
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<td>FD291</td>
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<td>FSH100</td>
<td>Introduction to the Fashion Industry</td>
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<td>FSH123</td>
<td>Rapid Visualization and Design Concepts</td>
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<td>FSH130</td>
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<td>FSH140</td>
<td>History of Costume</td>
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<tr>
<td>FSH200</td>
<td>Trend Forecasting and Concept Research</td>
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<td>FSH240</td>
<td>Introduction to Manufacturing and Apparel Line Development</td>
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<tr>
<td>FSH260</td>
<td>Fashion Entrepreneurship</td>
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### LIBERAL ARTS AND SCIENCES

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<td>ENG160</td>
<td>English 2: Introduction to Literature</td>
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<td>Public Presentation</td>
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<td>ART210</td>
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<td>ART224</td>
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<td>Introduction to Sociology</td>
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<tr>
<td>FD295</td>
<td>Internship</td>
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</tbody>
</table>

**TOTAL PROGRAM CREDITS** 108
INTRODUCTION

Graduates of the Graphic Design program will have the opportunity to acquire the technical knowledge and the creative skills necessary for an entry-level position in the graphic design field. The course of studies is designed to reflect the approaches, methodologies, and evolving technologies of print and web design, while aiming to prepare students for rewarding contributions to the graphic design industries. As students move through the curriculum, they are exposed to two-dimensional design, typographic design, graphic design, and graphic identity strategies. Students have the opportunity to gain familiarity with professional software and to develop design research and method skills. During the latter portion of the program, students have the opportunity to concentrate on assembling and editing a portfolio, and to gain direct experience in professional practice through their internship.

The liberal arts and science component is designed to provide understanding of social and behavioral sciences, natural sciences, humanities, and mathematics. The emphasis is placed on people skills, critical thinking, and problem solving to prepare qualified and productive graduates for today’s industries.

Students graduating from this program are prepared to seek entry-level positions such as production artist, designer, assistant art director, production coordinator, and digital artist at design studios, publishing houses, in-house corporate design departments, and in design studios for printers.

PROGRAM OBJECTIVES

- Develop foundational skills that emphasize fundamental approaches to the formal concerns of the designer

- Become versed in the history, methodology, and practice of graphic design

- Explore and critically assess the use of color, form, shape, texture, typography, photography, and illustration as visual problem-solving tools

- Practice and develop through hands-on exercises, in-class lecture, and field trips, the digital skills in use in the industry today

- Develop a sense of professional practice, service, learning, internship, and portfolio preparation through classes that help the student internalize professional standards and prepare for the transition to the world of work
• Assemble, edit, and assess a portfolio of work that indicates a personal vision and professional competencies in defining and addressing contemporary design issues, and that reflects contemporary strategies and methodologies in graphic design

• Prepare students for a lifetime of continuous learning by giving them the skills and tools of inquiry, research, analysis, and communications while learning to place individual subjects into larger contexts

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<thead>
<tr>
<th>MAJOR REQUIREMENTS</th>
<th>LIBERAL ARTS &amp; SCIENCES</th>
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<tr>
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<td>Color Theory</td>
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<td>Image Manipulation</td>
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<td>Introduction to Graphic and Web Design</td>
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<td>Designing with Type 1</td>
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<td>GD180</td>
<td>Digital Photography 1</td>
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TOTAL PROGRAM CREDITS 108
WEB DESIGN & INTERACTIVE MEDIA

ASSOCIATE OF OCCUPATIONAL STUDIES

Visit ge.artinstitutes.edu/programoffering/531 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Occupational Studies in Web Design & Interactive Media.

INTRODUCTION

This program is designed to focus on graphic design at the service of commerce that reflects the approaches, methodologies, and evolving technologies of print and web design, while preparing students for productive contributions to the graphic design industries. As students move through the curriculum, they are exposed to a strong foundation in two-dimensional design. Then students focus on typographic design and graphic identity strategies and have the opportunity to gain familiarity with professional software and to develop design research and methods. Students then concentrate on assembling and editing portfolios and have the opportunity to gain direct experience in professional practice through their internships. Students graduating from this program are prepared to seek entry-level positions as multimedia production artists, digital artists, web site designers for design studios, agencies, and in-house corporate art departments, or to work as freelance designers.

PROGRAM OBJECTIVES

• Develop foundational skills that emphasize fundamental approaches to the formal concerns of the designer

• Become versed in the history, methodology, and practice of graphic design

• Explore and critically assess the use of color, form, shape, texture, typography, photography, and illustration as visual problem-solving tools

• Practice and develop through hands-on exercises, in-class lecture, and field trips the digital skills in use in the industry today

• Develop a sense of professional practice, service, learning, internship, and portfolio preparation through classes that help the student internalize professional standards and prepare for the transition to the world of work

• Assemble, edit, and assess a portfolio of work that indicates a personal vision and professional competencies in defining and addressing contemporary design issues, and that reflects contemporary strategies and methodologies in interactive multimedia design
# MAJOR REQUIREMENTS

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# LIBERAL ARTS & SCIENCES

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<td>GE161</td>
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# RELATED STUDIES

- INT201 Internship 3
- Select 3 from the following 3
- GD113 Color Theory
- GD190 Form and Space
- GD202 Digital Illustration
- GD270 Designing with Type 2
- GD275 Designing with Type 3

**TOTAL PROGRAM CREDITS 105**
DIGITAL FILMMAKING

ASSOCIATE OF APPLIED SCIENCE

Visit [ge.artinstitutes.edu/programoffering/2505](ge.artinstitutes.edu/programoffering/2505) for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Applied Science in Digital Filmmaking.

INTRODUCTION

The Digital Filmmaking program at The Art Institute of New York City is designed to prepare students to seek entry-level careers in the filmmaking industry. Graduates of the program will have developed technical competency in the field that will include an overall view of the production process; understanding basic cinematography concepts, techniques, and cinematic visual language; learning to use camera formats and lighting tools effectively; and capturing, editing, and encoding material.

The Art Institute of New York City's degree program in Digital Filmmaking is the first step toward a career in video production. The program covers all three phases of the filmmaking process. Students have the opportunity to become familiar with film and video editing by learning to study footage, select the best shots, and assemble them in the most effective way. Students can learn to work with digital media, since most editing takes place on a computer. Students are offered experience with splicing, patching, rewinding, coding, and storing film. The program also exposes students to dubbing and soundtrack and special sound effects creation to produce the final combination of sight and sound as it appears on the screen. The work has become increasingly computer-driven, as electronic equipment has replaced conventional tape-recording devices.

Emphasis is placed on learning the conceptual approaches, professional methodologies, and technologies of professional practice. At the upper levels of the curriculum, students have the opportunity to engage in the execution of assignments encountered by professionals in the field. The curriculum also includes many opportunities for real-world assignments, all leading to the creation of a thesis film that shows students’ creative thinking, visual problem solving, and innovation. The Art Institute of New York City has shaped its liberal arts curriculum to help prepare students for a lifetime of continuous learning by offering them the skills and tools of inquiry, research, analysis, and communications.

Mid-Program review:
Students must submit Shooting Scripts and Director’s Books for departmental approval before beginning their Thesis Production.

Graduates of this program are prepared to seek entry-level employment opportunities in the digital filmmaking and video production industries inclusive of preproduction, lighting, broadcast, production, video editing, media authoring, and business aspects of the digital media industry.
PROGRAM OBJECTIVES

• Develop competency in use of the multiple technologies of visual storytelling as an imaginative tool for mass communications, including video and audio recording and editing, production design and motion graphics, basic scheduling and production skills, and directing

• Create short films, for either narrative, commercial, or documentary purposes; assemble those projects into a professional quality demo reel, and leave-behind package

• Develop a sense of professional practice, service, learning, and portfolio preparation through classes and an internship, that help the student internalize professional standards and prepare for the transition to the world of work

• Practice and develop through hands-on exercises, in-class lectures, and field trips contemporary skills appropriate to the industry.

• Prepare students for a lifetime of continuous learning by giving them the skills and tools of inquiry, research, analysis, and communications while learning to place individual subjects into larger contexts.
### MAJOR REQUIREMENTS

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<td>Portfolio: Production and Distribution</td>
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### LIBERAL ARTS AND SCIENCES

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**TOTAL PROGRAM CREDITS** 108
FASHION MERCHANDISING & MARKETING

ASSOCIATE OF APPLIED SCIENCE

Visit ge.artinstitutes.edu/programoffering/2906 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Applied Science in Fashion Merchandising & Marketing.

INTRODUCTION

A student in the Fashion Merchandising & Marketing program at The Art Institute of New York City will have the opportunity to gain a strong foundation of industry-standard professional skills and knowledge necessary for entry into the ever-evolving world of fashion. The merchandising and marketing sector of the fashion industry is, at its core, the link between all the different facets of the industry from concept to creation and promotion. Students are exposed to and encouraged to integrate and implement both the creative and business aspects of the industry into their decisions; and to learn how to communicate their visions and ideas as a professional. Throughout their course of study, Fashion Merchandising & Marketing students will have the opportunity to gain and apply knowledge in a practical environment with the guidance of industry professionals. Students will be expected to achieve competencies in basic to advanced skills in visual merchandising and store development, marketing and branding, retail management, buying, merchandising, special events and public relations, product development, and entrepreneurship.

Upon graduating from the program, students are prepared to seek entry-level positions in retail management, visual merchandising, and store development, buying offices, public relations and event promotion, showrooms, trade shows, and more.

PROGRAM OBJECTIVES

• Have a comprehensive understanding of the history, terminology, business practices, and careers of the fashion industry
• Have the ability to collaborate in a professional manner and understand the dynamics among the merchandising, marketing, design, and manufacturing sectors of the fashion industry
• Apply practical knowledge, identify and solve problems, and create solutions that are in accordance with modern strategies and functions in the fashion industry.
• Implement core market research, trend forecasting, branding, and creativity into consumer-focused projects and strategies
• Understand the regulations and laws that apply to the textile and apparel industry.
• Acquire an awareness of contemporary topics in the fashion industry, while using and applying research resources such as the library, museums, professionally acceptable internet tools, and professional associations.
• Create a professional, industry-standard portfolio that incorporates a body of work that is focused and branded with a personal vision
• Prepare students for a lifetime of continuous learning by giving them the skills and tools of inquiry, research, analysis, and communications while learning to place individual subjects into larger contexts
### Major Requirements

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<td>Computers for the Fashion Industry</td>
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<td>FM201</td>
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### Liberal Arts & Sciences

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**Total Program Credits:** 108
INTERIOR DESIGN

ASSOCIATE OF APPLIED SCIENCE

Visit ge.artinstitutes.edu/programoffering/2884 for program duration, tuition, fees, other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science in Interior Design.

INTRODUCTION

Over the years, the design of building interiors has evolved from the decoration of surfaces and the selection of furniture to a multi-faceted profession dealing with the design of complete environments which satisfy client needs, incorporate building technology, and ensure user safety.

The Associate in Applied Science in Interior Design degree program offers a well-rounded foundation that nurtures the technical, creative, and human factor aspects of interior design necessary to enter the field. Beginning with a strong foundation in the manual arts of drafting and drawing, the student has the opportunity to study the basic design principles. In addition, students can obtain first-hand design exposure and view installations, significant buildings, and exhibitions in New York City. This juxtaposition enables students to develop their competencies in formulating, proposing, and executing creative design solutions which meet the needs of their clients.

This program prepares graduates to seek entry-level positions in the industry, such as junior architectural drafter, designer, or planner.

PROGRAM OBJECTIVES

• Identify and solve interior design problems and create solutions that are functional, aesthetic, and within industry codes

• Develop technical proficiency in space planning, rendering, drafting, and computer-aided design

• Design individually and collaboratively within the context of buildings systems using appropriate materials and products

• Understand how buildings and interior systems, structural conditions, materials, interior detailing, and environmental factors interact

• Create a professional portfolio of work in which students reveal their acquired knowledge and skills

• Prepare students for a lifetime of continuous learning by giving them the skills and tools of inquiry, research, analysis, and communications while learning to place individual subjects into larger contexts
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>GD101</td>
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<td>ID202</td>
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<td>ID204</td>
<td>Digital Visualization for Interior Design</td>
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<td>Interior Architectural Detailing</td>
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<td>ID231</td>
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<td>History of Architecture</td>
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<td>INT201</td>
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**LIBERAL ARTS & SCIENCES**

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<tr>
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<td>ENG160</td>
<td>English 2: Introduction to Literature</td>
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<td>MAT224</td>
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<td>ART210</td>
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<td>ART220</td>
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<td>ENG240</td>
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<td>HUM210</td>
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<td>HUM218</td>
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<td>HUM225</td>
<td>Cyber Theory: The Impact of Technology on Society</td>
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**TOTAL PROGRAM CREDITS** 108
COURSE NUMBERING

Courses with 100-level course numbers are considered lower level and are typically taken in the first year of academic study.

Transitional Studies courses are coded as GE021 and GE022, and are only taken by students in need of transitional studies courses prior to taking 100-level mathematics and/or English courses.

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.

COURSE PREFIX LETTER CODE

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<td>ART</td>
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<td>Fashion Design</td>
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<td>Web Design &amp; Interactive Media</td>
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<td>RS</td>
<td>Related Studies</td>
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<td>SC</td>
<td>Science</td>
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</table>
ART210 Art History: Prehistoric to Renaissance  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022  

Students will examine the historical development of painting, sculpture, and architecture and compare 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 prehistoric cultures, the course proceeds through early Western art to the Italian Renaissance and from the High Renaissance to the Mannerists.

ART220 Art History: Renaissance to 21st Century  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022  

This course surveys Western art forms relative to political, social, religious, and economic movements from the High Renaissance to present day. Topics include painting, sculpture, decorative arts, architecture, photography, and conceptual art.

ART224 Art History: Prehistoric to 21st Century  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022  

Students examine the historical development of painting, sculpture, and architecture and compare 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 twenty-first-century art forms.

DF101 Film and Narrative Theory  
Credits: 3  
Prerequisite: None  
This course introduces the student to the structural principles of film and television. Narrative art forms and communication media are explored from a variety of perspectives, such as historical, cultural, ideological, and aesthetic considerations. Students explore media's impact on society and the cultural significance of storytelling.

DF104 Narrative Topics  
Credits: 3  
Prerequisite: DF101  
This class examines the formal, historical, and technical aspects of one specific film style and the filmmakers of renown who have employed this style.
DF112 Screenwriting  
Credits: 3  
Prerequisite: DF101  

This course develops the basic skills of concept development, character arcs, three-act structure, and story creation for the screen.

DF113 Script Development  
Credits: 3  
Prerequisite: DF112  

This course focuses on the planning, storyboarding, and scripting of television and video productions. Narrative screenwriting concepts are also taught. Scripts are developed with an emphasis on characterization, plot, theme, target audience, and industry-standard script format.

DF121 Visual Storytelling  
Credits: 3  
Prerequisite: None  

This course presents an overview of the video production field and provides a hands-on introduction to the video camera. It defines the responsibilities and skills necessary for success in the diverse and dynamic arena of contemporary, digital filmmaking.

DF122 Cinematography and Lighting  
Credits: 3  
Prerequisite: DF121  

An introduction to the universe of cinematography, this course explores the role of the cinematographer as visual storyteller and the ways lighting enhances that job. Emphasis is on the skills required to make basic lighting decisions under a variety of studio situations.

DF123 Directing the Actor  
Credits: 3  
Prerequisite: None  

This course examines the role of the actor in the film, television, and related electronic media industries. Emphasis is on the collaborative experience of directing actors. Students will gain the skills of identifying and impacting various aspects of performance.

DF124 Pre-Producing the Short Film  
Credits: 3  
Prerequisite: DF113  

Students prepare all aspects of pre-production of a short film project including preparing a shooting script, casting, location scouting, scheduling, and budgeting. Emphasis is on the organizational aspects of pre-production, production design, and the practical and legal concerns of filmmakers.
DF131 Introduction to Audio  
Credits: 3  
Prerequisite: None

This course is an introductory study of the principles and practices of recording sound. Students examine the tools and techniques used in multi-track recording and mixing. They learn the basics of critical listening, microphone technique, console and tape machine operation, signal flow, signal processing, patching, and studio operations.

DF132 Sound Design for Digital Film  
Credits: 3  
Prerequisites: DF131

In this course, students apply their audio skills to create and capture audio for video. The class focuses on three elements of sound: voice-over, music, sound effects, and their impact on the visual image. Through industry-standard location and studio recording techniques, students are responsible for acquiring, editing, enhancing, processing, mixing, and synchronizing sound for production and post-production audio.

DF133 Studio Production and Production Design  
Credits: 3  
Prerequisite: DF112

As an exploration of narrative practices, this course focuses on studio operation, studio management, lighting, crew, and sound. Students produce their own studio-based narrative programs and design and implement visual themes in their scenes through light, color, camera movement, and all other aspects of production design.

DF134 Location Production  
Credits: 3  
Prerequisite: DF133  
Co-requisite: DF144

This course explores client-based productions from idea conception to final-edit master. Special emphasis is placed on professional conduct as well as the demonstration of professional, industry-standard techniques.

DF141 Fundamentals of Video Editing  
Credits: 3  
Prerequisite: None

In this course, students gain knowledge of video post-production terms and techniques. They also demonstrate a working knowledge of basic post-production equipment and editing concepts. At the end of the course, students complete a short, edited film.
DF142 Digital Filmmaking  
Credits: 3  
Prerequisite: DF121

This course emphasizes Digital Film Technology, which dominates contemporary filmmaking. It introduces classical techniques to produce narrative meaning and non-narrative verisimilitude. Several short projects are taken from concept through edited completion to familiarize students with the range of methods utilized in narrative construction.

DF143 Film Pre-Visualization  
Credits: 3  
Prerequisite: DF112

This course offers an introduction to visual concept development for film and video. With an emphasis on the collaboration between the Director and the Production Designer, the students explore mise en scene and color theory as they relate to film design. The psychological and cultural aspects of color, set design, costuming, locations, and visual effects are analyzed, as well as their relationship to the overall film process. Students apply digital image manipulation to document and demonstrate their concepts.

DF144 Broadcast Graphics  
Credits: 3  
Prerequisite: DF142  
Co-requisite: DF134

This course will introduce students to film title and motion graphics design. Acting as the motion graphics artist for their real-world projects, they will learn and apply typography, motion type, and 3D graphic design.

DF172 Experimental Filmmaking  
Credits: 3  
Prerequisite: DF124

The course explores the aesthetic and technical considerations of the editor as they are practiced through the completion of an editing project.

DF182 Documentary Filmmaking  
Credits: 3  
Prerequisite: DF124

This course broadens students’ exposure to non-narrative forms of film and video, while giving them multiple assignments in writing, producing, directing, and editing techniques for non-fiction subjects.
DF215 Script Development 2  
Credits: 3  
Prerequisite: DF113  

(Note: Digital Filmmaking students must take this course if their thesis script is not approved by Faculty Committee – this substitutes for the elective listed in Quarter 5)  

Students revise aspects of their Director’s Book and prepare to shoot their short film. Emphasis is on the student finding practical solutions to overcome those obstacles to production which the Faculty have identified in the Mid-program Review. Students learn to anticipate production problems that may occur and utilize problem-solving techniques to overcome the challenges unique to their own films.  

DF225 Directing the Short Film  
Credits: 3  
Prerequisite: DF124  

In this course, the student undertakes the role of Director in all three phases of filmmaking: pre-production, production, post-production. Each student develops and shoots a short-film project.  

DF226 Professional Production Team  
Credits: 3  
Prerequisite: DF225  
Students work in a team to execute a broadcast-ready production, utilizing current communication technologies.  

DF227 Internship  
Credits: 3  
Prerequisite: DF255  
The internship provides students with an opportunity to practice skills and competencies learned in their program of study. Students are matched to sites that meet their individual skill levels and career goals. A manager at the internship site supervises the intern. The career services advisor from The Art Institute of New York City also meets students at least twice per quarter and as needed. Student progress is also evaluated through the completion of the internship notebook/journal and written and verbal reports obtained during the internship under the direction and guidance of a Digital Filmmaking faculty member.  

DF237 Advanced Sound Design  
Credits: 3  
Prerequisite: DF246  
This course emphasizes editing and mixing of audio for professional video projects. Topics include compression schemes, digital compression, and audio mixing software and principles. Students complete the sound design of their thesis project and digitize it for output to various media formats and playback devices.  

The Art Institute of New York City  
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DF246 Advanced Editing and Graphics  
Credits: 3  
Prerequisites: DF144, DF225

This course explores a video project from assembly edit to final edit and picture lock. Special emphasis is placed on professional conduct as well as the application of broadcast-quality graphics.

DF247 Portfolio: Production and Distribution  
Credits: 3  
Prerequisite: DF246

This course focuses on the completion of students’ multimedia portfolios and enables students to begin their career search.

DF255 Professional Practice in the Film Industry  
Credits: 3  
Prerequisites: DF143, ENG150

This course is an overview of the film industry and an introduction to the jobs and career paths within it. Students will plan their careers and gain a greater understanding of the roles of promotion, branding, and marketing for films and filmmakers.

ENG150 English 1: Composition  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022

This is the first of two courses in the composition sequence. Students are introduced to the college-level writing process. Supporting a thesis statement and organizing an essay are covered, along with responding to the writing of others and analyzing the writing techniques of various authors. Revision and editing for content, grammar, and punctuation are also emphasized. In addition, students learn to adhere to the conventions of standard written English.

ENG160 English 2: Introduction to Literature  
Credits: 4  
Prerequisite: ENG150

This is the second of two courses in the composition sequence. Students continue to develop writing, reading, and critical-thinking skills. Students also write essays demonstrating their ability to analyze and evaluate a world of ideas before integrating them into their own writing. In addition, this course introduces students to research and documentation methods, reinforces the conventions of standard written English, and focuses on effective ways to support a thesis.
ENG175 Public Presentation
Credits: 4
Prerequisite: none

The purpose of this course is to enable students to develop and to improve their presentation skills within a variety of contexts. Students learn how to structure material in ways to meet the needs of their audiences’ demands in order to convey ideas in useful and appropriate ways.

ENG230 Modern Theatre
Credits: 4
Prerequisites: ENG150, ENG175

This course investigates the rise of theatre from 1900 with Ibsen to approximately the 1980s. In addition, the introduction of absurdism on the modern stage is included. Students are expected to read plays outside of the classroom as well as within. Playwrights, primarily taken from the American scene, will include but are not limited to Miller, Williams, O’Neill, Albee, Guare, and Wilson. (References to traditional European theatre or Theatre of Manners are not discussed in the class, e.g., Shakespeare to Sheridan.) The class attends at least one live production of an off-Broadway play. (The cost of tickets is additional to the cost of tuition.)

ENG235 Reader’s Theatre
Credits: 4
Prerequisites: ENG150, ENG175

This course program culminates in a live performance of a contemporary play in “reader’s theatre style.” Students gain experience in emotive language to express the lines of theatrical pieces, as well as learn about the structure of theatrical composition (e.g., character analysis, Aristotelian plot). Additionally, students develop an aesthetic sense of theatre. The class attends at least one reader’s theatre or live production of an Off-Broadway play. (The cost of tickets is additional to the cost of tuition.)

ENG240 Genre Fiction
Credits: 4
Prerequisites: ENG150, ENG160

Students explore and analyze stories and novels in a specific genre of fiction such as realism, magic-realism, mystery, science fiction, children’s literature, or the literature of a specific cultural group or time period. In-depth analytical and interpretive skills are honed through research, questioning techniques, and the exploration of secondary texts.

FD110 Clothing Construction 1
Credits: 3
Prerequisite: none

Students learn basic and advanced sewing techniques as applied to apparel construction. The construction process and assembling procedures are studied, with a focus on how to use an industrial sewing machine and industrial sewing machine methods.
FD114 Clothing Construction 2  
Credits: 3  
Prerequisite: FD110

This course is a continuation of Clothing Construction 1, exposing students to more advanced finishes and sewing techniques for quality workmanship and mass production development. A collection of garments and a sample book are developed to utilize these procedures.

FD115 Draping 1  
Credits: 3  
Prerequisite: FD130 and FD114

Students learn the methods of transforming a two-dimensional surface (i.e., fabric) into a three-dimensional form (i.e., a garment) for the purpose of creating a flat pattern.

FD122 Fashion Design Sketching 2  
Credits: 3  
Prerequisite: FSH121

Students learn the rendering of fashion layouts in detailed croquis and illustrations exploring various media such as texture, fabrics, and marker rendering techniques. The more advanced development of flat sketches is also emphasized.

FD130 Patternmaking Design 1  
Credits: 3  
Prerequisite: FD110

Using commercial dress forms, specifications, and a basic sloper, this class teaches the basic techniques and skills of flat-pattern drafting in accordance with garment trade practices.

FD150 Computers for Fashion 1  
Credits: 3  
Prerequisite: None

This course introduces students to the use of vector-based drawing and digital imaging programs for fashion design. Students learn how to transfer their designs from sketches done on paper to sketches done on the computer in accordance with industry-standard techniques and expectations.

FD151 Computers for Fashion 2  
Credits: 3  
Prerequisite: FD150

A continuation of Computers for Fashion 1, advanced techniques in vector-based drawing are explored in this class, while students also study and incorporate knowledge of digital imaging software. Portfolio development is introduced.
FD170 Design Studio 1  
Credits: 3  
Prerequisites: FD115 and FD122

This course is an integrated design course in which students apply their skills in order to complete designs from concept to creation. There is an emphasis on using a basic sloper to learn dart manipulation, bodice styling, and skirt, collar, and sleeve variations. A midpoint program evaluation is connected to this class in order to review current skill sets, and direct learning and program outcomes for the remainder of the curriculum.

FD230 Design Studio 2  
Credits: 3  
Prerequisite: FD170

A more advanced version of Design Studio 1, students in this course cover the development of the sloper on a more progressive level with an emphasis on special garment detailing to creative and practical application. In this course, students generate an original sportswear design.

FD231 Design Studio 3  
Credits: 3  
Prerequisite: FD230

Students follow the design process from original concept to finished garment with attention to current trade practices. This course also prepares students for creating their final collections and understanding the importance of fit.

FD240 Computer Patternmaking 1  
Credits: 3  
Prerequisite: FD170

Students learn the basic techniques and development of patterns using industry standard technologies and computer systems. Developing designs with the use of slopers and plotting patterns is also included.

FD241 Computers for Technical Design  
Credits: 3  
Prerequisite: Department Chair Approval

In this course, students integrate various digital applications: patternmaking, digitizing, grading, and marker creation. Plotting graded nests and markers is included. Industry standard software that addresses the need for real-time product specifications, tech packs, and specs is also emphasized and explored.
FD265 Design for Specialty Markets  
Credits: 3  
Prerequisites: FD122 and FSH200  

Students explore the target market research, design, and sketching of specialty markets from concept to production. Areas included in the course are swimwear, children's wear, and specialty sizes. Students are also exposed to stylized illustration.

FD280 Portfolio Development  
Credits: 2  
Prerequisite: FD151  

Through this course, students develop a professional portfolio using industry expectations as a guide. The portfolio created will represent the student's unique skills and creations that were developed through their previous coursework.

FD290 Collection Development  
Credits: 2  
Prerequisite: Department Chair Approval  

Prerequisite: FD280  
Co-requisite: FD291  

In this course, students develop a collection in their specialized area of apparel, applying skills and knowledge they have acquired through previous coursework.

FD291 Professional Presentation and Branding of the Portfolio  
Credits: 2  
Prerequisite: FD280  
Co-requisite: FD290  

This is a culmination course emphasizing professional presentation skills needed to visually market and present the portfolio, interviewing skills, and career search techniques. A résumé and student-branded portfolio are created and presented in a final program review format.

FD295 Internship  
Credits: 3  
Prerequisite: Department Chair Approval  

Perhaps the most important aspect of business training is actual experience in applying learned knowledge, principles, and skills to real problems. The internship meets the need for practical experience and serves as a finishing course for the student. Working with an internship coordinator, students gain on-the-job training at an internship site, as well as learn to build strong working relationships, network, communicate, and properly utilize industry terminology and skills.
FM101 Contemporary Retail Environments  
Credits: 3  
Prerequisite: None

In this course, students will be exposed to the exciting world of retail and the integral economic role the industry plays in the modern environment. Emphasis is placed on globalization of the industry, the impact and use of technology, creating consumer relationships, and key retail formats and functions. Students will apply their knowledge through case studies and hands-on activities.

FM111 Sociology of Dress and Consumer Behavior  
Credits: 3  
Prerequisite: Satisfactory Accuplacer score or the successful completion (C or better) of GE021 or GE022

This course examines both the internal and external factors that influence a consumer’s decision to dress in certain ways as well as in their buying behaviors. Emphasis is placed on the understanding of sociological issues surrounding the adoption and production of fashion in modern societies.

FM113 Marketing Principles  
Credits: 3  
Prerequisite: FM101

This course introduces the key concepts and strategies involved in marketing in the business environment. Topics covered include national and global marketing strategies, target market research, the P’s of marketing (Price, Product, Promotion, and Place), product life cycles, and more. A marketing plan is developed in this class.

FM115 Computers for the Fashion industry  
Credits: 3  
Prerequisite: None

This course introduces students to the use of computer programs necessary for success in the fashion industry. Emphasis is placed on the exploration and use of industry-standard programs and software.

FM201 Fashion Design Concepts and Specialty Markets  
Credits: 3  
Prerequisite: FSH121, FSH130, and FSH200

This course introduces students to the ideologies and elements of fashion design in a format suited to merchandising. Students will examine contemporary theories, strategies, and techniques related to fashion design. Specialty markets will be emphasized and explored through design projects.
FM205 Math for the Merchandising Environment  
Credits: 3  
Prerequisite: MAT224

Through this course, students will analyze and explore the mathematical formulas and strategies necessary to be successful in the merchandising environment. Using real-life scenarios, students will learn how to effectively implement the formulas and problem solve in order to be productive and effective in their roles in the fashion industry.

FM210 Buying 1  
Credits: 3  
Prerequisite: FM205

Through this course, students will analyze and explore merchandise buying and management within the retail industry. Emphasis will be placed on financial and organizational needs in merchandising, including the research, planning, purchasing, pricing, and presentation of inventory to meet customer demand.

FM211 Business Law  
Credits: 3  
Prerequisite: FM213

This course gives an overview of basic legal principles and ethical decision-making concepts that are related to the fashion industry and starting and conducting a business. Topics include legal systems, litigation, dispute resolution, and contracts. The protection of intellectual property, including patents, copyrights, trademarks, and service marks, is also emphasized.

FM213 Apparel and HR Management  
Credits: 3  
Prerequisite: FM113

Students will examine the function of human relations and management as a key component of an organization’s total effort and success. Realistic strategies and techniques will be covered to aid students in their own personal management growth potential as well as that of the organization in which they will work. Emphasis is placed on training, motivating, ethical decision making, improving employee effectiveness, and retaining good employees. This course is taught through case studies and hands-on learning experiences.

FM215 Branding  
Credits: 3  
Prerequisite: FM113 and FSH123

This course addresses the strategic tools used in creating a dynamic brand and brand strategy that is identifiable and connected to the consumer in today’s modern business environment. Factors such as price pressure, packaging, positioning, brand loyalty, advertising, and proliferating competition are focused on as factors that businesses must control to build a strong, successful brand.
FM220 Special Events and Public Relations
Credits: 3
Prerequisite: FM211 and FM230

This course will introduce students to the concepts surrounding special events and public relations within a fashion establishment. Through simulation students will learn how to effectively create Press Releases, PR Kits, and other promotional materials as they relate to the special event planning process in formats such as fashion shows and other fashion-related functions and promotional events. Additional topics emphasized are crisis management and creating brand identity and appeal geared towards the target market they are working with and their client’s needs.

FM230 Visual Merchandising and Display
Credits: 2
Prerequisite: FM215

This course involves the study of visual merchandising and merchandise presentation techniques, with an emphasis on psychological motivation, retail design, and display teamwork. Topics include the creation of specialty and department store displays, the design of visuals for walls and windows, the effects of color and lighting on consumer behavior, and professional presentation techniques.

FM235 Store Design and Development
Credits: 2
Prerequisite: FM115, FM210, and FM230

In this course, students will study the principles of store design and development while applying both visual merchandising and consumer behavior knowledge. Using industry standard visual merchandising software, students will create store simulations incorporating lighting scenarios, strategic product placement, and use of scenery and special effects to support merchandise and create enticing store atmospheres.

FM291 Professional Presentation and Branding of the Portfolio
Credits: 2
Prerequisite: FSH240
Co-requisite: FM295

This is a culmination course emphasizing professional presentation skills needed to visually market and present the portfolio, interviewing skills, and career search techniques. A resume and student-branded portfolio are created and presented in a final program review format.
FM295 Internship
Credits: 3
Prerequisite: Department Chair Approval
Co-requisite: FM291

Perhaps the most important aspect of business training is actual experience in applying learned knowledge, principles, and skills to real problems. The internship meets the need for practical experience and serves as a finishing course for the student. Working with an internship coordinator, students will gain on-the-job training at an internship site, as well as learn to build strong working relationships, network, communicate, and properly utilize industry terminology and skills.

FSH100 Introduction to the Fashion industry
Credits: 3
Prerequisite: none

Students gain an overview of the fashion industry including the merchandising, design, production, and marketing of fashions from concept to consumer. There is a strong focus on terminology, and the overall organization and business strategies of fashion merchandisers and retailers.

FSH120 Fundamentals and Concepts of Design
Credits: 3
Prerequisite: none

This course addresses the basic principles and elements of design with a focus on line, proportions, and texture. Color theory is also emphasized as applied to fashion. Students learn how to apply principles, elements, and color to create more impact in their designs.

FSH121 Fashion Design Sketching 1
Credits: 3
Prerequisite: FSH120

Students will apply the knowledge learned in Fundamentals and Concepts of Design to create fashion sketches. Basic proportions and sketching techniques are emphasized as well as an introduction to flat sketches.

FSH123 Rapid Visualization and Design Concepts
Credits: 3
Prerequisite: FSH130 and FSH121

This course develops skills that allow students to quickly and effectively express visual ideas. There is an emphasis on problem solving and concept development as well as making appropriate decisions in fabric selections, for both design and buying decisions.
FSH130 Textiles and Fabrication Analysis 1  
Credits: 3  
Prerequisite: None  
In this course, students find a comprehensive study of textiles and the textile industry with an emphasis on the textile process from fiber classifications to color applications, as well as care, fabric quality, and new advancements in textiles. There is a strong focus on appropriate identification and usage of fabrics.  

FSH140 History of Costume  
Credits: 3  
Prerequisite: Satisfactory Accuplacer score or the successful completion (C or better) of GE021 or GE022  
In this course, students study, in depth, the development, and evolution of clothing from the earliest forms to modern times. Students also study how social, political, and economic influences as well as art influences have impacted design throughout history.  

FSH200 Trend Forecasting and Concept Research  
Credits: 3  
Prerequisite: FSH120  
In this course, students relate how research is reflected in design. Trend cycles, consumer behavior, and social, political, and economic influences are also covered. Students learn how to forecast future trends in color, fabric, silhouettes, and textures and how to incorporate their findings into a trend forecast and designs.  

FSH240 Introduction to Manufacturing and Apparel Line Development  
Credits: 3  
Prerequisite: Department Chair Approval  
In this class, students learn how all facets of the fashion industry work together to produce a final product. A simulated learning experience is emphasized where merchandising and design students work together to create a line of clothing for production. Topics included are marketing, consumer and market research, design specs, costing, and sourcing.  

FSH250 Contemporary Topics in the Fashion Industry  
Credits: 3  
Prerequisite: FSH123  
This class will explore current event topics and issues surrounding the fashion industry. This course is taught through simulation and case study exercises emphasizing, but not limited to, topics such as sustainability, globalization, trademarks, licensing, and counterfeiting.
FSH260 Fashion Entrepreneurship  
Credits: 3  
Prerequisite: Department Chair Approval  

This course is designed for students who are interested in opening their own retail store or apparel business. Understanding and applying key entrepreneurial business strategies serves as the premise for learning. Through this simulated course, students explore all aspects of running a business with a strong emphasis on the development of a business plan and understanding current business practices as they relate to the apparel industry.

GD101 Drawing and Perspective  
Credits: 3  
Prerequisite: None  

In this foundational drawing course, students gain experience with select media and techniques, learn to use a variety of drawing tools, draw 3D objects in one-, two-, and three-point perspective, and generate drawings that explore creative approaches to visual thinking.

GD102 Fundamentals of Design  
Credits: 3  
Prerequisite: None  

This course involves a presentation of the basic elements and principles of graphic design. Students explore design elements and visual composition strategies for a variety of problem-solving solutions in visual communications.

GD103 Survey of Media and Design  
Credits: 3  
Prerequisite: None  

This course presents a survey of the computer animation, graphic design and multimedia industries. Specifically, it focuses on entry-level jobs and responsibilities, career paths, characteristics and necessary skills for success, regional differences in employment, types of projects and products, and an introduction of the path from concept to product in each of the industries.

GD113 Color Theory  
Credits: 3  
Prerequisite: GD102  

In this course, students explore color theory, including additive and subtractive color for graphic design applications. Discussion of color and its relationship to composition in a variety of graphic design formats and media forms the central focus of this course.
GD121 Image Manipulation  
Credits: 3  
Prerequisite: GD160 

In this course, students develop basic image manipulation skills in a raster-based computer environment. Emphasis is on mastering the fundamentals of scanning, color management, photo retouching, imaging, special effects, and filters and masks.

GD160 Introduction to Graphic and Web Design  
Credits: 3  
Prerequisite: None 

This course introduces students to the use of graphic design across the variety of media available to the designer today, from print to Web and beyond. Students are introduced to visual problem-solving and research techniques, problem identification, analysis, brainstorming, and idea refinement as they explore design solutions appropriate to various media. The goal is to develop an understanding of design methods and practices and their use over a variety of mass communications media. Students are introduced to the Macintosh operating systems and a variety of design software.

GD170 Designing with Type 1  
Credits: 3  
Prerequisites: GD102, GD160 

This course explores printed communication and the use of typography as an exclusive element of design. The development of marketable, original, and creative problem-solving solutions is also examined, with an emphasis on professional presentation techniques. Exploration of the relationship between legibility and type design as evocative image is emphasized through studio and computer lab exercises. Digital typographic and layout software are introduced.

GD180 Digital Photography 1  
Credits: 3  
Prerequisite: None 

This course introduces students to the fundamental terminology, concepts, methodologies, and techniques of digital photography. It focuses on the principles of using color, composition, lighting, and other techniques for overall thematic and visual effects of narrative photographic images for promotion and advertising design. An overview of the history of this modern medium and impact on contemporary graphic design and advertising is introduced through lecture and field trips.
GD185 Digital Photography 2
Credits: 3
Prerequisite: GD180

This course explores the photographic narrative as a visual problem-solving tool for promotion and persuasion. Advanced digital darkroom techniques for creative image manipulation and advanced lighting and color control techniques are also covered. The emphasis of this class is to expand the student’s capacity to create innovative and influential images in the service of advertising and promotion and that deepen the student’s understanding of visual culture. Traditional and non-traditional photographic approaches across multimedia are introduced.

GD190 Form and Space
Credits: 3
Prerequisite: GD101

This studio course emphasizes the conceptualization process of graphic identity development and its function in visual problem solving in 2D and 3D environments. Students use qualitative and quantitative research techniques for concept development, idea refinement, and analysis for graphic intervention.

GD202 Digital Illustration
Credits: 3
Prerequisites: GD170

This course will focus on fluency in design process and visual communications for logo and graphic identity, and visual narrative. Emphasis is on acquiring software skills in vector-based graphics.

GD212 Electronic Production
Credits: 3
Prerequisites: GD270

This course introduces students to the electronic preparation of simple and complex designs. Typesetting, pagination, image reproduction, color specification, trapping procedures, and binding and finishing techniques will be explored.

GD215 Graphic Identity
Credits: 3
Prerequisite: GD218
Co-requisite: GD220

The student examines the structures and communication skills used by various members of a creative team to create graphic identity and brand experience. The processes of concept development, media application, and design creation are emphasized. The variety of media used by graphic designers to extend the brand across print, electronic, and broadcast media are explored.
GD218 Graphic Symbolism
Credits: 3
Prerequisite: GD270

This course examines the importance of graphic symbols in design. Logos and other symbolic images are examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes are then used to create individual logo designs and other symbolic images.

GD220 Marketing Design
Credits: 3
Prerequisite: GD218
Co-requisite: GD215

A study of the essential elements of advertising design including the conceptual and design issues involved in the production of print, guerilla, and TV advertising, this course provides an overview of principles of design, layout, advertising, copy writing, and print production processes, basic photography, using the computer in photography, and designing print advertising by using computer graphic software. Course topics include interpreting target audiences, creative concept formulation, advertising design and layout, typography, working with art, as well as production methodology. The vocabulary and language associated with graphic design/ advertising and production processes are covered. Students develop a variety of sample advertisements during the course.

GD225 History of Graphic Design
Credits: 2
Prerequisites: GD121, GD202

This course examines the influences of social trends, historical events, technological developments, and the fine arts on contemporary graphic design, illustration, typographic design, architectural design, photography, and fashionable trends in general. Through lectures, supplied visual examples, independent research, and design assessments, the student gains insight into a variety of major design influences. The student learns how to research and utilize a wide variety of design styles. Particular emphasis will be placed on the period between World War I and World War II and the Postmodern period.

GD231 Design Production Team
Credits: 3
Prerequisites: GD220

This is a special projects course in which students use their knowledge of design, typography, production techniques, video, and audio to execute a team project. Students also apply communication, teamwork, and organizational skills. They work cooperatively to achieve a common goal, similar to industry experience.
GD240 Concept Design  
Credits: 3  
Prerequisite: GD190  

This studio course focuses on graphic design problems and solutions, with an in-depth study of creative directives and techniques that build visual approaches, which aid in expressing and communicating concepts. Emphasis is on creative thinking, experimentation, and expanding the range of visual vocabulary. Through deciphering and predicting the visual meaning of images, students engage in a process that teaches them to think symbolically, to think visually, and to create effective visual narratives for design and promotion. Effective application of color and color theory is emphasized in project development and analysis.

GD260 Web Design 1  
Credits: 3  
Prerequisite: GD160  

In this course, students explore the concepts and technologies for designing basic Web pages and simple websites, applying the principles of information architecture, navigation, and interactivity.

GD262 Web Design 2  
Credits: 3  
Prerequisite: GD260  

In this course, students explore advanced concepts for designing complex websites for promotional and entertainment use. Special focus is on finalizing a personal site that will host the graduating student’s final portfolio.

GD270 Designing with Type 2  
Credits: 3  
Prerequisite: GD170  

This class concentrates on utilizing design principles and theories in problem solving, focusing on the importance of designing with type. Emphasis is on the process of design development from roughs to comprehensives, layout, and the use of grid systems for multi-component layouts. Critical analysis will be applied through the use of type and layout to create clear, communicative design. Students refine their knowledge of type layout, font management, and preparation for output, digital press, and binding with emphasis on multiple-page projects and multiple-piece collateral systems.
GD275 Designing With Type 3
Credits: 3
Prerequisite: GD270

This course explores various means of indicating, placing, and manipulating visual elements in page design, systematically developing strong and creative editorial design 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.

GD278 Professional Practice and Career Development
Credits: 3
Prerequisite: GD262
Co-requisite: GD282

This course prepares students for the business environment and the transition into a professional graphic design field. It emphasizes an overall understanding of self-marketing in the field and its many sub-disciplines. Professional development tools are presented, including résumé and cover letter writing, networking, and interviewing skills. During this course, students secure their required internships.

GD280 Portfolio 1
Credits: 2
Prerequisites: GD212, GD215, and GD220

Students demonstrate their conceptual, design, craftsmanship, and communication skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student selects representative pieces, showcasing work that reflects a unique style and vision. Particular emphasis is placed on print and web strategies to develop and refine a professional identity and brand.

GD282 Portfolio 2
Credits: 2
Prerequisites: GD231, GD280

This course focuses on the completion of the portfolio and enables a student to begin their career search. The student should come into this course with completed work for the portfolio and determine the quality of the work so enhancements can be made. Critique and discussion are essential parts of this class.
GE021 Transitional Writing for College Students  
Credits: 0  
Prerequisite: None

This noncredit course is designed to enhance and review basic writing skills and stress the usage of standard written English in order to assist students in mastering the tools needed for written composition. Concepts covered include grammar, syntax, sentence structure, and the many components of multi-paragraph essays. Using critical thinking and repetition of key concepts, students learn to successfully produce written texts required for academic success at the college level.

GE022 Transitional Reading for College Students  
Credits: 0  
Prerequisite: None

This course is designed to provide students with an opportunity to increase reading and comprehension at the level required for college-level academic success. Course topics include using context clues, reviewing analytical words and roots, identifying main ideas, reading for details, drawing inferences, reading texts containing charts and graphs, and enhancing study skills. Using critical thinking and reasoning, practice exercises, and selected passages, students will be able to demonstrate reading and comprehension at an increased level to aid in future academic successes.

GE101 English I  
Credits: 3  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022

This is the first of two courses in the composition sequence. Students are introduced to the college-level writing process. Supporting a thesis statement and organizing an essay are covered, along with responding to the writing of others and analyzing the writing techniques of various authors. Revision and editing for content, grammar, and punctuation are also emphasized. In addition, students learn to adhere to the conventions of standard written English.

GE102 English 2  
Credits: 3  
Prerequisite: GE101

This is the second of two courses in the composition sequence. Students continue to develop writing, reading, and critical-thinking skills. Students also write essays demonstrating their ability to analyze and evaluate a world of ideas before integrating them into their own writing. In addition, this course introduces students to research and documentation methods, reinforces the conventions of standard written English, and focuses on effective ways to support a thesis.
GE103 Introduction to Psychology  
Credits: 3  
Prerequisite: None  
This course focuses on developing a working knowledge of human sensory processes and their subsequent perceptual and behavioral manifestations. Topics include learning, memory, consciousness, and cognitive behaviors.

GE106 Sociology  
Credits: 3  
Prerequisite: none  
In this course, students examine group interaction within human society. Through texts, lectures, videos, and discussions, students learn about the variety of ways sociologists view human culture and society. Topics covered include gender, class, subcultures, education, as well as sociological research methods.

GE121 Quantitative Literacy  
Credits: 3  
Prerequisite: None  
A survey of mathematical topics, including algebra and its applications, designed to improve problem solving skills through practical and real-world mathematical applications.

GE122 Effective Speaking  
Credits: 3  
Prerequisite: None  
The purpose of this course is to enable students to develop and improve their presentation skills within a variety of contexts. Students learn how to structure material in ways to meet their audiences’ demands in order to convey ideas in useful and appropriate ways.

GE160 Environmental Science  
Credits: 3  
Prerequisite: None  
This course explores environmental science as an interdisciplinary study of natural sciences (e.g., biology, chemistry, and geology) and social sciences (e.g., ecology, politics, and ethics). The use and abuse of the environment are examined, along with an exploration of what effect students can have on the future of the environment.

GE161 Ethics  
Credits: 3  
Prerequisite: None  
This course explores the meaning of ethics and ethical behavior in the workplace.
HUM206 Introduction to Sociology  
Credits: 4  
Prerequisite: Satisfactory Accuplacer score or the successful completion (C or better) of GE021 or GE022

In this course, students examine group interaction within human society. Through texts, lectures, videos, and discussions, students learn about the variety of ways sociologists view human culture and society. Topics covered include race, gender, class, subcultures, education, as well as sociological research methods.

HUM210 Sociology of the City  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022

This course introduces students to conceptual and theoretical views of urban life through the works of urban and sociological thinkers. By reading the works of those engaged with the city as history, concept, problem, plan, and future, students come to a wider perspective of their daily sphere, understanding the value of certain socio-urban structures and the problems of others. Students learn to visualize their own relationship to the city by combining personal patterns with social statistics and creating unique, meaningful maps that illustrate this.

HUM212 Arts and Society  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022

Arts and Society examines the ways the arts (including fine arts, theatre, dance, music, digital media, and experimental performance) influence and are influenced by the values and institutions that shape contemporary society.

The course considers the cultural, political, and economic boundaries of the arts as a social force, and specifically the ways that art informs and is informed by social class. Students examine the role of popular culture in relation to art worlds. Students also explore how the practice of creating and sharing art can help to enact social change.

HUM215 Cultural Studies  
Credits: 4  
Prerequisite: ENG150

Students study how modern societies adapt to their environment (physical, political, and sociological). In addition to studying how human behavior varies cross-culturally, students study ritual, myth, and customs.
HUM218 Visual Language & Culture  
Credits: 4  
Prerequisite: ENG150

The media revolution communicates through images as much if not more than through words. Strategies of interpretation and theories of visual logic are introduced.

HUM225 Cyber Theory: The impact of Technology on Society  
Credits: 4  
Prerequisite: ENG150

This course examines the intersection of technology and humanity through history, literature, philosophy, and art. Students gain an understanding of the monumental changes brought about in social relations by the introduction of new technologies. Specific attention is given to how the computer has changed and is changing, and how people create and communicate.

HUM230 Political Science  
Credits: 4  
Prerequisite: None

This course introduces students to the evolution of power and politics in America. Students develop their analytical skills and gain a deeper and more nuanced understanding of American politics by studying and applying the perspectives and methodologies of a whole host of critical thinkers. Concepts such as democracy, civil rights, private property, civil liberties, public opinion, mass media, political parties, and the three branches of government are discussed, with a focus on how power and privilege are affected by class, race, ethnicity, and gender. In addition, students are able to see the importance of government and how decisions made by the government affect our daily lives. The ability to think critically and express political ideas rationally is emphasized.

HUM232 US History: 1900-Present  
Credits: 4  
Prerequisite: ENG150

This course covers the period of U.S. History from the turn of the century to the present. This course examines U.S. history in terms of social, economic, and political perspectives.

HUM240 Philosophy  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022

This course examines human life, experience, and thought in order to discover and develop the principles and values for pursuing a more fulfilled existence. The course explores philosophical tradition reflected in humanity’s quest to understand the world and to articulate the large questions of being, knowing, and meaning and provide an overview of major philosophies from a variety of cultures.
HUM250 Critical Thinking  
Credits: 4  
Prerequisite: Satisfactory Accuplacer scores or the successful completion (C or better) of GE021 or GE022  

Critical thinking is an essential skill for lifelong learning. Students learn basic concepts and discover how to apply them in their academic, professional, and personal lives. The primary focus is on cultivating critical reading, writing, and thinking skills with an emphasis on effective written and verbal communication.

HUM275 introduction to Psychology  
Credits: 4  
Prerequisite: Satisfactory Accuplacer score or the successful completion (C or better) of GE021 or GE022  

This course focuses on developing a working knowledge of human sensory processes and their subsequent perceptual and behavioral manifestations. Topics include learning, memory, consciousness, and cognitive behaviors.

ID114 Beginning Drafting  
Credits: 2  
Prerequisite: None  

After having examined the language, tools, and techniques of drafting, students will learn to communicate relevant information through orthographic drafting. Dimension, scale, lettering, plans, elevations, sections, details, and graphic symbols are primary elements of this course.

ID115 Furniture in History and Design  
Credits: 3  
Prerequisite: ID114, ID116  

This course examines the evolution of furniture, interiors, and decorative design from the Ancient World to 1830. Major cultural, political, social, and economic factors that affect the design of material culture and the relationship of furniture and interiors to significant movements in art and architecture will be covered.

ID116 Rendering*  
Credits: 2  
Prerequisite: ID114 and GD101, for AAS students only  

This course will show finished applications of perspective and isometric construction to rendered final drawings. Deliverables will incorporate a variety of media techniques.
ID120 Elements of Interior Design  
Credits: 3  
Prerequisites: None  

Students receive an introduction to the principles and practices of interior design, including terms, trends, and materials through lectures, labs, and outings to showrooms and vendors in the NYC metro area.

ID122 Space Planning  
Credits: 3  
Prerequisites: ID116 and ID126  

This course is an introduction to the utilization of conceptual thinking and analysis in planning residential and commercial space.

ID123 Advanced Drafting  
Credits: 3  
Prerequisite: ID112  

This course is a continuation of Drafting, ID112. Emphasis is placed on elevations, cabinet details, and necessary specifications to complement graphic communications.

ID124 Building and Structural Systems  
Credits: 3  
Prerequisite: ID126  

This course provides the student with the basic knowledge about structures, materials, and building systems. It covers the understanding and application of structural principles and building systems.

ID126 Advanced Drafting  
Credits: 2  
Prerequisite: ID114  

This course is a continuation of Beginning Drafting. Emphasis will be placed on elevations, cabinet details, and necessary specifications to complement graphic communications.

ID130 Fundamentals of CAD  
Credits: 3  
Prerequisite: ID126  

This course is an introduction to the basic principles and applications of computer-aided drafting (CAD) for the designer. Various orthographic drawings such as architectural elevations and plans, as well as simple 3D wire frames, are produced.
ID131 interior Design Process
Credits: 3
Prerequisites: ID122

This course focuses on the programming process, data collection, adjacency studies, space allocation, and furniture layout for residential and non-residential spaces.

ID132 Building Systems & Materials
Credits: 3
Prerequisite: ID124

This course investigates the historical influence of materials and structural systems on architecture and design.

ID133 Textiles
Credits: 3
Prerequisite: None

This course introduces the wide range of textile products used in the interior design market. Fibers, fabric quality, patterns, sources, and performance expectations for contract and residential interior work will be explored. At least one field trip to a professional showroom will be included during the course.

ID200 Advanced CAD
Credits: 3
Prerequisite: ID130

This course provides an in-depth knowledge and understanding of the complexities of CAD. This course develops students' technological skills, ensuring optimal production in real-world application.

ID201 History of Architecture
Credits: 3
Prerequisite: None

This course studies major architectural developments. Content includes discussion of the evolution of architectural thought and places architectural developments within their cultural, historical, and social context.

ID202 Residential Design & Documentation
Credits: 3
Prerequisites: ID126, ID131

This course is a study of the elements unique to residential spaces based on client need that traces the design process from programming through working drawings and presentation. This course presents students with the opportunity to produce projects for their professional portfolios.
ID203 Human Factors
Credits: 3
Prerequisite: ID130

In this course, students will study and design fixtures, furniture, architectural elements, and usable space to meet the satisfaction of a wide variety of end users. Human factors- influenced design will teach the student how “to design from the person out.” This class shall provide the groundwork necessary for designers to recognize the various aspects involved in creating a safe, comfortable, and productive environment for their clients.

ID204 Digital Visualization for Interior Design
Credits: 3
Prerequisite: ID200

In a studio/laboratory setting, students learn to use computers for the creation, manipulation, and understanding of three-dimensional spaces. They will learn the necessary skills to create their own design through their interaction with the software and the instructor’s guidance.

ID209 Interior Urban Design and Documentation
Credits: 3
Prerequisite: ID132, ID200

This course is a study of the elements unique to urban spaces based on client need that traces the design process from programming through working drawings and presentation. This course prepares students for urban design, focusing on methodology, design development and case studies, while presenting the students with the opportunity to produce projects for their professional portfolios.

ID211 Renovation Design & Documentation
Credits: 3
Prerequisites: ID132, ID200

In a special-purpose design studio, students consider client profile, industry standards, and project needs as they program, plan, and design a complete special-purpose design solution. Detailing, furniture, fabrics, finishes, and equipment are specified through research, manufacturer contact, and site visits.

ID212 Lighting
Credits: 3
Prerequisite: None

This course is designed to introduce students to the characteristics of lighting, lighting design, and the methods of control in order to achieve successful environments.
ID213 Interior Architectural Detailing
Credits: 3
Prerequisites: ID131, ID200

This course focuses on the study of the materials and fabrication techniques involved in the design and construction of basic interior details and how these details are communicated in the documents package. This course provides students with the vocabulary necessary to communicate with others in the design field through developing an understanding of construction terminology, materials, and the detailing of interior construction as it relates to millwork, cabinetry, ceiling, walls, floors, and existing situations.

ID230 Professional Practice
Credits: 3
Prerequisites: ID202, ID203, ID209, ID211

Consideration of office practices and design project management. Contract documents, associated legal aspects, marketing strategies, professional ethics, staff personnel practices, and career planning will be explored. Office management and project scheduling will be studied.

ID231 Portfolio Presentation
Credits: 3
Prerequisite: ID202, ID203, ID209, ID211

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.

ID232 Interior Architectural Working Drawings
Credits: 3
Prerequisite: ID202, ID203, ID209, ID211, ID213

A course which develops a working drawing package for a project involving interior architecture and architectural change. The emphasis is on architectural finish plans, reflected ceiling plans, and custom architectural detail construction drawings. The details created in this course are relevant to the creation of the portfolio project.

INT201 Internship
Credits: 3
Prerequisite: Department Chair approval required

Through a field internship experience, students are 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 field of study. The students will gain experience needed to enter the field upon graduation.
INT202 Internship
Credits: 3
Prerequisite: Department Chair Approval

The internship provides students with an opportunity to practice skills and competencies learned in their program of study. Students are matched to sites that meet their individual skill levels and career goals. A manager at the internship site supervises the intern. The career services advisor from The Art Institute of New York City also meets students at least twice per quarter and as needed. Student progress is also evaluated through the completion of the internship notebook/journal and written and verbal reports obtained during the internship, under the direction and guidance of a graphic design faculty member.

MAT224 Math for Liberal Arts
Credits: 4
Prerequisite: None

A survey of mathematical topics, including geometry, algebra and their applications, designed to improve problem-solving skills through practical and real-world mathematical applications.

MM134 Visual Storytelling
Credits: 3
Prerequisite: None
Co-requisite: MM136

This course introduces students to video production technical terms and equipment and techniques.

MM136 Video Editing
Credits: 3
Co-requisite: MM134

In this course, students gain knowledge of video post-production terms and techniques. They also demonstrate a working knowledge of basic post-production equipment and editing concepts. At the end of the course, students complete a short, edited production.

MM137 Fundamentals of Authoring
Credits: 3
Prerequisite: GD121

This course introduces students to concepts and designs utilized in the development of education, sales, and marketing presentations. Students create an integrated, interactive multimedia presentation using the basic concepts and principles of multimedia and graphic design.
MM138 Media History  
Credits: 3  
Prerequisite: None  
This course examines the major movements in the visual arts, music, film, architecture, and modern digital or electronic expression.

MM139 Advanced image Manipulation  
Credits: 3  
Prerequisite: GD121  
This course emphasizes digital imaging for interactive presentations. Students use vector- and raster-based applications for image creation and manipulation. Advanced concepts, such as animation, 3D objects, layering, texture mapping, and archiving, are covered.

MM203 Web Authoring Tools  
Credits: 3  
Prerequisite: MM137  
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.

MM204 Audio for Multimedia  
Credits: 3  
Prerequisite MM136  
This course focuses on the principles and practices of digital audio in a multimedia setting. Students learn to use current digital audio programs for recording, editing, sequencing, and mixing for a variety of outputs and applications.

MM205 Web Scripting  
Credits: 3  
Prerequisite: GD121  
Students acquire the skills needed to develop, design, and produce basic web pages.

MM221 Advanced Authoring Techniques  
Credits: 3  
Prerequisite: MM137  
Authoring tools and content production software are utilized in this course. Students produce portions of websites and/or interactive CD materials. This is the first class where the students synthesize many of the content development skills acquired in previous coursework. There is a heavy emphasis on team skills and project management.
MM222 Advanced Web Scripting  
Credits: 3  
Prerequisite: MM205

Students acquire the skills needed to develop, design, and produce complex websites.

MM223 Interface Design  
Credits: 3  
Prerequisite: MM137

This course introduces the preplanning aspects of the design process. Students formulate design projects specifically for delivery media, such as the kiosk, the World Wide Web, and the digital disk. Parameters relating to color, resolution, access, speed, and the composition mediate the design process. Students also employ principles of interactive design appropriate for the client and/or target audience.

MM224 Authoring Systems  
Credits: 3  
Prerequisite: MM205

This course is an introduction to multimedia authoring, with an emphasis on programming and screen design, Web animation, and splash pages.

MM232 Computer Animation for Multimedia  
Credits: 3  
Prerequisite: MM224

The class emphasizes the creation of animated sequences for multimedia applications.

MM234 Streaming Media & Webcasting  
Credits: 3  
Prerequisite: MM222

This course focuses on design strategies, research methods, and the professional standards used to provide a complex, interactive website. Students use the different technologies for streaming video and audio over the Internet and learn how to prepare and design media for effective and communicative websites.

MM252 Business of Multimedia  
Credits: 3  
Prerequisite: MM224

In this course, students identify the techniques used to identify target markets, negotiate with clients, apply sound business management principles, and successfully self-promote. Portfolio preparation and self-marketing strategies are addressed and begun.
MM253 Desktop Video  
Credits: 3  
Prerequisite: MM204, In this course, students demonstrate knowledge of editing and using non-linear editing software and hardware in a computer lab. They produce and edit video and audio using digital desktop video techniques.

RS211 Portfolio  
Credits: 3  
Prerequisite: MM252  
This course focuses on the completion of the portfolio and enables students to begin their career search. The student should come into this course with work for the portfolio and determine the quality of the work so that enhancements can be made. The student will also complete a professional résumé and begin the job search.

SC160 Introduction to Environmental Science  
Credits: 4  
Prerequisite: ENG150  
This course explores environmental science as a disciplinary study from the natural sciences (biology, chemistry, geology) and the social sciences (ecology, politics, ethics). The use and abuse of the environment are examined, along with an exploration of what effect students will have on the future of the environment.

SC175 Physics  
Credits: 4  
Prerequisite: MAT224 or MAT 220  
This course introduces the concepts of physics, including conservation of mass, energy and momentum, light, waves, and electricity. Students study the application of physics and explore the concepts of physics.
ADMISSIONS PROCESS

The programs listed within this catalog are currently in teach-out and not available for open enrollment. The Admissions Information section remains part of the academic catalog as a requirement of the regulatory bodies that govern the content of academic catalogs.

Admissions Requirements

A prospective student seeking admission to The Art Institute of New York City must be a high school graduate or hold a General Educational Development (GED®)* Certificate. Individuals with portfolios or previous education are evaluated during the admissions process for potential advanced placement. All applicants who have an associate's degree or higher (or its equivalent, if earned at an institution located outside of the United States) must provide official college transcripts to The Art Institute of New York City, which will be evaluated to determine transcript equivalency to a US high school degree.

Process for Acceptance

Each individual who seeks admission to The Art Institute of New York City will be interviewed either in person or via telephone by an Assistant Director of Admissions. The purpose of the interview is to 1) explore the prospective new student's background and interests as they relate to the programs offered at The Art Institute of New York City; 2) help the prospective student identify the most appropriate area of study that is consistent with his/her background and interest; and 3) provide information concerning curriculum offerings and support services available at The Art Institute of New York City. Additionally, the pre-admission interview is designed to assess whether the student has a reasonable chance of successfully completing the appropriate program of study Prior to acceptance by The Art Institute of New York City, he/she is evaluated as to his/her preparedness to undertake college-level coursework in English. Students who have already taken college-level English from an accredited institution and received a minimum grade of "C" will not need to be tested. An official transcript must be provided from the institution to designate successful completion of college-level work with a minimum grade of "C" in each course considered for transfer. A minimum score of 450 on the verbal section of the SAT and a minimum score of 16 on the English section of the ACT will also exempt students from testing. Each applicant must provide all transcripts indicating date of high school graduation and/or obtainment of GED certificate and include scores in order to be accepted to The Art Institute of New York City. An applicant who has not yet graduated from high school at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.

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

An additional meeting with the Admissions Committee and/or submittal of recommendations and samples of work may be required depending upon previous academic achievement and essay results. The Art Institute of New York City complies 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 New York City does not discriminate based on age, ancestry, race, religion, creed, color, national origin, sex, sexual orientation, genetic marker, disability, or any other characteristic protected by local, state, or federal law. Enrollees 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 New York City reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success.

Admissions Application

An application for admission and the enrollment agreement must be completed and signed by the applicant and parent or guardian (if applicable) and submitted to The Art Institute of New York City. The Art Institute of New York City requires a high school and/or college transcript or GED scores as conditions for enrollment acceptance. Prospective students are strongly encouraged to visit The Art Institute of New York City, although a visit is not a condition for submitting the application for admission or enrollment agreement. Arrangements for an interview and tour of the school may be made by contacting the Director of Admissions, or their designees.

Acceptance Notification

The Art Institute of New York City will notify the applicant, in writing, of his or her acceptance. In the event the student is not accepted by The Art Institute of New York City, all tuition fees and other charges shall be refunded.

Orientation

An orientation program is held for all new students and their parents. Students will be advised of the date, time, and events. Attendance is mandatory for all new students.

Remedial Requirements

Incoming students are exempted from taking remedial courses (Transitional Reading and Transitional Writing) when the following conditions are met:

• A score of 450 and higher in the Critical Reading section of the SAT will exempt a student from taking both Transitional Reading and Transitional Writing. (At this time, The Art Institute of New York City does not use the Critical Writing section of the SAT to determine an incoming student's preparedness for college-level coursework.)

• A "C" or higher in a previous completed college-level English course will exempt a student from taking both Transitional Reading and Transitional Writing.

 Incoming students who have not met any of the above criteria for exemptions must take the Accuplacer test before they begin their coursework at The Art Institute of New York City. The following thresholds have been set for these test scores:

• Students who score below 78 on the Reading Comprehension portion of the exam must take Transitional Reading.

• Students who score below a 5 on the WritePlacer portion of the exam must take Transitional Writing.
These courses do not apply toward meeting the degree or certificate requirements.

Advanced Standing Credit

There are four options for students to receive advanced standing credit at The Art Institute of New York City:

1) Transfer Credits
2) Advanced Placement exams
3) Experiential Learning Credits
4) College Level Examination Program (CLEP).

In each case, the student must complete the process for reviewing credits prior to matriculation.

ADMISSION COMMITTEE LITERACY REVIEW ESSAY POLICY

A student must demonstrate literacy, defined as the ability to read and write at a level that allows him or her to be successful in a college level course, with reasonable remediation allowed, in order to be accepted into The Art Institutes. The admission essay will be assessed by a faculty/academic committee (ADCOM) and scored at one of two levels: Meets standard or Does not meet standard. No student may be admitted to an Art Institute without an essay that Meets Standard. An essay may only be rewritten one time for each start, and any appeal decision by the Dean or his or her designee is final. The evaluation of writing ability is useful in determining the applicant's compatibility with the program's course of study and in determining the applicant's ability to write and develop ideas according to the rules of Standard English.

I. Essay Requirements

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

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

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

c. All prospective students must be assessed for college readiness in literacy except applicants who have attended another Art Institute and who have documentation of an accepted essay to that school in the student file.

d. If an applicant was accepted by another Art Institute and did not attend, or if the applicant attended and failed or withdrew from all classes, the student must apply through the normal admissions process.

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

f. Scoring on the rubric is as follows:

i. Meets Standard: Student is considered literate and may be accepted as long as all other admission requirements are met.
ii. Does not meet standard: Student does not meet the literacy standard and may not be accepted even if all other admission requirements are met.

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

II. Appeals Process (Rewrite).

a. The student may request to rewrite the essay only one time for each start and is advised to first meet with the appropriate academic official (Dean of the Campus or his or her designee) to discuss his or her score. That official may not be a member of the Admissions Committee (ADCOM.)

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

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

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

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

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 New York 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 New York 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 New York City’s International Admissions Representative for more detail.

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP

International students requiring The Art Institute of New York City’s Form I-20 must submit the following items in addition to the standard documents required for admission:

- A completed and signed Application for Admission Form, including required Essay (electronic application is acceptable)
- A completed and signed Enrollment Agreement (electronic agreement is acceptable)
- Non-refundable application fee $50 and refundable tuition deposit $100
- 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
• Official credential evaluation of non-U.S. transcripts and diplomas required for admission. NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization

• Proof of English Language Proficiency (see English Language Proficiency Policy)

• Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor’s Statement of Support, if required)

• Photocopy of student’s “bio-info” page of passport to provide proof of birth date and citizenship

• For all non-immigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card

• For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019

• Transfer Clearance Form for students currently in F, M, or J status at another institution

English Language Proficiency Policy

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

**English Language Proficiency Chart:**

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>Diploma</th>
<th>AS/BS</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>480</td>
<td>500</td>
<td>550</td>
</tr>
<tr>
<td>i-BT (internet based test)</td>
<td>54-55</td>
<td>61</td>
<td>79-80</td>
</tr>
</tbody>
</table>
American College Testing (ACT) English

EF International Language Schools

ELS Language Schools

iTEP

Michigan English Language Assessment Battery
(Also known as the MELAB or Michigan Test)

Pearson

Scholastic Aptitude Test (SAT) Verbal Score**

Students from Puerto Rico:
Prueba Aptitud Academica (PAA)

English Proficiency Section

TOEIC (Academic Test)

I.E.L.T.S. (A Cambridge University Exam)

* 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.

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 grades of “C” (2.0) or better will be considered for transfer credit.

Course Prerequisites and Sequence of Courses

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

Proficiency Credit

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

Class Proficiency Test

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

Portfolio Review

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

Allowable Total Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.
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 grades of “C” (2.0) or better will be considered for transfer credit.

Course Prerequisites and Sequence of Courses

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

Proficiency Credit 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.
Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met, and if the institution permits concurrent enrollment.

Approval Needed

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

Full-time Status

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

One Course Limit

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

Grading

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

Completion Deadline

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

Allowable Total Transfer of Credit

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

Transcripts

Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

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

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

CHANGE OF PROGRAM WITHIN AN ART INSTITUTES SCHOOL

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

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

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

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

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

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

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

TRANSFERRING TO ANOTHER ART INSTITUTE

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

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.

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

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

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

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

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

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

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

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

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

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

Cancellation Refund Policy Student Examples for On-Ground Students:

Example 1:

1. Student’s first scheduled class is January 5th.
2. Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).
3. Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.
4. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

1. Student’s first scheduled class is January 5th.
2. Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
4 Student would be eligible for Title IV, veteran’s benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).

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

Refund Policy Prior to Class Start

An applicant may cancel his/her enrollment in person or in writing before the beginning of classes. An applicant not requesting cancellation before the scheduled start/re-entry date indicated on this Enrollment Agreement will be considered a student.

1. The school will notify the student, in writing, of his/her acceptance or rejection. In the event that a student is not accepted by the school, all tuition, fees, and other charges shall be refunded.

2. The applicant may cancel this contract and receive a full refund of all monies paid to date only if cancellation is made in writing to the Sr. Director of Admissions and mailed or delivered to the school at the address stated herein within six (6) business days after this Enrollment Agreement is accepted.

3. If the student has not visited the school prior to enrollment, all tuition and fee monies paid by an applicant will be refunded only if requested within six (6) business days after his/her first tour at the school upon inspection of equipment, or only if requested within six (6) business days of his/her attendance at the regularly scheduled orientation program for his/her starting/re-entry quarter, whichever is sooner.

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

Refund Policy after Class Start

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

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

2. The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student’s last date of attendance. If the student stops attending without notifying the Office of the Registrar, The Art Institute shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.
3. Refunds for a student notifying the school prior to the end of a quarter that he/she will be withdrawing at the end of that quarter will be paid within thirty (30) calendar days of the last day of that quarter.

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

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

6. 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.

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

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

9. Mid Quarter academic terms are approximately five and one-half weeks (5 ½) 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 Mid Quarter classes: For students only scheduled to attend the Mid Quarter term, the add/drop period is two (2) days from the start of Mid Quarter classes. If you drop or add one or more classes your financial aid eligibility may change. Please see your Financial Aid Officer before you drop or add a class.

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

11. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student’s last date of attendance in the academic term using the academic term charges
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 Mid Quarter, 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
In accordance with school policy, the school will earn tuition and fees as follows, based on the week in which the student withdraws:

Quarter Start:

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>0%</td>
</tr>
<tr>
<td>Week Two</td>
<td>25%</td>
</tr>
<tr>
<td>Week Three</td>
<td>50%</td>
</tr>
<tr>
<td>Week Four</td>
<td>75%</td>
</tr>
<tr>
<td>After Week Four</td>
<td>100%</td>
</tr>
</tbody>
</table>

Second (and Subsequent) Terms:

<table>
<thead>
<tr>
<th>Week</th>
<th>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>

Mid-Quarter Start:

In order to qualify for most types of financial aid, students beginning mid-session must register for and maintain enrollment in a minimum of six (6) credits during the first session of study.

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

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

Refund Calculations after Class Start

If there is additional money to be refunded from Federal funds after calculating the Return of Title IV formula and the refund policy, the refund will be made to the student or, with the student’s authorization, to the Federal loan program(s) in the following order, up to the amount received for the term of withdrawal: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans and Alternative Loans. If there is an additional credit balance made up of non-Title IV funds, it will be refunded in the following order, up to the amount received for the term of withdrawal: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Alternative Loans, other loans, other aid (if required), and student.

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.

Financial Assistance
The Art Institute of New York 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.

Suspension and reinstatement of Financial Assistance: All Programs
Students who are suspended from a program of study or terminated from the school 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 an appeal under appropriate federal and state guidelines with the school’s approval.

**Student Financial Assistance Review Committee**

This committee consists of The Art Institute of New York City President, Director of Administrative and Financial Services, and Director of Student Financial Services.

The committee is responsible for the review of all students’ financial aid awards when there is a question regarding a student’s eligibility for such awards.

**Federal Student Financial Aid**

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

**Specific Federal Financial Aid Programs**

The Art Institute of New York City participates in the following programs:

**Federal Pell Grant**

To be eligible for a Federal Pell Grant, students must have a financial need, make application by filing the Free Application for Federal Student Aid (FAFSA), prove U.S. citizenship or permanent resident status, be able to show graduation from high school or its equivalency, not owe a refund on a federal grant or be in default on a federal loan, and maintain satisfactory academic progress in school. They also must have need according to a federal formula. The Federal Pell Grant typically does not have to be repaid.
Federal Supplemental Educational Opportunity Grant

Federal Supplemental Educational Opportunity Grants (FSEOG) are for students who demonstrate exceptional financial need as determined by the FAFSA (with priority given to Pell Grant recipients) and typically do not have to be repaid. However, only a limited number are available.

Parent Loan for Undergraduate Students

Parent Loan for Undergraduate Students (PLUS) is a credit based, fixed interest rate loan available to parents of undergraduate students through the U.S. Department of Education’s Direct Loan program. The PLUS loan repayment begins 60 days after the loan is fully disbursed.

Federal work-Study

Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part-time on or off campus. A limited number of jobs are available, with priority given to students with the greatest need as determined by the results of the FAFSA. Our Student Financial Services department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between cost of education and all their resources). Enrollees 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 New York City reserves the right to request any additional information necessary to evaluate an applicant’s potential for academic success.

State Student Assistance Programs

Some states offer or promote educational loans, grants, and scholarship programs funded by individual state legislatures to help students pay for higher education. The eligibility criteria, amounts, and loan repayment obligations vary according to state regulations. Student Financial Services can help you apply for the program in your state. The Art Institute of New York participates in eligible New York state grant/aid programs. See www.hesc.ny.gov for potential programs and further information.

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 New York City has been approved by the Bureau of Veterans Education for the training of veterans and eligible veterans’ dependents. Where applicable, students utilizing the Department of Veterans Affairs (VA) education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the General Information section of the catalog for more information). Students receiving veterans’ benefits must report prior education and training. The Art Institute of New York City will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Bureau of Veterans Education, 116 West 32nd Street, 5th Floor, New York, NY 10001, Phone: 212-564-8414, Fax: 212-564-8443.

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 New York 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 New York 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 Student Financial Services department at The Art Institute of New York City to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/admissions/details/military-benefits.


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.

INSTITUTIONAL FINANCIAL AID PROGRAMS

President’s Award for Perfect Attendance

A) DESCRIPTION

The goal of The Art Institute of New York City is to provide career-focused education that meets the needs of the business community through an industry-driven curriculum; one of the critical values that we hope to engender in our students is the importance of attending every class. Students who attend every class demonstrate a commitment to their education and future career that is tangible to their fellow students, their faculty and the administration of the school, not to mention future employers. As a result, The Art Institute of New York City will recognize and reward students who attend every class in a given quarter, according to these specified guidelines.

B) APPLICATION PROCEDURE

There is no formal application for this tuition credit; the tuition credit is awarded based upon performance. See the section, “BASIS FOR SELECTION,” for more detail.

C) DEADLINE DATES

Deadline date for the tuition credit is the last day of each academic quarter. The tuition credit will be awarded during the subsequent quarter in which the student attends school. Students in their final quarter of study are not eligible.

D) BASIS FOR SELECTION

Students are eligible for the tuition credit if they take minimally 12 credits during a quarter, and are not absent from any classes, or portion of a class, throughout the quarter. The tuition credit will be applied to tuition charges in the subsequent quarter of study.

E) RANGE OF AWARDS

Students earning the President’s Award for Perfect Attendance will receive a $100 tuition credit to be awarded in the subsequent quarter of enrollment.
SCHOLARSHIPS
The Art Institute of New York City encourages potential students to apply for scholarships to help them finance their education. During the admissions process, students can apply for the following scholarships in which The Art Institute of New York City actively participates.

THE ART GRANT

The Art Grant is an institutional aid award toward your tuition charges up to 15% for Associate’s degree programs. For every 12 credits earned, 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.

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.

Presidential Scholarship

Students who are enrolled full-time at The Art Institute of New York City are eligible to apply quarterly for a Presidential Scholarship of up to $2,100 per academic year, not to exceed $700 per quarter.

Up to six Presidential Scholarships will be awarded each quarter.

Scholarship guidelines:

An applicant must be a full-time student in good standing in his or her third (or higher) quarter, and have a CGPA of at least 3.5. The deadline for entry is the Friday of the 7th week of each quarter. Up to six winners will be notified by the Friday of the third week of the following quarter and must accept the scholarship offer within seven (7) days. An offer not accepted by the required deadline will be rescinded and offered to the next runner-up. The scholarship award is based upon the student’s essay, academic transcript, attendance records, CGPA, letters of recommendation from faculty and involvement in student activities.

Entry requirements

• A 200-word cover statement addressing your need for the scholarship and how it will benefit you in reaching your educational goals at The Art Institute of New York City.
• A copy of your most current transcript from The Art Institute of New York City.
• A copy of your most current attendance records from The Art Institute of New York City.
• A list of student affairs and/or volunteer activities in which you have participated as a student at The Art Institute of New York City.
• Letters of recommendation from two of your instructors at The Art Institute of New York City.

A panel consisting of Art Institute of New York City Academic Directors, Faculty, and Staff considers the applications and makes recommendations to the President. All scholarships are
awarded on the basis of academic merit, record of activities in the community, faculty recommendations, and an essay written by the student.

Other Conditions:
The tuition scholarship is awarded in the form of a tuition credit and is not redeemable for cash. Tuition scholarships are non-transferable. The tuition scholarship may not be used to finance optional programs sponsored by the applicable school. The tuition scholarship covers academic tuition only and may not be applied against fees, housing, living expenses, or program supplies, and may not be transferred between affiliate schools of Education Management LLC. Scholarship recipient(s) must not interrupt their studies; interruption of studies will result in a loss of the scholarship. Scholarship recipient(s) must maintain satisfactory academic progress. Scholarships will be suspended in quarters when the student's cumulative grade-point average falls below 3.5. In the event education is terminated, either by the student or the school, the scholarship becomes null and void. Additional restrictions and requirements may apply.

The Art Institute of New York City Completion Grant

To provide awards to students attending The Art Institute of New York City (AINYC) to help defray the cost associated for accelerating their degree completion.

Who is Eligible: Full-time (minimum of 14 or more credits).

Terms/Conditions: This program is effective for the terms starting on or after winter 2016.

Range of Award: Students taking in excess of 14 or more credits will receive a grant of up to $500, per quarter.

Award Criteria - In order to be considered for The Art Institute of New York City Completion Grant, the student must meet the following criteria:

• Must be a full time student attempting at least 14 or more quarter credit hours per term.
• Students must maintain satisfactory academic progress.
• The completion grant will be disbursed in the form of a tuition credit through the length of the student's degree program by quarter.
• Financial need as demonstrated by completing the required financial aid forms and acceptance of all aid offered (see below).

Note: In no instance will The Art Institute of New York City Completion Grant, in combination with other educational benefits, be awarded in excess of direct educational costs.

Campus Culture

A faculty of working professionals instructs students through a well-designed curriculum. The programs are 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. The student body at The Art Institute of New York City is made up of men and women who have either enrolled directly after completing high school, transferred from colleges and universities, or who wish 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 New York City.
Facilities and Equipment

All enrolled students will meet for classes at the 218-232 W 40th Street location where there are art, lecture, computer and other lab classes, student lounge, book distribution center and faculty offices. We encourage you to use the computer labs while studying at The Art Institute of New York City. The technology team at The Art Institute of New York City is here to ensure your access to the hardware and software required to successfully complete your education. We have found that most successful students plan their time well and increase their skill and proficiency by working on the computers as much as possible. The computer labs are located on the 9th and 11th floors, and are overseen in a combined effort by the Technology Department and the Department of Academic Affairs.

The labs are available to current students with a valid school ID. Recent graduates are also invited to utilize labs, but are considered guests of The Art Institute of New York City and are required to register with security in order to gain access. Graduates are not allowed to use the labs the final two weeks of the quarter. All The Art Institute of New York City faculty and staff have access to computer labs and equipment. Due to the volume of students enrolled in classes, current students will be given priority access to equipment at the discretion of the school.

Library

The Library is located on the ninth floor, Room 901, of The Art Institute of New York City. The Library contains approximately 7,000 volumes, including books, periodicals and audiovisual items. The collection specializes in content relating to our majors in Graphic Design, Fashion Design, and Web Design & Interactive Media. We hold subject matter for these fields in the areas of historical and contemporary design, practical application of design, design techniques, notable designers in history, art history, color theory, illustration, software tutorials, materials research, general business management, entrepreneurship, career management, multi-media platforms, advertising, social networking, video production and editing.

The Library holds a wide selection of materials in liberal arts, humanities, social sciences and natural sciences. The Library’s resources also include the Online Library, which is accessible 24 hours a day, seven days a week, from any computer with an Internet connection. The Online Library holds approximately 150,000 digitized books and 9,700 digitized journal titles, all text-searchable. Theses collections can be searched individually or through a federated search. Materials are downloadable in PDF or through printing per copyright allowances of each item. The EBSCO collection, within the digitized book collection, carries a thorough liberal arts and sciences selection, covering such topics as humanities, social sciences, business, science, technology, and literary criticism. The ebrary collection within the digitized book collection holds books specifically purchased in perpetuity in digital format; these books are specific to our programs as described above in the physical collection description. The majority of digitized texts are purchased within their year of publication. The Online Library also offers a wide collection of independent research tools and databases. These include Image Quest and Graphic Stock image databases, the Credo Reference collection of encyclopedic information, The University of Fashion clothing design lessons, Clothing Cultures journal, FirstCom production music and sound library, the Criterion Film Collection with streaming access, Media Education Complete database, National Geographic full archive, Hoover’s Academic and Market Research national and international business information databases, WGSN and Doneger Services in fashion trending, two World Textile databases, and three software tutorial services: Virtual Training Company, Digital Tutors, Gnomon Workshop.
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, 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:
1. Provide student support services.
2. Provide resources and assist international students with their transition into this country.
3. Provide Student Engagement and networking activities to complement your academic experience
4. Serve as the advising point of contact for military and veteran students.

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

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

Alumni Services
The Career Services Department offers a variety of online services and resources to Art Institute graduates. The self-directed alumni website (www.alumni.artinstitutes.edu) is available to graduates and to students in their last quarter.

The website exists to support the creative endeavors of our graduates and to provide a forum for networking with fellow classmates. Art Institutes graduates can connect from anywhere around the world. Alumni can share their challenges and victories, access services to elevate their career, showcase artwork, and demonstrate their impact in their personal and professional communities. Information about career services, campus events, Art Institute news is also available.

The website is exclusive to Art Institute graduates and there are no costs, fees or dues to access these services. The Art Institutes values our talented alumni community and we strive to build and maintain the alumni relationship through e-communications, virtual events, and campus activities. Alumni are invited to share their personal and professional updates with The Art Institutes community!

For more information, visit www.alumni.artinstitutes or email AiAlumniSupport@aii.edu
Student Activities

The Art Institute of New York City offers a range of professionally related curricular activities in which students can voluntarily participate. These may include:

• Participation in local charity events
• Off-campus social events
• Gallery art and design exhibitions and fashion shows

Study Trips

The Art Institute of New York City arranges study trips to local cultural and commercial sites. These visits 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.

Academic Advising and Tutoring Services

The Dean of Academic Affairs and Department Chairs provide academic advising. The Academic Advising office oversees a student tutoring program. The Student Support and Disability Coordinator is available to advise students in personal and other non-academic areas. Advising and tutoring services are provided to students having difficulties. Students are referred to other instructors for help in specific areas. All faculty are available at specified office hours outside of class. Students know that they may go to any Instructor, Department Chair, or the Dean of Academic Affairs for assistance with any academic problem.

Counseling (wellness) Services

All students currently enrolled at The Art Institute of New York City are eligible for counseling services. The focus of counseling services is based on a wellness model and is intended to enhance student services that will address the emotional, intellectual, spiritual, and physical aspects of a student. Services are available (as described below) to enrolled students 24 hours a day, 7 days a week with a phone call. The following services and resources are available through the Student Assistance Program.

• 4 Counseling Sessions – Available at no additional charge
• Budget and Debt Counseling – Available at no additional charge
• New Parent Transition Program – Available at no additional charge
• Work/Life Resource & Referral Services – Available at no additional charge
• Work/Life Web Site with e-Support Professional – Available at no additional charge
• 24/7 Access to Counseling Services and Resources – including Holidays and weekends
• Self-Referral – complete confidentiality

All Counseling Services will be referred to a local licensed counselor through the Student Assistance Program. Any enrolled student in need of these services should contact the Student Support and Disability Coordinator at 212.625.6342, or call 888.617.3362.
Policies

Disability Services

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

Students who seek reasonable accommodations should notify the Office of Disability Support Services at 1-855-855-0567 or via email at _TheCenterDSS@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.

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints

The Art Institute of New York 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 New York 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 New York 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, threaten, 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 New York 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.
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, 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 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 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. The Title IX Coordinator 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:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.

2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President is allowed to make all logical inferences in benefit of the non-appealing party.

3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five business days of receipt of the notice, the non-appealing party may submit a written statement to be included
in the case file. The appeal may proceed without the non-appealing party’s written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President’s decision is final.

STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT

Students who believe they have been subjected to discrimination or harassment in violation of the Non-Discrimination Policy should follow the procedure outlined below.

Sexual violence is considered to be a form of sexual harassment, and therefore is also considered a form of sex discrimination. This complaint procedure is intended to provide a fair, prompt, impartial and reliable determination about whether The Art institute of New York City Non-Discrimination Policy has been violated. This complaint procedure is intended to provide a fair, prompt, impartial and reliable determination about whether discrimination or harassment has occurred.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination or harassment has occurred. Any student who chooses to file a discrimination complaint related to academic or non-academic matters should contact Amanda Lovell, Dean of Academic Affairs, at alovell@aii.edu (212) 965-3778. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The Art Institute of New York 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 New York 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.

3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with school policies protecting individuals’ privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

4. The decision of the Dean of Academic Affairs may be appealed by either the complainant or the accused by petitioning the President’s Office of The Art Institute of New York City. The written
appeal must be made within 20 calendar days of receipt of the determination letter from the Dean of Academic Affairs. The President, or his/her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President's decision shall be final.

5. 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 The Art Institute of New York City 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 or visit the website at http://www.ed.gov/ocr.

NO HARASSMENT POLICY

The Art Institute of New York 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.)

GENERAL STUDENT COMPLAINT PROCEDURE

If you have a complaint or problem, you are encouraged to follow the Student Complaint Procedure.

You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.

If you feel that the complaint has not been fully addressed, a written account should be submitted to the Dean of Academic Affairs. The written account should indicate your name, phone number, and student ID number and discuss the steps you have taken to remedy the situation.

The appropriate College staff member or department will be notified of the complaint. A follow-up meeting with you and 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:

New York State Office of Higher Education
89 Washington Avenue, 5 North Mezzanine
Albany, NY 12234
www.highered.nysed.gov
Or you may contact:

Accreditation Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Please refer to the school’s Jury Waiver and Agreement to Binding, Individual Arbitration in the Academic Catalog for additional information regarding disputes or claims.

JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION

Student and The Art Institute of New York 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 New York 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 New York 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.

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

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

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

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

5. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person’s claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. I understand that I may opt out of this single-case provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of The Art Institute of New York City /EDMC at 210 Sixth
Avenue, Suite 3300 Pittsburgh, PA 15222 within 30 days of my first execution of an Enrollment Agreement.

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

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

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

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

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

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

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

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

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

A student who is absent for three cumulative weeks (three classes for those that meet once a week or six classes for those that meet twice a week) in an 11-week term will be withdrawn from the course and will receive a Withdrawal (W) grade during weeks 1 through 9 of an 11 week term and a Withdrawal/Fail (W/F) grade after week 9 of an 11 week term for that course (after week 4 of a 5.5 week Mid quarter ground term**) unless the student submits an appeal to remain in class that is accepted by the instructor and department director/dean. A student is allowed only one appeal per class. In other words, if a student submits an appeal and it is approved, the next absence will initiate a non-appealable withdrawal from the course. The Attendance Appeal Request Form may be found in the registrar office.

Appeal Process – Withdrawn from Course (Ground)

Students who are administratively withdrawn from a single course for violating the attendance policy may submit a one-time appeal per course per term to the Dean of Academic Affairs for reinstatement into their course(s) in the active term. Students who appeal must do so in writing prior to the next class meeting for each course being requested for reinstatement. The instructor must determine that the student still has the potential of successfully completing the course(s) to earn a successful appeal. A copy of this appeal must be put into the student’s file.

CONSECUTIVE DAYS ABSENCE GRADING POLICY (GROUND)

Students who are not marked present in any of their scheduled classes for fourteen (14) consecutive calendar days before the end of the ninth week of the 11 week term (week 4 of a 5.5 week Mid quarter ground term), will be withdrawn from the Institute and will receive W’s (withdrawals, with no grade penalty), or if the withdrawal occurs after the end of the ninth week of an 11 week term (after week 4 of a 5.5 week Mid quarter ground term) students will be withdrawn from the Institute and will receive WF’s (Failures due to late withdrawal). Calendar days include days that
the student does not have any scheduled class. All calendar days that the school is not in session (e.g., school closings and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the satisfactory academic progress policy (SAPP) must follow the procedure for appealing the academic dismissal.

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

Mitigating circumstances may include one of the following reasons: on the day of the recorded absence. The following is a comprehensive list of events that may indicate a mitigating circumstance:

1. Death of an immediate family member
2. Student illness requiring hospitalization (this includes mental health issues)
3. Illness of an immediate family member where the student is the primary caretaker
4. Illness of an immediate family member where the family member is the primary financial support
5. Abusive relationships
6. Divorce proceedings
7. Previously undocumented disability
8. Natural disaster
9. Family emergency
10. Financial hardship such as foreclosure or eviction
11. Documentation from a Professional Counselor
12. A doctor documented illness of the student for a significant period of time
13. Military deployment
14. Military Permanent Change of Station (PCS)
15. Special Circumstances

New students at on-ground campuses who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start.

Continuing students at on-ground campuses who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from the Institute. They must contact the campus registrar to indicate their intent to return. Additionally, the cumulative week policy (above) will still apply to any classes not attended in week 1 and beyond.

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:
VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.

VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.

VA students who complete the term with all non-punitive “F” and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

*Reports will be available in SIS for this information; please see Course Attendance Process.

**Students in Mid quarter ground courses that meet for 5.5 weeks who miss two cumulative weeks will be withdrawn from the course and will receive a Withdrawal (W) grade before week 4 or Withdrawal/Fail (W/F) grade after week 4.

**There may be additional conditions placed on veterans for pursuing their education. VA students should see their VA Student Certification Officer (VASCO).

ATTENDANCE VERIFICATION

Students may verify their attendance at any time during the term by speaking with their instructor. In addition, they may go to the campus academic advisors. Students who need information regarding their attendance will need to request it in person. Any discrepancies should be discussed with the individual instructors.

QUALIFYING MILITARY SERVICE, DISASTERS, NATIONAL EMERGENCIES

To assist individuals who are performing qualifying military service and individuals who are affected by disaster, war or other military operation or national emergency, an attendance exception may be granted. A student is declared as military deployed upon receipt of official activation orders documentation by the school. Similarly, appropriate documentation for students residing in an area declared as a disaster area must be submitted to the school. The school’s registrar office will record the student’s actual last date of attendance and then provide an attendance exception. If the documentation shows that the student knew she/he was going to be deployed prior to the term or course start date and still decided to start, the school will not provide this military attendance exception. For these reasons, it is required that the school personnel request deployment paperwork/orders to verify deployment status or to document evidence of a disaster area declaration prior to applying the attendance exception. The school must record the student’s actual last date of attendance regardless of the exception granted.

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY

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

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

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).
Students who fail to meet the minimum standards of any of the above criteria will be notified by letter by the Dean of Academic Affairs or Campus Registrar within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in Academic/Financial Aid Dismissal, a student may appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at the Institute.

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

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

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

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

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

Quarter Honors Designations (at the completion of a quarter)
Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

<table>
<thead>
<tr>
<th>Quarter GPA</th>
<th>Honors Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>President’s Honor List</td>
</tr>
<tr>
<td>3.7-3.99</td>
<td>Dean’s Honor List</td>
</tr>
<tr>
<td>3.5-3.69</td>
<td>Honor Roll</td>
</tr>
</tbody>
</table>

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

Milestones and Evaluation Points for Satisfactory Academic Progress
*Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.*

Certificate and Diploma Programs:
1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in Transitional Studies courses are considered to be maintaining Satisfactory Academic Progress (SAP).

2. At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.

3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.

4. Students may not attempt more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.

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

6. Students should note that if they are on Academic/Financial Aid Warning, it will be very difficult to meet the minimum requirements of the next evaluation point. Students should consult with their academic advisor concerning their exact requirements.

7. Transitional Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the courses do not count in determining the maximum time frame allowable to earn the certificate or diploma or in the incremental completion rate as attempted credits and, if successful, earned credits.

8. Transitional Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is dismissed and there is no right to appeal the termination.
9. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.

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

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

<table>
<thead>
<tr>
<th>CERTIFICATE/DIPLOMA</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Point</strong></td>
<td><strong>Milestones (CGPA and ICR)</strong></td>
</tr>
<tr>
<td>End of First Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50.00%</td>
</tr>
<tr>
<td>End of Third Quarter and every quarter thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
</tr>
<tr>
<td>At Any Time</td>
<td>Anything in excess of 150% MTF</td>
</tr>
</tbody>
</table>

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

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

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

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

3. Starting the quarter after the sixth attempted quarter, and every quarter thereafter, students are evaluated at the end of each quarter and must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid...
Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.

4. **Students may not attempt** more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.

5. *Placement into Transitional* Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the transitional study course(s) do not count in determining the maximum time frame allowable to earn the degree and do not count in the incremental completion rate as attempted credits and, if successful, earned credits. Please note that the student will be dismissed immediately if the student does not successfully complete the same Transitional Study upon a third attempt.

6. **Transitional** Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is **dismissed** and there is no right to appeal the dismissal.

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

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

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

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

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

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

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

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

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

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

**Procedure for Appealing Academic/Financial Aid Dismissal**

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

The Dean of Academic Affairs or an Appeals Committee will review the student’s appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary by the Dean of Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:
- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

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

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

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

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

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

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

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

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

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

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

Academic/Financial Aid Dismissal Appeals not Allowed
A student who attempts but does not pass the same Transitional Studies course three times is Dismissed and there is not a right to appeal the dismissal.

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

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.
In addition to the Institution’s Review of the Appeal, it must also be reviewed by the Art Institute Vice President of Academic Affairs.

**Explanations of Related Issues**

**Calculation of CGPA**

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

**Transitional Studies Courses**

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

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

**Repeated Courses and Grades**

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

**Remediation of Academic Deficiencies**

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

**Transfer Credits from another Postsecondary Institution**

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

**Change of Program**

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

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

**Transfers from another Art Institute**

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

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

**Grading System**

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. These grades are entered also in the student’s academic transcript, which is updated each quarter. The criteria for determining a student’s grade shall be as follows (on a percentage of total point basis):

**The Metrics of SAP**

**Academic Grading System**

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</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 grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which "IPA" grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as "F" on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.

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

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

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

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

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

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

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

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

U = Unsatisfactory
Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.
Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.

F= Earned F
Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.
Students who failed the course AND did not complete the final assignments in the course. Final assignments include, but are not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. If a student completed some or all of the other requirements in the course but did not complete the final assignment of the course and failed the course, the F grade will be considered unearned. An unearned F grade will be reflected as a “UF” grade on the transcript. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.

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

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

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

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

Students receive grades at the end of each quarter including midquarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

Repeating Courses
Grades earned in repeated courses will replace grades of ‘F’, “UF”, ‘W’, or ‘WF’. Course credits with grades of ‘F’, ‘UF’, ‘W’, or ‘WF’ are included in the maximum time frame (MTF) and incremental completion rate (ICR) requirements as credits attempted but not earned. Students with incomplete grades will receive an ‘F’ if a grade change is not submitted by the end of the second week of the following term. The grade ‘I’ indicates Incomplete and is calculated as if it is an ‘F’ until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations.

Changed Grade
When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the Academic Department Director and the Dean of Academic
Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.

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):

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

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):

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

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

The 150% MTF is determined as follows:

\[
\text{TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5} = \text{TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.}
\]

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

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

RETTAKING COURSEWORK POLICY
Effective July 1, 2011, ED amends the full-time enrollment status definition for programs at term-based institutions. In a standard term-based program, students who retake previously completed coursework are considered eligible for additional Title IV assistance, even if the students will not receive credit for that coursework in addition to credits already received. To comply with this provision and to assist students with managing appropriate FSA loan balances, The Art Institute of New York has implemented the following policy on retaking coursework for standard term and non-term based programs.

In a notification issued by NASFAA on October 4, 2012, the agency has received reaffirmation from the Department of Education (ED) that its guidance on retaking coursework provisions found at 668.2 of the General Provisions regulations apply only to undergraduate students. ED stated it will issue a Dear Colleague Letter for the purpose of stating the current policy in a more official manner.
Standard Term-based Undergraduate Programs

Students enrolled in standard term-based undergraduate 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 The Art Institute of New York’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 undergraduate programs, The Art Institute of New York’s policy will allow financial aid to cover a single repetition of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds for one retake of any previously passed course only if they meet one of the following conditions:

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

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

Non-term Based Undergraduate Programs

Student’s coursework is divided into payment periods based on 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 withdraw 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.

Requirements for Graduation

The Art Institute of New York City awards an Associate of Occupational Studies degree to graduates of Web Design & Interactive Media, and Associate in Applied Science degrees to graduates of Graphic Design, Fashion Design, Fashion Merchandising & Marketing, Interior Design, and Digital Filmmaking. Graphic Design, Fashion Design, Fashion Merchandising & Marketing, Interior Design, and Digital Filmmaking students must complete 108 quarter-credits within the program to be eligible for graduation. Web Design & Interactive Media students must complete 105 quarter-credits within the program to be eligible for graduation. For degree programs, a minimum of 25% of the credits must be earned from The Art Institute of New York City. Transfer credits are not used to determine grade point average. To be qualified to graduate, a student at The Art Institute of New York City must:
- Receive a passing grade or credit for all required course work.
• Earn the minimum required credits for the program
• Achieve a CGPA of not less than 2.0
• Meet portfolio or other requirements as outlined by the student’s degree program
• Satisfy all financial obligations to The Art Institute of New York City

It is the practice of The Art Institute of New York City to round to the nearest tenth percent GPA and CGPA calculations for the purpose of determining academic progress and continued financial aid eligibility.

ACADEMIC INTEGRITY
All academic work must be wholly the product of the student. Violations of academic integrity include copying from or giving assistance to others on an examination, plagiarizing all or portions of an assignment, using forbidden material on an examination, using a purchased term paper, and/or altering a graded examination for the purposes of re-grading. Faculty who believe that violations have occurred should immediately contact the Dean of Academic Affairs. Students who suspect other students are involved in actions of academic dishonesty should speak to the course instructor. The first violation may result in mandatory expulsion from the school for one or more quarters, and the student will receive an “F” on the assignment or test in question. The “F” will be averaged with the other grades in the course to yield the final grade. Students must apply to the President for readmission consideration.

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

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, and 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 New York 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 New York 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](http://www.copyright.gov).

The Art Institute of New York 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 New York City’s information technology system. The Art Institute of New York City’s policies prohibit use of the Art Institute of New York 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 New York 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 New York City itself, which supports this creative and scholarly work.

This document expresses The Art Institute of New York 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 New York City – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of New York City, and this Policy governs in all circumstances, unless The Art Institute of New York 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 New York 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.

II. Definitions (if applicable)

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

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

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

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

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

E. **Intellectual Property** - Means: (i) trademarks, service marks, brand names, tradenames, 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); dance choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

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

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

H. **Student** - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as “special status students”: e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.
I. Substantial Institutional Resources - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not “commonly provided”, is considered a use of “Substantial Institutional Resources.” This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of “Substantial Institutional Resources.” Resources not considered “commonly provided” include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

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

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

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

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

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

III. Policy Provisions
A. Faculty, Staff and Student Works


Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of New York 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.

2. Exceptions to the General Rule.

Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

(a) The Intellectual Property is developed as a Sponsored Work.

(b) The Intellectual Property is developed as a Commissioned Work.
(c) The Intellectual Property is developed using Substantial Institutional Resources.

(d) The Intellectual Property is developed by the creator within the scope of his or her employment with The Art Institute of New York City and constitutes a Work Made for Hire.

(e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Art Institute of New York City to create the Intellectual Property.

(f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of New York 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 New York City (or by The Art Institute of New York 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 New York City under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of New York City’s President, and to execute any document deemed necessary by The Art Institute of New York City to perfect legal rights in The Art Institute of New York City and enable The Art Institute of New York City to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

(a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Art Institute of New York 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 New York City.

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

(c) If any Intellectual Property to be owned by The Art Institute of New York 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.

(d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Art Institute of New York 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 New York City.
(e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.

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

(g) Students working on a project governed by an existing written agreement to which The Art Institute of New York City is a party are bound by all terms of that agreement.

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

(i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Art Institute of New York City outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

(j) The rights of The Art Institute of New York City to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of New York 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.

B. Independent Contractor Works.

As a general rule, The Art Institute of New York 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 New York City has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Art Institute of New York 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.

IV. Institution’s Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Art Institute of New York 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 New York City. Where practicable, The Art Institute of New York City will use best efforts to cite the creator of the Work if The Art Institute of New York City exercises such usage rights.
V. Institution’s Marks

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

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of New York City. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of New York City as appropriate, but any use of The Art Institute of New York 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 New York City. No products or services may be marked, offered, sold, promoted or distributed with or under The Art Institute of New York City’s Marks without The Art Institute of New York City’s prior written permission and compliance with the licensing policies of The Art Institute of New York 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 New York City’s Marks.

VI. Substantial Use of Institution Resources

Although “Substantial Institutional Resources” is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Art Institute of New York 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 New York City deems necessary in order to establish an appropriate standard.

VII. Review Scheme

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

VIII. Reservation of Rights

The Art Institute of New York 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 New York 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.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of The Art Institute of New York City and will remain in effect until modified or revoked by The Art Institute of New York 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 New York City changes or terminates.
X. Governing Law

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

QUARTER CREDIT HOUR DEFINITION

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

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or

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

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 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.

PROVISION FOR BOOKS AND SUPPLIES

A student who is Title IV eligible, has a Federal (Title IV) credit balance, and is regularly enrolled will receive a stipend for the amount of her or his excess Title IV funding to provide the student the ability to purchase supplies by the seventh (7th) day the student (having a Federal credit balance) becomes a regular student with The Art Institute.

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 a student to obtain her or his textbooks required for her or his courses.
• For courses using a Digital Textbook, 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.
• For courses using a Traditional Textbook, a Traditional Textbook provided by The Art Institute and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any textbooks or 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 in The Art Institute’s Catalog or a supplemental disclosure.

If the student opts out of The Art Institute’s method for receiving her or his textbooks, the student account will not be charged and the student is responsible for purchasing the required textbooks for her/his courses. For courses using textbooks (Digital or Traditional), the charge will be reversed on the student account after the Add/Drop Period.

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 textbooks 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 textbooks, but not retroactively, by contacting the Student Financial Services or Student Accounting Department.

HARDWARE SPECIFICATIONS

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

Preferred requirements:

Preferred Software Specifications:
Mac OSX 10.5 or 10.6
OR
Windows 7 or Vista with Microsoft .Net 3.5 SP1
Latest version of Safari Browser,
Mozilla Firefox or Internet Explorer
Preferred Hardware Specifications:
2.0 GHz INTEL processor
1 GB of RAM
Graphics card capable of 1024x768 resolution or larger
Soundcard & speakers
High speed internet access

Minimum Requirements:
Minimum Software Specifications:
Apple Mac OSX 10.4
OR
Microsoft Windows XP SP2 or higher with Microsoft .Net 3.5 SP1
Safari browser 3.0.4 or higher, Mozilla Firefox
2.0 or higher, Internet Explorer 6 or higher

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

Recommended Plug-ins or Downloads: Course instructors may employ technology in the eCollege classroom that requires one of these recommended plug-ins or downloads in order to function properly. If your instructor uses the ClassLive technology, Java will be required. If your instructor provides PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that they are deemed necessary.

Java
If Mac - MacOS Classic Java (MRJ 2.2.5)
If Window - Sun’s Java 2 SDK (Java 1.5 or Java 1.6) (http://www.java.com)

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

SECTION I. GUIDING PRINCIPLES.

The Art Institute of New York City 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 Art Institute of New York City 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 Art Institute of New York City.

SECTION III. REACH.

The Student Conduct Policy shall apply to student conduct that occurs on College premises including online platforms, at College-sponsored activities, student organization sponsored events or in College Housing. At the discretion of the Chief Conduct Officer (Dean of Academic Affairs or a delegate as appointed by the President of The Art Institute of New York City, 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 Art Institute of New York City 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.
Illegal or Unauthorized Possession or Use of Weapons

- Possession or use of firearms, explosives, dangerous chemicals, or other weapons, likenesses of weapons, on college property, school sponsored housing or at college sponsored functions, except where possession is required by law.

Sexual Assault or Nonconsensual Contact

- Any form of unwanted sexual attention or unwanted sexual contact

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 another individual, 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 guests.
- Extortion
- Setting fires, tampering with fire safety and/or firefighting equipment

Disruptive or Disorderly Conduct

- Disruptive Behavior, such as, Interference with the normal operations of the 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
- 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
• Any in-school or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests The Art Institute of New York City 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 Art Institute of New York City 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

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 institutions 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, of 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 Art Institute of New York City may sanction other conduct not specifically included on this list.

SECTION VI. SANCTIONS.

The Art Institute of New York City 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 Art Institute of New York City reserves the right to immediately impose the most severe sanction if circumstances merit.
Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the student conduct policy:

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

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

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

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

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

6. **Expulsion**: The student will be expelled from The Art Institute of New York City immediately. The student will not be permitted to continue his or her studies at the college and may not return to the college or to college-sponsored housing or activities at any time or for any reason.

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

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

**SECTION VII. DISCIPLINARY PROCEDURES:**

**Complaint**

Any member of The Art Institute of New York City community may file a complaint against any student for misconduct or for otherwise being in violation of The Art Institute of New York City policies.

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

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

3. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Chief Conduct Officer or a delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the student conduct policy, and to impose sanctions for such violations.

Generally, the accused should be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless The Art Institute of New York City 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 Art Institute of New York City reserves the right to search the contents of students' personal property or belongings at any time and for any reason, including when there is reasonable suspicion on the part of the Institute staff that a risk to the health, safety or welfare of students, and/or the school community exists and including searches pursuant to an investigation of potential wrong doing. This includes but is not limited to vehicles brought onto property leased, owned or controlled by the school, backpacks, portfolios and clothing. This policy also applies to student property in school-sponsored housing, student e-mail and/or computers.

Notification and Determination of violations that warrant Disciplinary Meeting

1. The Chief Conduct Officer or a delegate may choose to conduct a disciplinary meeting. Potential attendees include a student or students, the Chief Conduct Officer or his/her delegate and others who may have relevant information. The Student should receive advance notice of the allegations and the reason for the meeting. After the meeting,
2. The Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may a 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 of New York City policies on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of violations that warrant Disciplinary Hearing

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

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (see interim suspension)
2. The Student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel
3. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.
4. The student may be accompanied by one person (family member, friend, etc.) to provide support. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee
5. In Hearings involving more than one STUDENT, the Hearing Officer, in his or her discretion, may permit the hearing concerning each student to be conducted separately.
6. The Disciplinary Panel may hear from any person who may have relevant information and the Panel may review any documents presented to them.
a. Pertinent records, documents and written statements may be considered by the
Hearing Officer at his/her discretion
b. The Disciplinary Panel may ask questions and may seek information not
provided to it.

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

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

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

Disciplinary Panel

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

Administrative Interim Suspension

Students may be administratively suspended on an interim basis when:

1. serious allegations are being investigated
2. serious allegations are pending before a disciplinary panel
3. in advance of a disciplinary panel hearing; or
4. when a student potentially poses a threat of harm to himself, to others, or to
   property of the Institute or a member of the Institute community

During the interim suspension, students are denied access to college-sponsored housing and/or
to the school (including classes, labs, library) and/or all other school activities or privileges for
which the student might otherwise be eligible, as the Chief Conduct Officer or designee may
determine to be appropriate. This interim suspension period should last no longer than three
business days, and the Chief Conduct Officer or delegate may make reasonable provisions to
provide for accommodations of a student in school sponsored housing.

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

SECTION VIII. Appeal Procedures.

Students have a right to appeal disciplinary actions when they believe they have extenuating
circumstances or believe to have been treated in an arbitrary or biased fashion or without
adherence to The Art Institute of New York City policies and procedures.

• During an appeal, the student should continue to obey the terms of the decision, i.e.,
a student who has been suspended from school may not be on school property, a
student dismissed from school-sponsored housing must leave in accordance with the
directions indicated in the decision
• The student must write a letter of appeal in the student’s own words, addressed to the
  President of The Art Institute of New York City 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 [school name] policies and procedures, and provide any supporting documentation. It must be delivered to the President or his/her delegate within seven calendar days following the student’s receipt of the decision.

- Students should provide documentation to support the allegations of the appeal.
- The President or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.
- The President and/or the committee may decide to convene an appeal hearing. The student will be informed notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
- The Appeal Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the committee will report back to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

**ANTI-HAZING POLICY**

Hazing involving The Art Institute students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

For purposes of this definition, any activity as described in this definition that the initiation or admission into or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at the College. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and/or student clubs that force, require, and/or endorse violations will be held directly responsible through the College’s student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Dean of Academic Affairs. 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.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information the College 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 Giovanni Palomo, Registrar, gpalomo@aii.edu, 1-212-625-6071. 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 College generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student’s prior written consent to the following individuals or institutions or in the following circumstances:
1. To The Art Institute of New York City officials who have been determined by the school to have legitimate educational interests in the records. A school official is:

a. A person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or

b. A person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for the College has a legitimate educational interest.

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

3. In connection with the student’s request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.

4. To organizations conducting certain studies for or on behalf of the school.

5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.

6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.

7. To comply with a judicial order or lawfully issued subpoena.

8. To appropriate parties in health or safety emergencies.

9. To officials of another school in which a student seeks or intends to enroll.

10. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.

11. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution’s rules or policies. (The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).

a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does
not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution’s final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

12. To a parent regarding the student’s violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.

13. Directory information (see Section iv below).

14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and College 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 College officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), the College 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 College designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student’s consent):

1. Student’s name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members
Notice of these categories and of the right of an individual in attendance at the College 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 New York City, 218-232 W 40th Street, New York, NY 10018. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

v. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

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

2. The College may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student’s privacy rights.

3. Upon request, the College 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 College. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education records. The student may be assisted by other people, including an attorney.

4. The College will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.

5. If, as a result of the hearing, the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.

6. If, as a result of the hearing, the College decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

7. If a statement is placed in the education records of a student under paragraph 6 above, the College 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 College 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 Ave., S.W.
Washington, DC 20202-4605

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-new-york.pdf.

The College reports to the campus community concerning the occurrence of any crime includable in the annual security report that 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.

NO HARASSMENT POLICY

The Art Institute of New York 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).
Property of the School
Students are responsible for any school books or equipment they use or check out. Students are responsible for the cost of repair and replacement of lost items.

Property Rights
The Art Institute of New York City is not responsible for the loss or damage of any student’s personal property. We encourage students to take measures to safeguard their property on the school premises, including lockers. Students should record equipment serial numbers and keep them in a safe place. Students also should review their personal property, homeowners’, and automobile insurance policies (or their families’ policies) to determine whether equipment and personal items of value are covered in the event of theft or loss.

Illness or injury
If any student is injured or becomes ill at the school or at any school function, The Art Institute of New York City will arrange, if necessary, to have the student taken to a physician or medical center. Students will, however, be responsible for any resulting expenses through their primary insurance carrier.

NON-DISCRIMINATION POLICY
The Art Institute of New York 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 New York City provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of New York City will not retaliate against persons bringing forward allegations of harassment or discrimination. Amanda Lovell, Dean of Academic Affairs at alovell@aii.edu or 212-965-3778 has been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the Non-Discrimination policy.

STUDENT RIGHT TO KNOW
According to regulations published by the Department of Education based on the Student Right-to-Know Act, the graduation/completion rates for first-time, full-time students who entered school and graduated/completed within 150% of the normal time to complete the program, as published in the catalog and/or the addendum must be made available to current and prospective students. You may obtain this information from the Registrar’s Office.

Registered students may also review Student Right-to-Know Act information and updates at their Web site: https://mycampus.artinstitutes.edu/

NOTICE TO STUDENTS RE: THE ART INSTITUTE OF NEW YORK 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 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 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 policies 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-$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 New York 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 New York City’s policies prohibit use of The Art Institute of New York City 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).
2016-2017 Calendar

**Winter 2016 Quarter**
- First day of the Winter Quarter: Monday, January 11, 2016
- No Classes Martin Luther King, Jr. Day: Monday, January 18\textsuperscript{th}, 2016
- Last day to drop/add classes: Tuesday, January 19\textsuperscript{th}, 2016
- No Classes President’s Day: Friday, February 19\textsuperscript{th}, 2016
- Last Day of the quarter: Sunday, March 27\textsuperscript{th}, 2016

**Spring 2016 Quarter**
- First day of the Spring Quarter: Monday, April 4\textsuperscript{th}, 2016
- Last day to drop/add classes: Monday, April 11\textsuperscript{th}, 2016
- No classes Memorial Day: Monday, May 30\textsuperscript{th}, 2016
- Last Day of the quarter: Sunday, June 19\textsuperscript{th}, 2016

**Summer 2016 Quarter**
- First day of the Summer Quarter: Monday, July 11\textsuperscript{th}, 2016
- Last day to add/drop classes: Monday, July 18\textsuperscript{th}, 2016
- No Classes Labor Day: Monday, September 5\textsuperscript{th}, 2016
- Last day of the quarter: Sunday, September 25\textsuperscript{th}, 2016

**Fall 2016 Quarter**
- No classes Jewish New Year: Monday, October 3\textsuperscript{rd}, 2016
- First day of the Fall Quarter: Tuesday, October 4\textsuperscript{th}, 2016
- Last day to drop/add classes: Tuesday, October 11\textsuperscript{th}, 2016
- No classes Yom Kippur: Wednesday, October 12\textsuperscript{th}, 2016
- No classes Veteran’s Day: Friday, November 11\textsuperscript{th}, 2016
- No Classes Thanksgiving: Thursday, November 24\textsuperscript{th}, 2016
- No Classes Day after Thanksgiving: Friday, November 25\textsuperscript{th}, 2016
- Last Day of the quarter: Sunday, December 18\textsuperscript{th}, 2016

**Winter 2017 Quarter**
- First day of the Winter Quarter: Monday, January 9\textsuperscript{th}, 2017
- No Classes Martin Luther King, Jr. Day: Monday, January 16\textsuperscript{th}, 2017
- Last day to drop/add classes: Tuesday, January 17\textsuperscript{th}, 2017
- No Classes President’s Day: Monday, February 20\textsuperscript{th}, 2017
- Last Day of the quarter: Sunday, March 26\textsuperscript{th}, 2017

**Spring 2017 Quarter**
- First day of the Spring Quarter: Monday, April 3\textsuperscript{rd}, 2017
- Last day to drop/add classes: Monday, April 10\textsuperscript{th}, 2017
- No classes Memorial Day: Monday, May 29\textsuperscript{th}, 2017
- Last Day of the quarter: Sunday, June 18\textsuperscript{th}, 2017
### Tuition and Fees

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Degree</th>
<th>Credit Hours</th>
<th>Program Length (Qtrs)</th>
<th>Instructional Weeks</th>
<th>Tuition per Credit Hour</th>
<th>Lab Fee²</th>
<th>Digital Textbooks²</th>
<th>Starting Kit³</th>
<th>Approx. Total Cost / Program⁴</th>
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</thead>
<tbody>
<tr>
<td><strong>Associate of Applied Science (AAS)</strong></td>
<td>AAS</td>
<td>108</td>
<td>7</td>
<td>7</td>
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<td>$0</td>
<td>$2,428</td>
<td>$465.93</td>
<td>$57,703.93</td>
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</tbody>
</table>

*The Art Institute of New York 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, fulltime or at full load. Changing programs, beginning programs at the midterm 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.

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

2. Textbooks (Digital or Traditional) will be noted in the registration material and 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. The purchase of the textbook (Digital or Traditional) is not refundable. Students who do opt out will be 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. The Traditional Textbook charge is the retail price of the textbook.

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 tuition and fees is based on the current credit hour rate. Total cost will increase with each per credit hour tuition increase.
FACULTY & ADMINISTRATION

EXECUTIVE COMMITTEE:

Jennifer Ramey
President

Amanda Lovell
Dean of Academic Affairs

Tonya Harley
Director of Career Services

Fred Hamilton
Director of Student Financial Services

Camille Bateman
Human Resources Generalist

ADMINISTRATION:

Dimitri Koumbis
Department Chair – Graphic Design, Web Design & Interactive Media

Mai Vu
Department Chair – Fashion Design, Fashion Merchandising & Marketing

Jose Santana
Campus Technology Manager

Alexis Pavenick, PhD, MLIS
Librarian
Ph.D., 19th Century English Literature, University of California, Riverside (Riverside, CA); M.L.I.S., Library Science and Information Studies, University of California, Los Angeles (Los Angeles, CA); M.A., 20th Century American Literature, California State Polytechnic, Pomona (Pomona, CA); M.Phil., Anthropology and Museum Studies, Cambridge University (Cambridge, UK); B.A., Anthropology, University of California, Santa Cruz (Santa Cruz, CA); A.S., Web Design and Interactive Media, Art Institute of Pittsburgh, Online Division, (Pittsburgh, PA)

Giovanni Palomo
Registrar
FACULTY LIST

FASHION DESIGN

Lyn Caponera
M.A., Visual Culture & Costume Studies, New York University (New York, NY); B.A., Art, Lone Mountain College (San Francisco, CA)

Richard Scott French
B.A., Home Economics: Fashion Merchandising, Albright College (Reading, PA)

Larisa Iosilevich
M.A., Media Studies, The New School (New York, NY); Bachelor of Design, Shenkar College of Textile Technology and Fashion (Israel)

Denise Lacen
M.S., Fashion Design, Drexel University (Philadelphia, PA); Bachelor of Technology, Communication Design, New York City College of Technology (New York, NY)

Jennifer Moore
Ph.D., Design Studies, University of Wisconsin, Madison (Madison, WI); M.A., Art History, Hunter College (New York, NY); M.S., Education, Fordham University (New York, NY); B.A., Philosophy, Fordham University (New York, NY)

Laura Moore
M.S., Education, Capella University (Online); B.A., Psychology, Syracuse University (Syracuse, NY)

Trina Morris
M.A., Public Relations, Ball State University (Muncie, IN); B.A., English, Tennessee State University, (Nashville, TN)

Anne Rutter
M.B.A., Marketing, New York University (New York, NY); B.S., Finance, New York University (New York, NY); A.A.S., Fashion Design, Fashion Institute of Technology (New York, NY)

Fan Wu

Ruoubing Zhao
M.F.A., Fashion, Savannah College of Art and Design (Savannah, GA); B.A., English Literature, Sichuan International Studies University (China)
GRAPHIC DESIGN/WEB DESIGN & INTERACTIVE MEDIA FACULTY

Marcos Chavez  
B.F.A., Visual Communication, School of the Art Institute of Chicago (Chicago, IL)

Michael Di Ioia  

Ira Epstein  
M.F.A., Painting, Boston University (Boston, MA); B.F.A., Media Arts, School of Visual Arts (New York, NY)

Jana Flynn  
M.F.A., Fine Arts, Parsons School of Design/The New School (New York, NY); B.F.A., Painting, Drawing, and Ceramics, San Francisco State University (San Francisco, CA)

Jamie Lazarus  
M.S., Digital Imaging & Design, New York University (New York, NY); B.A., Design & Visual Communications, University of Central Florida (Orlando, FL)

Tara Molloy-Aksar  
B.S., Communication/Advertising, Bradley University (Peoria, IL)

Soosan Silanee  
M.F.A., Art and Technology, School of the Art Institute of Chicago (Chicago, IL); B.F.A., Visual Communications, University of Arizona (Tucson, AZ)

Ana Rodrigues  
M.F.A., Graphic Design/Art, New Jersey City University (Jersey City, NJ); B.A., Graphic Design/Art, Rutgers/The State University of New Jersey (Newark, NJ)

Nigel Sielegar  
M.F.A., Design/Designer as Author, School of Visual Arts (New York, NY); B.F.A., Visual Communications, The Illinois Institute of Arts – Chicago (Chicago, IL)

Michele Wagner  
M.F.A., Fine Arts, Pratt Institute (New York, NY); B.A., Art, California State University, Sacramento
LIBERAL ARTS FACULTY

Joan Aronson

John Gilmore
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