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See [aiprograms.info](http://aiprograms.info) for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info.

Effective January 20, 2016, The Art Institute of St. Louis is no longer enrolling new students. Questions should be addressed to the Associate Dean of Academic Affairs or the Dean’s designee.
AFFILIATION, LICENSING, ACCREDITATION

AFFILIATION AND OWNERSHIP
The Art Institute of St. Louis (“The Art Institute”) is one of The Art Institutes, a system of over 50 schools located throughout North America. Programs, credential levels, technology, and scheduling options vary by school and are subject to change. Not all online programs are available to residents of all U.S. states. Several institutions included in The Art Institutes system are campuses of South University or Argosy University. The Art Institute of St. Louis, 1520 South Fifth Street, Suite 107, St. Charles, MO 63303 © 2016 The Art Institutes. All rights reserved. Our email address is materialsreview@aii.edu.

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

The Art Institute of St. Louis is a branch campus of The Art Institutes International Minnesota.

STATE LICENSING
The Art Institute of St. Louis is approved to operate by the Missouri Coordinating Board for Higher Education.

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

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

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

NON-DISCRIMINATION POLICY
The Art Institute of St. Louis 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 St. Louis provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of St. Louis will not retaliate against persons bringing forward allegations of harassment or discrimination. The Associate Dean of Academic Affairs, 1520 South Fifth Street, Suite 107, St. Charles, MO 63303, 636.688.3033, has been designated to handle inquiries and coordinate the institution's compliance efforts regarding the non-discrimination policy.
VISION & MISSION STATEMENT

VISION

The Art Institute of St. Louis, an accredited degree-granting institution, strives to be the premier school for design, fashion, media, and culinary arts in the Greater St. Louis Area. This vision will be achieved through a learning-centered approach that fulfills the evolving needs of the marketplace in a variety of creative careers.

MISSION STATEMENT

The Mission of The Art Institute of St. Louis is to accomplish its vision by providing employers with quality, skilled graduates prepared by experienced faculty using market-driven competency based curricula.

The objectives of the mission are:

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

Welcome to The Art Institute of St. Louis! Our faculty, staff, and students all share a common bond: creativity, dedication, and a commitment to excellence in their endeavors. We all take great pride that our Art Institute is a wonderful place to teach, work, and learn.

Our faculty—working professionals and seasoned educators—share their depth and breadth of knowledge and experience in order to help prepare you for the rigors of the workplace. We work to foster a collaborative environment that promotes artistic freedom and challenges each of us to continue to grow personally and professionally.

Our general education offerings have been carefully chosen to complement the core curriculum. General education courses develop communication skills, stimulate creativity and originality, and help you embrace global perspectives and cultural diversity. These courses will enhance your program of study, and most importantly, will cultivate the intellectual curiosity required to be an active lifelong learner.

Our commitment to our students extends beyond graduation. As a member of The Art Institutes system of schools, graduates continue the relationship socially and professionally throughout their lives as they join more than 180,000 alumni from more than 50 schools.

Our success as a school is measured by your success. By taking an active role in your education, you can greatly improve your chance of success. We’re glad that you’ve chosen us as your partner as you continue your educational journey.

Sincerely,

Jeffrey Johnson

Academic Affairs-Interim Campus Director
EDUCATION MANAGEMENT CORPORATION BOARD OF DIRECTORS

John M. Danielson, Chairman
Chairman and Managing Director, Chartwell Hamilton Group LLC; former Chief of Staff at the United States Department of Education

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

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

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.

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Program Offerings

Culinary Management (BA)
Graphic & Web Design (BA)
Interior Design (BA)
Digital Filmmaking & Video Production (BA)
Digital Photography (BA)
CULINARY

Culinary Management
Bachelor of Arts—180 Credits
Twelve 11-Week Quarters or 132 Weeks

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

The Culinary Management 12-quarter* Bachelor of Arts program is proud to be part of The International Culinary School at The Art Institute of St. Louis.

This program offers students an opportunity to learn from culinary professionals and pursue entry-level employment in this exciting and demanding field. Students practice classical cooking techniques and their application in a variety of cuisines. Once grounded in the basics, students can develop skills in ethnic cuisines, food and wine pairing, and food styling. Cooking courses are complemented with hospitality-related coursework in management, entrepreneurship, restaurant design, and wine and spirits.

Graduates leave the school with a comprehensive portfolio of their work and are prepared to pursue entry-level jobs with restaurants, hotels, food service institutions, catering, and other culinary or hospitality-related businesses, such as food styling and food writing.

Objectives - upon completion of this program graduates will be able to:

- Cook and present various ethnic cuisines professionally.
- Develop a detailed business plan addressing key finances and marketing.
- Demonstrate professional leadership skills in a culinary environment.
- Design menus and use the menu as a marketing tool.
- Identify and explain global business and organizational leadership models.

*Based on a student taking 15 credits per quarter.

Please visit ge.artinstitutes.edu/programoffering/3718 for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts degree program in Culinary Management.
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<tr>
<th>Course #</th>
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<td>COM201</td>
<td>Effective Speaking **</td>
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<tr>
<td>COM291</td>
<td>Non-Fiction Writing **</td>
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<tr>
<td>CU100</td>
<td>Fundamentals of Classical Techniques</td>
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<tr>
<td>CU110</td>
<td>Culinary Theory and Concepts</td>
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<td>CU124</td>
<td>Introduction to Baking and Pastry Techniques</td>
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<tr>
<td>CU130</td>
<td>American Regional Cuisine</td>
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<td>CU135</td>
<td>Latin Cuisine</td>
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<td>CU165</td>
<td>Kitchen Management and Career Development</td>
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<td>CU201</td>
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<td>CU225</td>
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<td>CU234</td>
<td>Classical European Cuisine</td>
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<td>CU235</td>
<td>Asian Cuisine</td>
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<td>CU236</td>
<td>World Cuisine</td>
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<td>CU240</td>
<td>A la Carte</td>
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<td>CU249</td>
<td>Sustainable Purchasing and Controlling Costs</td>
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<td>CU255</td>
<td>Food and Beverage Operations Management</td>
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<td>CU260</td>
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<td>CU271</td>
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<td>CU315</td>
<td>Human Resources and Management</td>
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<td>CU320</td>
<td>Foodservice Technology</td>
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<td>CU345</td>
<td>Introduction to Accounting</td>
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<td>CU347</td>
<td>Facilities Management and Design</td>
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<td>CU357</td>
<td>Hospitality Marketing</td>
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<td>CU370</td>
<td>Leadership and Organizational Development</td>
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<td>CU380</td>
<td>Financial Management</td>
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<td>CU403</td>
<td>Quality Service Management and Training</td>
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<td>CU410</td>
<td>Catering and Event Management</td>
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<td>CU447</td>
<td>Exploring Wines and the Culinary Arts</td>
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<td>CU450</td>
<td>Management Externship</td>
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<td>CU460</td>
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<td>CU485</td>
<td>Senior Practicum</td>
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<td>CU490</td>
<td>Global Management and Operations</td>
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<td>CU492</td>
<td>Legal Issues</td>
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<td>CU497</td>
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<td>GE490</td>
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<tr>
<td>HUM101</td>
<td>Critical Thinking **</td>
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<td>HUM102</td>
<td>Philosophy and Ethics **</td>
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<td>Spanish I **</td>
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<td>SCI156</td>
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<td></td>
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<td>Social/Behavioral Science Elective **</td>
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** = General Education; ++ = Program Elective

**TOTAL** 180
**Culinary Elective Pool: (all courses below are 3 Credits)**

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<td>European Cakes and Tortes</td>
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<tr>
<td>CU309</td>
<td>Etiquette for Today's Professional</td>
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<td>CU325</td>
<td>Advanced Menu Design</td>
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<tr>
<td>CU330</td>
<td>Nutritional Cooking</td>
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<tr>
<td>CU412</td>
<td>Senior Living and Special Needs</td>
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<td>CU421</td>
<td>Sales and Public Relations</td>
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<tr>
<td>CU430</td>
<td>Introduction to Culinary Competitions</td>
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<tr>
<td>CU480</td>
<td>Viticulture and Vinification I</td>
</tr>
<tr>
<td>CU481</td>
<td>Viticulture and Vinification II</td>
</tr>
<tr>
<td>CU482</td>
<td>New World Wines and Emerging Regions</td>
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DESIGN

**Graphic & Web Design**  
Bachelor of Arts Degree—180 Credits  
Twelve 11-Week Quarters or 132 Weeks

Students in the 12-quarter* Bachelor of Arts in Graphic & Web Design degree program have an opportunity to learn how to express themselves creatively through visual communication while not losing sight of the end user. The program emphasizes hands-on learning and using industry-related technology and software. Course topics in the Graphic & Web Design BA program include typography, illustration, interface design, and web development. With a Bachelor of Arts degree in Graphic & Web Design, graduates may pursue entry-level jobs such as graphic designer, production artist, web designer, and interactive designer.

The Graphic & Web Design (BA) program at The Art Institute of St. Louis is the first step toward a career in creativity. Initially, students have the opportunity to develop an understanding of color and composition, design and technology. As they progress through the program, students are trained in creative problem solving and can learn to offer solutions that are effective in the business world and applicable in various mediums.

Emphasis is placed on concept development and creative problem solving as it relates to technology, design, and development. Skills and techniques of advanced technologies are often taught by industry professionals. Advanced training includes the execution of assignments encountered during industry externships.

Students will choose an area of concentration in either Graphic Design or Web Design.

**Objectives** – upon completion of this program graduates will be able to:

- **Design**: Demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding and usage of space, line, color, shape, texture, form, and value, as well as typographic and photographic hierarchy structures.
- **Conceptual**: Demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writings.
- **Visual Communication**: Express a clear message to specific demographics using various mediums.
- **Theory**: Apply design theory to solve specific graphic design problems.
- **Professional Presentation**: Articulate their chosen design direction and solution by communicating their mastery and knowledge of graphic design, problem-solving, ethics, and industry standards in a visual presentation.

**Graphic Design Specific Concentration Objective** – upon completion of this program, graduates will be able to:

- **Technical**: Demonstrate, through a printed and online portfolio, the application of competencies through projects that highlight their mastery of industry software and technology in the print design field. This includes technical aspects of pre-press, output, and quality reproduction, as well as web design.
**Web Design Specific Concentration Objective** – upon completion of this program, graduates will be able to:

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

*Based on a student taking 15 credits per quarter.*

Please visit the following links for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts degree program in Graphic & Web Design for the Graphic Design Concentration and the Web Design Concentration:

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<th>Program Name</th>
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<td>Graphic Design Concentration</td>
<td>ge.artinstitutes.edu/programoffering/4394</td>
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<tr>
<td>Web Design Concentration</td>
<td>ge.artinstitutes.edu/programoffering/4397</td>
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### Shared Course:

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<td>FA107</td>
<td>Art History **</td>
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<tr>
<td>FND105</td>
<td>Design Fundamentals</td>
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<tr>
<td>FND110</td>
<td>Observational Drawing</td>
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<td>FND130</td>
<td>Color Fundamentals</td>
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<td>FND135</td>
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<td>Applications and Industry</td>
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<td>GWD115</td>
<td>Typography – Traditional</td>
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<tr>
<td>GWD120</td>
<td>Introduction to Layout Design</td>
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<td>GWD125</td>
<td>Concept Design</td>
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<tr>
<td>GWD145</td>
<td>Typography – Hierarchy</td>
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<tr>
<td>GWD205</td>
<td>Fundamentals of Web Page Scripting</td>
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<td>GWD220</td>
<td>Digital Illustration</td>
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<td>Interface Design</td>
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<td>Timeline Animation &amp; Interaction</td>
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**Total Credits Shared Courses** | 111

** = General Education; ++= Program Elective
### Graphic Design Concentration:

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<th>Course Name</th>
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<td>GWD210</td>
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<tr>
<td>GWD225</td>
<td>Typography – Expressive &amp; Experimental</td>
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<tr>
<td>GWD230</td>
<td>Pre-Press and Production</td>
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<td>Package Design</td>
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<td>GWD255</td>
<td>Business of Graphic Design</td>
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<td>GWD260</td>
<td>Design History</td>
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### Elective Pool – Graphic Design Concentration: (all courses below are 3 Credits)

<table>
<thead>
<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>AD341</td>
<td>Brand Strategy &amp; Marketing</td>
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<tr>
<td>GR251</td>
<td>Visual Indication</td>
</tr>
<tr>
<td>GWD320</td>
<td>Sustainable Design Issues &amp; Topics</td>
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<tr>
<td>IM232</td>
<td>Writing for Interactive Design</td>
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<tr>
<td>PD201</td>
<td>Fundamentals of Business</td>
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<td>PD320</td>
<td>Media Business Law</td>
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### Graphic Design Elective Theme – Illustration Focus: (all courses below are 3 Credits)

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<tbody>
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<td>Sequential Illustration</td>
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<td>IL331</td>
<td>Life Drawing</td>
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<td>IL332</td>
<td>Editorial Illustration</td>
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<tr>
<td>IL333</td>
<td>Book Illustration</td>
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<td>IL334</td>
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### Graphic Design Elective Theme – Typography Focus: (all courses below are 3 Credits)

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<td>Hand Lettering</td>
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<td>GWD444</td>
<td>History of Typography</td>
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<td>GWD445</td>
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### Web Design Concentration

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<td>GWD106</td>
<td>Information Architecture</td>
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<td>GWD200</td>
<td>Graphic Symbolism</td>
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<tr>
<td>GWD213</td>
<td>Intermediate Web Page Scripting</td>
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<td>GWD216</td>
<td>Audio and Video</td>
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<tr>
<td>GWD219</td>
<td>Object Oriented Scripting</td>
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<tr>
<td>GWD223</td>
<td>Experience Design</td>
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<td>GWD226</td>
<td>Authoring for Interaction</td>
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<tr>
<td>GWD253</td>
<td>Design for Mobile Devices</td>
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<td>GWD256</td>
<td>Web Standards</td>
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<td>GWD316</td>
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<td>Senior Project: Pre-Production</td>
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<td>Design Team: Production</td>
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<td>GWD412</td>
<td>Senior Project: Production</td>
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### Elective Pool – Web Design Concentration: (all courses below are 3 Credits)

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<tbody>
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<td>GR251</td>
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## Web Design Elective Theme – User Experience Focus: (all courses below are 3 Credits)

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<tr>
<td>UX300</td>
<td>User Experience: Research</td>
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<td>UX301</td>
<td>User Experience: Prototyping</td>
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<tr>
<td>UX302</td>
<td>User Experience: Project Development</td>
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<tr>
<td>UX303</td>
<td>Advanced Motion Graphics</td>
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<td>UX304</td>
<td>Digital Typography</td>
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## Web Design Elective Theme – Development Focus: (all courses below are 3 Credits)

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<td>Server-Side Scripting</td>
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<td>DVL301</td>
<td>Client-Side Scripting</td>
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<td>DVL302</td>
<td>Advanced Server-Side Scripting</td>
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<tr>
<td>DVL303</td>
<td>Advanced Scripting</td>
</tr>
<tr>
<td>UX304</td>
<td>Digital Typography</td>
</tr>
</tbody>
</table>

*Effective January 20, 2016, The Art Institute of St. Louis is no longer enrolling new students. Questions should be addressed to the Associate Dean of Academic Affairs or the Dean’s designee.*
Interior Design
Bachelor of Arts Degree—180 Credits
Twelve 11-Week Quarters or 132 Weeks

The 12-quarter* Bachelor of Arts degree program in Interior Design's curriculum offers students an opportunity to learn the fundamentals of this exciting and demanding profession of interior design and to work with The Art Institute of St. Louis’s experienced instructors.

Interior Design provides many challenges to creative people who enjoy blending their artistic designs with practical sensibilities. Students explore the problems of designing environments, like those where we live and work, and learn to develop creative and effective design solutions by studying the fundamentals of space planning, ergonomics and universal design, lighting and furniture design, sustainability, acoustics, and construction documents. They study the histories of art, design, architecture, and furniture design. Students also have an opportunity to learn computer-aided drafting and design programs, as well as desktop publishing programs that can allow them to present their creative design solutions in a variety of media.

Interior Design students examine materials used for the construction of residential and commercial sites, as well as the textiles and finishes used to complete interiors. They explore the challenges of producing designs for office environments, healthcare facilities, hotels, and restaurants. They have an opportunity to learn building and life-safety codes, as well as acquire the skills and resources necessary to manage the business of interior design.

Graduates will have developed a professional quality portfolio of their work to show to prospective employers and may pursue entry-level work in many different areas of interior design, such as residential, commercial, institutional, corporate, healthcare, and hospitality design. They may develop designs for airports, banks, day spas, fire stations, model homes, museums, and schools and work for interior design and architectural firms, fabric and furniture companies, homebuilders, the kitchen and bath industry, marketing firms, and in sustainable design.

Objectives - upon completion of this program graduates will have:

• Design Fundamentals: Develop foundation in art and design; analyze and apply design elements and principles; demonstrate theories of design, composition, and human behavior; utilize accurate craftsmanship; identify and relate historical and contextual knowledge of art, design, architecture and furniture to inform design solutions.
• Interior Design: Understand and apply the design process to research, analyze and synthesize client needs and program parameters; use methodology and current concepts in interior design, i.e. sustainability, barrier-free and universal design, globalization, and the needs of varying populations; coordinate and apply appropriate, aesthetic functional furnishings and materials; produce lighting design for interior applications.
• Communication Skills: Communicate visually, orally and in writing using variety of traditional and digital media for a range of purposes; express and integrate design ideas clearly; accurately employ computer-aided design and other graphics-application and word-processing software to produce properly formatted, cross-referenced working drawings, present and document design ideas.
• Technical Knowledge Skills: Design within the context of building and environmental systems; select, apply and utilize systems to specify appropriate materials and products based on physical, environmental, and performance characteristics; research, interpret, and comply with codes, regulations, standards and practices that protect the health, safety, and welfare of the public.
• Professional Practices: Apply processes and procedures for project management and contract administration of
interior design; work cooperatively on a team and develop awareness of integrated design practices; adhere to professional ethics and standards in the practice of interior design; evaluate personal and professional skills relevant to their career.

- General Education: Receive a liberal arts education alongside their program studies that stimulates creativity and originality, and helps students embrace global perspectives and cultural diversity, cultivating intellectual curiosity required to be an active lifelong learner.

*Based on a student taking 15 credits per quarter.

Please visit ge.artinstitutes.edu/programoffering/3722 for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts degree program in Interior Design.
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<tr>
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<td>ENG100</td>
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<td>FND110</td>
<td>Observational Drawing</td>
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<td>Human Factors and Psychology of Design</td>
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<td>Design Basic – 3D</td>
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<td>Design Process</td>
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<td>Introduction to Architecture</td>
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<td>ID211</td>
<td>Textiles and Finishes</td>
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<td>Visual Presentation</td>
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<td>Advanced Computer-Aided Design</td>
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<td>ID231</td>
<td>History of Furniture Design</td>
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<td>ID241</td>
<td>Design Development – Residential Design</td>
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<td>Computer 3D Architectural Modeling</td>
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<td>Codes-Barrier-Free Design</td>
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<td>History of Modern Architecture and Interior Design</td>
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<td>Interior and Architectural Detailing</td>
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<td>ID411</td>
<td>Health Care/Senior Design</td>
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<td>ID421</td>
<td>Graduate Project – Research and Programming</td>
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<td>Furniture Design</td>
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<td>ID481</td>
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<td>PD201</td>
<td>Social/Behavioral Science Elective **</td>
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Math/Computer Science Elective **  4  
Science Elective **  4  
Humanities/Fine Arts or Social/Behavioral Science Elective **  4  
Math/Computer Science or Science Elective **  4  
English/Communications Elective **  4  

** = General Education; ++=Program Elective

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MEDIA ARTS

Digital Filmmaking & Video Production
Bachelor of Arts Degree—180 Credits
Twelve 11-Week Quarters, or 132 Weeks

The 12-quarter* Bachelor of Arts in Digital Filmmaking & Video Production degree program is designed to provide a dynamic and fulfilling educational experience by providing quality instruction from instructors, many of whom are or have been industry professionals. Students have the opportunity to acquire an in-depth knowledge of the industry’s latest technologies, theories, and techniques, as well as to learn how to apply them to their own productions. Throughout the program students have the opportunity to learn to utilize the fundamentals and the intricacies of pre-production, production, and post-production to effectively take their creative ideas from concept to screen.

This integral process will be supported by a culminating senior project that will take students through four quarters preparing a project from start to finish. By doing so, graduates will be prepared to pursue entry-level opportunities in the digital filmmaking and video production industry as they actively pursue their talents, interests, and goals.

Graduates of the Digital Filmmaking & Video Production (BA) program should have the training and portfolio to pursue entry-level positions in the digital motion picture industry such as audio visual specialist, producer’s assistant, production assistant, field producer, assistant director, script supervisor, location manager, location scout, camera operator, assistant camera operator, lighting assistant, grip and electrical, sound mixer, boom operator, editor, assistant editor, art department, and A/V and multimedia specialist.

Objectives - upon completion of this program graduates will be able to:

- Pre-Production: Demonstrate skills in planning and project management, developing scripts and storyboards, and effective optimization for delivery methods.
- Production: Demonstrate skills in design and composition, lighting techniques, audio integration, use of production tools, setting and talent development and documentation completion.
- Post-Production: Demonstrate skills in capture and processing, editing, story development and delivery, element integration, and packaging and presentation.
- Presentation/Career Skills: Articulate and apply the professional standards of the industry through a demonstration of originality, content quality, process book, portfolio/demo reel and presentation.

*Based on a student taking 15 credits per quarter.

Please visit ge.artinstitutes.edu/programoffering/3719 for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts degree program in Digital Filmmaking & Video Production.
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<th>Course #</th>
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<tbody>
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<td>Principles of Photography</td>
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<td>COM201</td>
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<td>CG221</td>
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** Total 180

** = General Education; ++= Program Elective

*Effective January 20, 2016, The Art Institute of St. Louis is no longer enrolling new students. Questions should be addressed to the Associate Dean of Academic Affairs or the Dean’s designee.*
Digital Photography
Bachelor of Arts Degree—180 Credits
Twelve 11-Week Quarters or 132 Weeks

The Digital Photography 12-quarter* Bachelor of Arts in Digital Photography degree program is designed to prepare graduates to pursue entry-level employment opportunities in the evolving field of photography. Compelling imagery carries much of the emotional power in today’s visual media, both print and electronic. This imagery is commonly photographic. Students in the Bachelor of Arts degree program in Digital Photography must be creative, imaginative, and attentive to detail as they prepare to enter the field. While building an awareness of significance in visual style, students also have the opportunity to develop core values based in professional standards and practices and a skill set with a solid technical and design foundation.

Students have the opportunity to explore the principles of photographic design and the significance of visual style in the commercial sector; study the application of professional cameras, lenses, and related processes – including small, medium, and large formats – as they apply to commercial uses such as editorial or advertising photography; and to learn to use contemporary photographic imaging equipment and software in industry related facilities.

Graduates of the Digital Photography (BA) program will have the training and portfolio required to pursue entry-level positions such as photographic technician, photographer assistant, digital-imaging artist, product or still-life photographer, news-source editorial photographer, or photo re-touch professional. They may work in studios, advertising agencies, publishing houses, photo labs or production companies, newspapers and magazines, or as freelancers.

Objectives - upon completion of this program graduates will be able to:

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

*Based on a student taking 15 credits per quarter.

Please visit ge.artinstitutes.edu/programoffering/3720 for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts degree program in Digital Photography.
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** = General Education; ++=Program Elective

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GENERAL EDUCATION

Students in all degree programs take general education courses where they have the opportunity to foster the skills, knowledge, creativity, and independent thinking needed for professional and personal success. They broaden and deepen their understanding of people, culture, ethics, mathematics, and the sciences, and learn to draw upon this understanding. The general education faculty members are committed to supporting students’ personal and career development by encouraging intellectual inquiry and appreciation of lifelong learning. We believe education is a shared enterprise; students and faculty learn from each other through the exchange of ideas, information, and points of view.

GENERAL EDUCATION REQUIREMENTS

Each degree program has specific General Education requirements. In addition, students in the Associate of Applied Science and Bachelor of Art degree programs have General Education elective opportunities, where they can choose from a variety of 4-credit electives. The chart below categorizes the General Education electives by discipline area:

- English/Communications (ENG/COM)
- Humanities/Fine Arts (HUM/FA)
- Mathematics/Computer Science (MAT/CS)
- Science (SCI)
- Social/Behavioral Science (SBS)

GENERAL EDUCATION ELECTIVE CATEGORIES

General Education Electives – 4 Credits

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<td>History of Popular Culture</td>
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**ACADEMIC YEAR**

*First-Year Student*
Students who have accumulated up to 36 credits OR have been granted up to 36 transfer credits

*Second-Year Student*
Students who have accumulated 36-95 credits

*Third-Year Student*
Students who have accumulated 96-143 credits

*Fourth-Year Student*
Students who have accumulated 144 or more credits

Measurements in credit-hours or the listing of credits for courses is not intended to imply transferability into college programs at other post-secondary institutions.
COURSE NUMBERING SYSTEM

The course numbering system for The Art Institute of St. Louis consists of three major parts: a course prefix, an initial digit, and a two-number combination. The course prefix is a two-letter or three-letter designator for a major division of an academic discipline, subject-matter area, or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

The first digit of the course number identifies the academic year in which that course is generally taught. Lower-division courses, with a first digit of one (1) or two (2), are survey courses that include an introductory overview of a particular area of knowledge. These courses often do not include a prerequisite for enrollment and are usually offered during the first two years of study. Courses of this type are numbered 100-200 in this catalog.

Upper-division courses, with a first digit of three (3) or four (4), offer more specialized content and are more rigorous than lower-division courses. Frequently, they may include at least one prerequisite. These courses are numbered 300-400 in the catalog.

The last two digits, when combined with the course prefix, designate a specific course title within the academic discipline, subject-matter area, or sub-category of knowledge.

Course Prefixes used at The Art Institute of St. Louis

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COURSE DESCRIPTIONS
The Art Institute of St. Louis reserves the right to revise course content and course titles, subject to applicable regulatory approval.

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.

Effective January 20, 2016, The Art Institute of St. Louis is no longer enrolling new students. Questions should be addressed to the Associate Dean of Academic Affairs or the Dean's designee.

AD211 FUNDAMENTALS OF ADVERTISING
3 Credits
Prerequisite: None
This course is the basic introduction to advertising, its history, potential, and limitations. Students examine various definitions of advertising and different methods of communication, as well as advertising objectives, advertising copy, and federal regulations. Students also look at how advertising has affected the culture over the years, and how to place current events in context to understand how major events and trends can influence advertising. Students will learn to recognize emerging trends and capitalize on them.

AD321 PRINCIPLES OF MARKET RESEARCH
3 Credits
Prerequisite: MW125
This course focuses on the use of marketing research as a tool for solving management problems. Students learn research planning and design, sampling, data collection methods (including the Web), data analysis methods, and communicating research results, among other topics.

AD341 BRAND STRATEGY & MARKETING
3 Credits
Prerequisite: None
Although good brands are easy to identify, they are hard to create. This course addresses the factors which make a brand successful, and then approaches the factors—like price pressure, fragmented markets and media, and proliferating competition—that businesses must control to build a strong, successful brand. Marketing strategists need to learn how to create an identity for their products and services, and how to use that identity to support sales. This course is an introduction to the essential concepts and skills of brand strategy and marketing.

AD391 PUBLIC RELATIONS
3 Credits
Prerequisite: ENG100
Public relations play a crucial role in today's business and communication industries. Students will learn to understand Public Relations, how it relates to them, businesses, communities, and the media. In addition, building relationships, strategizing, and crisis-solving for all aspects of Public Relations will also be explored.

AD421 GLOBAL BUSINESS AND MARKETING
3 Credits
Prerequisite: AD321
This course offers an analysis of world markets, consumer behaviors, advertising, foreign environments, and the marketing management required to meet the demands of a dynamic, global market. The problems of foreign competition, diminishing U.S. market share, and the U.S. economic dependence on world markets will be the focus of the course. Different foreign market entry strategies will also be analyzed.
AD451 CONSUMER BEHAVIOR
3 Credits
Prerequisite: AD321
This course examines the cultural, social, and individual variables involved in consumer behavior. Persuasive techniques are also examined. Among the topics covered are framing effect, emotional hot buttons, mass appeal, snob appeal, subliminal messages, and the bandwagon effect. Students use various media to learn to use predictable consumer behavior and conditions to achieve a desired effect on an audience.

AR121 PERSPECTIVE
3 Credits
Prerequisite: None
Basic one-, two-, and three-point mechanical perspective with an emphasis on three-dimensional space perception is introduced in this course. Students learn the use of basic art and drafting tools.

AR131 PRINCIPLES OF PHOTOGRAPHY
3 Credits
Prerequisite: None
This course introduces beginning students to the technical aspects of photography. Students complete photographic assignments related to basic camera operation and exposure control through the use of traditional and digital photographic techniques. This course does not include darkroom experience.

AR231 CREATIVE PHOTOGRAPHY
3 Credits
Prerequisite: AR131
This course addresses technical and conceptual concepts in relation to contemporary photography. Students experiment with a variety of lighting techniques, digital solutions, and conceptual approaches in order to create visually compelling photographs. The collaborative relationship between the art director and photographer is also explored. This course does not include darkroom experience; the images are finalized digitally.

CG141 DIGITAL TYPOGRAPHY
3 Credits
Prerequisites: FND105
Students work with computer-generated type in design applications. Typefaces, type arrangements, and typographic trends are used in the realization of these design solutions.

CG215 ADVANCED IMAGE MANIPULATION
3 Credits
Prerequisite: FND135
This course is designed to further enhance the skills acquired in previous image manipulation and technology-based classes. Emphasis will be placed on advanced applications in the appropriate selection of variables for the project. Integration of programs to achieve a required product will also be emphasized.

CG221 BROADCAST GRAPHICS
3 Credits
Prerequisite: FND135
The elements, principles, and attributes of design will be utilized to mechanically and digitally produce letters, numbers, symbols, and shapes. Students will apply storyboarding, typography, and logo design principles to create graphics for video, animation, multimedia, and Web design projects.
CG231 DIGITAL AUDIO / VIDEO
3 Credits
Prerequisite: CG221
Sound and video are critical ingredients in the production of successful visual presentations. Students use digital sound and video-editing equipment to organize audio and video clips to custom design video and narration to fit their media productions.

CG233 DESIGN FOR INTERACTIVE MEDIA
3 Credits
Prerequisite: GWD205
Interactive computer animation programs can integrate text, sound, images, and full-motion video into interactive products such as games, edutainment, infotainment, simulated virtual reality, locally-based entertainment, computer-based training, and the Internet. This course will allow the student to explore the role of 2D animation in the production of interactive projects. Students will fine-tune their skills in scripting and storyboarding, and they will design an animated prototype using interactive multimedia software.

COM201 EFFECTIVE SPEAKING
(General Education)
4 Credits
Prerequisites: None
Students will learn how to communicate their ideas effectively to others through visual and oral presentations. Students will learn how to present and assimilate information logically and effectively, using available resources and demonstrating professional performance.

COM291 NON-FICTION WRITING
(General Education)
4 Credits
Prerequisites: ENG100
This course is designed to offer students the practical ability to communicate technical aspects of various industries to diverse audiences. Students will learn how to analyze technical objects and processes, and will write reports, manuals, and end user instructions. They will enhance their writing skills using clear and concise language, integrating text with graphics, and designing documents.

COM401 ADVANCED COMMUNICATIONS
(General Education)
4 Credits
Prerequisites: None
The purpose of this course is to examine the theoretical and practical aspects involved in effective communication. The course will emphasize essential elements of communication in both personal and professional environments, as well as identify and analyze efficient oral and written delivery techniques.

CU100 FUNDAMENTALS OF CLASSICAL TECHNIQUES
6 Credits
Prerequisite: None
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

Through demonstrations and hands-on work, fundamental concepts, skills, and techniques involved in basic cookery are covered. These include the study of ingredients and cooking theories; the preparation of stocks, broths, glazes, soups, thickening agents, the grand and emulsion sauces. The cookery basics for vegetables, starches, meat, fish, and poultry are also introduced, as well as techniques such as sautéing, roasting, poaching, braising, broiling, grilling, and stir-fry. In addition to learning organizational skills and work coordination, students will learn the basics of classical culinary vocabulary, basic food chemistry and flavor profiles, as well as identification, application and use of equipment and tools.
CU110 CULINARY THEORY AND CONCEPTS
3 Credits
Prerequisite: None
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

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

CU124 INTRODUCTION TO BAKING AND PASTRY TECHNIQUES
6 Credits
Prerequisite: None
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course is a combination of theory, lecture, demonstration and hands-on production to provide an introduction to baking and pastry techniques for use in a commercial kitchen. Special significance is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking and pastry techniques. Instruction regarding the preparation of yeast-raised dough mixing methods, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Emphasis is also placed on dessert plating and presentation. Students must pass a practical exam.

CU130 AMERICAN REGIONAL CUISINE
6 Credits
Prerequisites: CU100, CU110
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

The knowledge learned in CU100 Fundamentals of Classical Techniques is reinforced to build student confidence and strengthen the techniques of basic cookery. Attention is given to portion control, costing, plate presentation, and teamwork in production. American Regional Cuisine introduces culture, food, local growing, and regional cooking methods with emphasis on cooking and classical culinary techniques.

CU135 LATIN CUISINE
3 Credits
Prerequisite: CU100, CU110
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course emphasizes both the influences and ingredients that create the unique character of selected Latin cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of Mexico, South America and the Caribbean Islands. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.
CU165 KITCHEN MANAGEMENT AND CAREER DEVELOPMENT  
3 Credits  
Prerequisite: None  
This course focuses on managing people from the hospitality supervisor's viewpoint. The emphasis is on techniques for increasing productivity and controlling labor costs, managing time, facilitating change, motivating employees, and resolving conflict. This course also stresses effective communication and explains the responsibilities of a supervisor in the food service operation. Specific focus is placed on interviewing and hiring employees, and is explored from the perspective of a manager looking for staff, and as workers involved in a job search.

CU201 GARDE MANGER  
6 Credits  
Prerequisites: CU130  
*Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.*  
This course introduces the multiple responsibilities of the cold kitchen. Basic recipes for dressings, marinades, and salads made from vegetables, cooked meat, seafood, and pastas, as well as the making of a variety of sandwiches, presentation, and combination of salads are covered. Hors d’oeuvres will be introduced, including hot, cold, zakuski, and canapés. The fine art of chaud-froid, its use, and its importance are emphasized. This course also explores the making presentation, and accompaniments of patés and terrines. Sausage-making and its importance are covered. Students will learn how to make galantines, ballontines, and mousses.

CU225 MANAGEMENT BY MENU  
3 Credits  
Prerequisite: None  
This course prepares future food service managers by giving a clear picture of the important role menu planning plays within operations. It covers topics ranging from menu development, pricing, and evaluation to facilities design and layout. Students will benefit because understanding menus is crucial to the success of any foodservice operation; menus are a planning tool, source of operational information, and a merchandising method for reaching patrons.

CU234 CLASSICAL EUROPEAN CUISINE  
3 Credits  
Prerequisite: CU100, CU110  
*Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.*  
This course emphasizes both the influences and ingredients that create the unique character of selected Classical European Cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of the British Isles, Italy, France, and Germany, Austria, Switzerland, and Scandinavian countries. Importance will be placed on ingredients, flavor profiles, preparations, and techniques representative of these cuisines.

CU235 ASIAN CUISINE  
3 Credits  
Prerequisite: CU100, CU110  
*Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.*  
This course emphasizes both the influences and ingredients that create the unique character of selected Asian cuisines. Students prepare, taste, serve, and evaluate traditional, regional dishes of the four regions of China, Japan, Korea, Vietnam, Thailand, and Indonesia. Importance will be placed on ingredients, flavor profiles, preparations, and techniques.
CU236 WORLD CUISINE
3 Credits
Prerequisite: CU100, CU110
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

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

CU240 A LA CARTE
6 Credits
Prerequisite: CU130
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

The students prepare modern international and regional American cuisine in a public restaurant. Correct application of culinary skills, plate presentation, organization, and timing in producing items off both a fixed-price menu and an a la carte menu are stressed. The principles of dining room service and the philosophy of food are further explored and examined in light of today's understanding of food, nutrition, and presentation.

CU249 SUSTAINABLE PURCHASING AND CONTROLLING COSTS
3 Credits
Prerequisite: None
This course introduces the student to the methodologies and tools used to control costs, purchase supplies, and help the student value the purchasing, planning, and control process in the food and beverage industry. Primary focus is on supplier selection, planning, and controlling costs, with an emphasis placed on the study of sustainable products and approaches. Topics include planning and controlling costs using budgeting techniques, standard costing, standardized recipes, performance measurements, food, beverage, and labor cost controls.

CU255 FOOD AND BEVERAGE OPERATIONS MANAGEMENT
3 Credits
Prerequisite: None
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

Topics covered include the psychology of service, professional standards of performance for dining room personnel, the fundamental skills required for service-ware handling, the service sequence, order taking, guest relations, and the liability and consumer dimensions of alcohol service. This course also highlights the specific management opportunities and challenges in managing a bar, lounge, or food service establishment serving alcoholic beverages. Significant product knowledge orientation, as well as cost control and purchasing, production, and service issues are addressed.

CU260 CULINARY CAPSTONE
3 Credits
Prerequisite: Academic Chair Approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

Through competencies developed with previous related studies coursework, students will develop a complete business plan for a minimum 100-seat restaurant. This project will include market analysis and marketing strategy, operating budget, sales projections, opening inventories, capital equipment, standardized recipes and costing for all standardized recipes, and menu and facilities design. The student will have the assistance of a Chef/Instructor to facilitate with the completion of the capstone restaurant project.
CU271 ART CULINAIRE
6 Credits
Prerequisite: CU234, CU236, CU235

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

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

CU305 EUROPEAN CAKES AND TORTES
3 Credits
Prerequisite: CU124

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

Students will build on competencies previously learned and apply those skills into new products to create more elaborate tortes and cakes using complex finishing methods by applying glazes, using decorative sponges, and building multi-layer component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes, glazed, iced, molded, cream filled cakes, and bombes. Students will work with gumpaste, pastillage, and chocolate also to create show pieces.

CU309 ETIQUETTE FOR TODAY'S PROFESSIONAL
3 Credits
Prerequisite: CU165

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

This course presents the fundamentals of business and hospitality etiquette as they are applied to the modern multicultural and global business environments. The importance of the first impression, polite conversation, personal appearance, office politics, diplomacy, telephone and cell phone etiquette, proper oral and written communications, and the protocol of meetings. Students will participate in a formal dining experience.

CU315 HUMAN RESOURCES AND MANAGEMENT
3 Credits
Prerequisite: CU165

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

CU320 FOODSERVICE TECHNOLOGY
3 Credits
Prerequisite: CU260

This course is a survey course in foodservice information systems and technology (IS&T) designed to introduce students to the many diverse facts of IS&T in the foodservice industry. Current systems and issues of major importance in the field of IS&T will be considered as they relate to the foodservice industry. Emphasis will be placed on the managerial and business aspects of IS&T, rather than the technical perspectives. Core topics will include key foodservice systems (e.g. accounting and property management systems, point-of-sale, sales and catering, etc.), guest service and customer relationship management (CRM), knowledge management, and IS&T strategy.
CU325 ADVANCED MENU DESIGN
3 Credits
Prerequisite: CU225

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

Students in this course learn the fundamentals of menu design and layout and focus on the applications of menu mix, inventory efficiency, seasonality, and merchandising for foodservice operations. Menus are based on service styles and facilities restrictions are discussed.

CU330 NUTRITIONAL COOKING
3 Credits
Prerequisites: CU100, CU110, SCI156

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

This course centers on an explanation of the basic principles of nutrition and nutritional cooking and their relationship to health. The structure, functions, and sources of nutrients, including carbohydrates, fats, vitamins, minerals, and water are discussed. Current issues in nutrition are reviewed, including dietary guidelines, energy balance, dietary allergies and intolerances, and the food/chroni disease relationship. Students will learn about the different functions of ingredients in recipes so that they can create foods that are healthy and nutritionally sound. Students also focus on the principles of planning wholesome, nutritionally balanced meals using traditional foods and ingredients. Students will plan, analyze, and prepare menus that meet nutritional guidelines.

CU345 INTRODUCTION TO ACCOUNTING
3 Credits
Prerequisite: None

In this course, students examine the uses of internal accounting information to make business decisions in the management of operations. Students discuss topics such as cost concepts and behavior, planning and controlling costs using budgeting techniques, and cost volume analysis.

CU347 FACILITIES MANAGEMENT AND DESIGN
3 Credits
Prerequisite: CU225

An assessment of effective architecture, floor planning, and seating in contemporary restaurant design. Cost-effectiveness, space maximization, and use of materials are reviewed. The effects of zoning laws, zoning restrictions and real estate law are discussed.

CU357 HOSPITALITY MARKETING
3 Credits
Prerequisite: CU225

This course is an introduction to service marketing as applied to the hospitality industry. The course will cover application of basic marketing concepts and research methods. Design and delivery of marketing components for a hospitality business will be covered. Topics included but not limited to: unique attributes of service marketing; consumer orientation; consumer behavior; market segmentation principles; target marketing; product planning; promotion planning; market research; and competitor analysis.
CU370 LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT  
3 Credits  
Prerequisite: CU165  
Students examine leadership, organizational management and culture, and focus on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course.

CU380 FINANCIAL MANAGEMENT  
3 Credits  
Prerequisite: CU345  
In this course, the students develop a working knowledge of the current theories, issues and challenges involved with financial management. Students are introduced to the tools and skills that financial managers use in effective decision making. Topics include budgeting, cash management, cost concepts and behavior, investment analysis, borrowing funds, and financial forecasting.

CU403 QUALITY SERVICE MANAGEMENT AND TRAINING  
3 Credits  
Prerequisite: CU165  
This class will examine the role of service in the foodservice industry and explore how to give quality customer service. Service systems and training programs in quality operations will be examined through the use of case studies and hypothetical scenarios. The course will cover employee training and development from both a strategic and operational perspective. The class will culminate by examining Charlie Trotter's service standards in what is often the best-rated restaurant in the United States.

CU410 CATERING AND EVENT MANAGEMENT  
3 Credits  
Prerequisite: CU201  
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

This course introduces students to the fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding catering's role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work.

CU412 SENIOR LIVING AND SPECIAL NEEDS  
3 Credits  
Prerequisite: CU260  
In this course, students will learn the management skills necessary in the rapidly growing senior services industry. Students will study the socioeconomic impact of the aging population and associated trends. Emphasis will be placed on the medical, nutritional, spiritual, technological and legal needs of the generation. The role of HMOs and insurance carriers will also be explored.

CU421 SALES AND PUBLIC RELATIONS  
3 Credits  
Prerequisite: CU260  
This course will focus on the sales function in varied hospitality settings. The relationship of sales to marketing will be explored, and the process of the actual personal sales call will be emphasized. The role of a successful public relations plan will also be examined, as well as the benefits of favorable public impression on a hospitality operation.
CU430 INTRODUCTION TO CULINARY COMPETITIONS
3 Credits
Prerequisite: CU271
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course provides students with the highest level of experience and understanding of the rules and regulations of student competition. Students will demonstrate the highest level of culinary skills in a laboratory setting that mirrors the competition environment. Course emphasis will be on reinforcing basic cooking techniques, knife skills, kitchen organization, and menu development, as well as the development of skills necessary to successfully compete in an officially sanctioned culinary salon. Students learn and demonstrate the elements of proper platter presentation, slicing, glazing, and classical and modern charcuterie techniques.

CU447 EXPLORING WINES AND THE CULINARY ARTS
3 Credits
Prerequisite: CU255
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varietals that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles and quality levels of wine. Students will become familiar with the world’s most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food.

CU450 MANAGEMENT EXTERNSHIP
3 Credits (150 Contact Hours)
Prerequisite: Academic Chair Approval
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
Students observe and participate in the supervisory operation of a successful foodservice business. They apply their professional skills to gain experience in order to enter and become successful in the foodservice business. Emphasis is placed on developing hospitality management skills.

CU460 INNOVATION AND ENTREPRENEURSHIP
3 Credits
Prerequisite: CU260
This course provides an introductory overview to the knowledge and skills needed for entrepreneurship. The course offers a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial opportunities that can be applied to a student’s own interests. Topics include: how entrepreneurs find, screen, and evaluate ideas and new business opportunities.
CU480 VITICULTURE AND VINIFICATION I
3 Credits
Prerequisite: CU255

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

This class provides comprehensive information pertaining to France's classic wine regions and the varietals, vineyard conditions, and cellar practices essential to their production. Economic, political and sociological conditions, as well as historical context are explored. Particular attention will be given to developing the student's sensory evaluation skills and their application to wine selection and food pairing.

CU481 VITICULTURE AND VINIFICATION II
3 Credits
Prerequisite: CU255

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

This class provides comprehensive information pertaining to the Old World's other classic wine regions and the varietals, vineyard conditions, and cellar practices essential to their production. Economic, political and sociological conditions, as well as historical context are explored. Particular attention will be given to developing the student's sensory evaluation skills and their application to wine selection and food pairing.

CU482 NEW WORLD WINES AND EMERGING REGIONS
3 Credits
Prerequisite: CU255

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

This class provides comprehensive information pertaining to the New World's wine regions and the varietals, vineyard conditions, and cellar practices essential to their production. Economic, political and sociological conditions, as well as historical context are explored. Particular attention will be given to developing the student's sensory evaluation skills and their application to wine selection and food pairing.

CU485 SENIOR PRACTICUM
3 Credits
Prerequisite: CU260

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

This course is intended to be a practical capstone for the Culinary Management curriculum. It will draw on the majority of disciplines presented earlier in the program. In this class students will plan, organize, and execute functions that will be booked and/or sold to the public. Students will, in effect, experience the necessary functions of opening their own restaurant.

CU490 GLOBAL MANAGEMENT AND OPERATIONS
3 Credits
Prerequisite: CU260

This course provides students with an introduction to the dimensions and nature of the international hospitality industry. It is designed to review the principles of management and to apply management theory to the global marketplace. Students examine the social, cultural, political and economic environments within which international hospitality operators compete for survival and growth. Topics emphasized include cultural dimensions of management, international management strategy, international marketing and international human resource management.
CU492 LEGAL ISSUES
3 Credits
Prerequisite: CU260
Legal Issues provides an in-depth exploration of competitive business practices with emphasis on business formation, torts, negligence, and liability. Contractual and franchise relationships will be explored, along with the employer’s current obligations under immigration law.

CU497 SENIOR CAPSTONE / PORTFOLIO
3 Credits
Prerequisite: CU260
Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.
Through competencies developed with previous related studies coursework, students will develop a business plan for a minimum one hundred seat restaurant. The project will include: market analysis and marketing strategy, operating budget, sales projections, opening inventories, capital equipment, standardized recipes and costing for all standardized recipes, menu and facilities design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project.

DF101 TOOLS, TECHNOLOGY AND TERMINOLOGY
3 Credits
Prerequisite: None
This course discusses and identifies the different tools, technology, and resources available to a digital filmmaker during pre-production, production, and post-production, as well as what they do and the proper terminology associated with them.

DF121 INTERMEDIATE VIDEO PRODUCTION
3 Credits
Prerequisite: VP111
This course introduces the student to the digital video camera as a technical and creative tool for communication. Students will recognize the principles of visual design for motion pictures, develop their ability to evaluate the visual potential of locations, interpret the technical requirements of motion picture photography, and operate professional video cameras.

DF131 FUNDAMENTALS OF LIGHTING
3 Credits
Prerequisite: VP111
Students in this course will learn about the basic physics of light and electricity as it relates to different film and video lighting applications in the field. This will include the qualities and colors of light from different sources and angles, and the basic techniques to match or manipulate them. The focus will be on people and objects in a variety of situations. The basic differences between field lighting equipment and studio lighting will also be covered.

DF211 FUNDAMENTALS OF EDITING
3 Credits
Prerequisite: VP111; Prerequisite/Co-Requisite: DF121
Students are introduced to various editing processes including cuts-only, offline, and non-linear editing. Students also learn project management, how the editing process begins in program design and pre-production, and how it continues through production to the final edit.
DF215 INTERMEDIATE EDITING  
3 Credits  
Prerequisites: DF121, DF211  
This course explores online editing, including SMPTE (Society of Motion Picture and Television Engineers) time code, video effects, audio mastering, and actor generator capabilities. Emphasis is placed on artistic, ethical, and technical considerations. Utilizing non-linear editing systems, students explore the applications of desktop editing and special effects in video applications.

DF221 DIGITAL CINEMATOGRAPHY  
3 Credits  
Prerequisite: DF121  
This course explores the various camera and lighting techniques used in digital filmmaking and video production. Discussions will cover the general concepts and principles of camera moves and lighting techniques. Focus will be placed on applying lighting techniques to create the desired visual effects.

DF231 ADVANCED LIGHTING  
3 Credits  
Prerequisite: DF131  
In this course the student will study complex applications of lighting and the emotional values it creates in storytelling. The use of lighting to accent beauty, ugliness, suspense, or comedy will be analyzed and rehearsed. Lighting applications in special effects will also be explored and applied, as well as the advanced use of filtering and lens techniques.

DF241 ADVANCED DIGITAL CINEMATOGRAPHY  
3 credits  
Prerequisite: DF221  
This course employs various cinematic techniques covered in DF221 Digital Cinematography and explores advanced application. Assignments will cover the advanced principles of camera dynamic, lighting, composition, equipment, and theme. Students will explore current and evolving techniques.

DF251 ELECTRONIC FIELD PRODUCTION  
3 Credits  
Prerequisite: DF215  
In this course, students create a video from the idea phase to the final edited master. Special emphasis is placed on defining the roles of the production team and on the execution of tasks through completion of a final project. Aesthetic and utilitarian lighting techniques specific to various media are compared and contrasted. Students learn the fundamental skills required to make appropriate lighting choices under a variety of field conditions.

DF271 HISTORY OF FILM AND MEDIA  
3 Credits  
Prerequisite: None  
This course focuses on the history of film and media. The goal is to deliver a historical analysis and comprehension of film and media. Students employ critical thinking, group discussions, and research methods to examine and evaluate cinematic aesthetics and media concepts in relation to our culture.

DF300 FILM THEORY AND CRITICISM  
3 Credits  
Prerequisite: DF271  
In this course, students explore the different theories and approaches to media and their impact on society and culture, so as to inform and enrich their own work.
DF305 SENIOR PROJECT: PRE--PRODUCTION
3 Credits
Prerequisite: DF330 or Academic Chair Approval
This course initiates a three quarter long comprehensive project which will be integral to students' final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, digital film in a chosen genre. Committee and/or faculty will approve the project content and genre of the digital film. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.

DF315 ADVANCED EDITING
3 Credits
Prerequisite: DF215
Focused on advanced editing systems and methods, this course enables students to process audio and video elements in media content and organize such content for total effect and final delivery. Students apply a comprehensive set of critical and evaluative skills to make sound judgment calls and sophisticated editing decisions.

DF321 DOCUMENTARY PRODUCTION
3 Credits
Prerequisite: DF251
This course challenges students to produce documentary style video presentations utilizing research, writing, storyboard, production, and post-production skills particular to the documentary genre of film making. Students are expected to work in teams of three or more and develop a documentary style video presentation from conception to completion.

DF325 DIRECTING TECHNIQUE
3 Credits
Prerequisite: DM321
This course exposes students to the functions and responsibilities of a director as they relate to the pre-visualization processes and the fundamentals and techniques of translating them to the screen.

DF330 PROJECT DEVELOPMENT
3 Credits
Prerequisite: VP161
Students employ the pre-production process for a significant project. Processes including pitch, script analysis and breakdown, talent auditions and selection, location scouting, lighting plan, storyboarding, pre-visualization, production scheduling (daily and overall), equipment planning, project management, and budgeting.

DF350 SCREENWRITING
3 Credits
Prerequisite: PD331
This course introduces students to the fundamentals of writing and developing a screenplay. Students will learn about story, structure, character, dialogue, action and formatting, and how to incorporate them within the context of their own screenplay.

DF405 SENIOR PROJECT: PRODUCTION
3 Credits
Prerequisite: DF305
This course continues the three-quarter long comprehensive project begun in DF305 Senior Project: Pre-Production. Students will employ cumulative skills to produce a significant, sophisticated, digital film in a chosen genre. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor.
DF410 SENIOR PROJECT: POST-PRODUCTION  
3 Credits  
Prerequisite: DF405  
This course concludes the three-quarter long comprehensive project begun in DF305 Senior Project: Pre-Production and created in Senior Project: Production (DF405). Students will employ cumulative skills to post-produce a significant, sophisticated digital film in a chosen genre.

DF421 SENIOR PROJECT: PORTFOLIO AND DEFENSE  
3 Credits  
Prerequisite: Academic Chair Approval  
Built on the preliminary collection of work from other senior project courses, this course allows each student to determine and design the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense.

DM111 SOUND DESIGN  
3 Credits  
Prerequisite: VP115  
This course focuses on voice, music and sound effects, and the impact they have on the visual image. It also explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content.

DM321 DIRECTING THEORY  
3 Credits  
Prerequisites: None  
This course exposes students to the functions and responsibilities of a director, and it helps them understand the process of reading a script, conceiving a vision, and communicating it to the cast and crew.

DM341 MEDIA COMPOSING  
3 Credits  
Prerequisite: CG231  
Focused on concepts and techniques of composing and integration, this course enables students to assemble media content elements for overall design and prepare the final product for delivery. Students will learn to manage various digital media files and process them to finalize the media content design.

DM345 PRODUCTION DESIGN  
3 Credits  
Prerequisite: VP161  
This course is designed to help students create the overall “look” to their productions by understanding and utilizing the different elements of production design, such as art direction, set design and construction, props, dressing, and shot selection.

DM351 MEDIA DESIGN WORKSHOP  
3 Credits  
Prerequisite: DF330  
Working in production teams, students in this workshop class will deal with real clients, typically representatives on non-profit organizations. Guided by faculty, students interview the client to determine expectations, and work in a team to design and produce the media content for an intended delivery system.

DVL300 SERVER-SIDE SCRIPTING  
3 Credits  
Prerequisite: GWD226  
Dynamic web pages through server-side scripting language. Emphasis on forms and content management.
DVL301 CLIENT-SIDE SCRIPTING  
3 Credits  
Prerequisite: GWD226  
Client-side scripting as a method to develop advanced dynamic web applications.

DVL302 ADVANCED SERVER-SIDE SCRIPTING  
3 Credits  
Prerequisite: DVL300  
Advanced server-side scripting skills and CMS utilization.

DVL303 ADVANCED SCRIPTING  
3 Credits  
Prerequisite: DVL301  
Exploration and practice of advanced client- and server-side scripting languages.

ENG100 ENGLISH I  
(General Education)  
4 credits  
Prerequisite: None  
English I introduces students to the research process and to college-level writing as a process of developing and supporting a thesis in an organized essay. This course emphasizes the use of a variety of rhetorical modes, appropriate diction and language, reading and responding to the writing of others and observing the conventions of Standard English including spelling, punctuation, grammar, and citing sources. APA style documentation is emphasized.

ENG200 English II  
(General Education)  
4 Credits  
Prerequisite: ENG100  
English II continues the research process and the process of developing and supporting a thesis in an organized essay. This course emphasizes the use of a variety of rhetorical modes, appropriate diction and language, reading and responding to the writing of others and observing the conventions of Standard English including spelling, punctuation, grammar, citing sources.

ENG320 WORLD LITERATURE  
(General Education)  
4 Credits  
Prerequisites: ENG100  
This course expands and refines the objectives of ENG100 English I. It emphasizes critical and logical thinking skills, reading comprehension, problem definition, research strategies, as well as analytical, evaluative, and/or persuasive writing.

ENG323 AMERICAN LITERATURE  
(General Education)  
4 Credits  
Prerequisite: None  
This course focuses on American literary selections. Topics include the critical evaluations of the literary genres, story, poetry, and drama.
ENG402 CREATIVE WRITING – FICTION  
(General Education)  
4 Credits  
Prerequisites: None  
This course will offer students the opportunity to explore the essential steps involved in writing, revising, and presenting their own fiction. In addition, students will be reading and critiquing the work of both their peers and professional writers.

ENG411 THE NOVEL  
(General Education)  
4 Credits  
Prerequisite: None  
In this course, students examine works in the genre of literary production called the novel. The novel is contrasted with other literary formats and understood in historical context. This course invites students on a quest to envision how authors create, “maps of the human heart in their fiction.” Students will also explore how the novel creates a sense of community for readers.

ENG491 MYTHOLOGY  
(General Education)  
4 Credits  
Prerequisite: None  
Mythology studies the myths and legends of civilizations that influenced the development of the English-speaking world. The course includes a comparison of the myths of other cultures.

EX400 EXTERNSHIP  
3 Credits (90 Contact Hours)  
Prerequisite: Academic Chair Approval  
Students may choose as an elective to participate in an externship course by working part-time with cooperating employers. Field experience in the student's area of interest is gained by applying competencies learned in previous courses. Coordinated by Career Advisors, administered by Academic Chairs, and evaluated by Faculty Advisors, the experience enhances the student's overall understanding of his/her chosen field.

FA106 MODERN AND CONTEMPORARY ART  
(General Education)  
4 Credits  
Prerequisite: None  
This course is a history of art from neoclassicism to contemporary art. Concepts, artists, works, and styles of the periods will be studied through the use of textbook, slides, videos and projects.

FA107 ART HISTORY  
(General Education)  
4 Credits  
Prerequisite: None  
This course presents a comparative study and comprehensive presentation of visual images and design that chronicles the socioeconomic, political, technical, and philosophical evolution of Western Civilization from ancient times to the present. Students solve assigned design problems to demonstrate their understanding of art history.
FA108 AMERICAN ART HISTORY
(General Education)
4 Credits
Prerequisite: None
This course provides a comprehensive overview of the history of art in America from prior to colonization through the present. This course offers a comparative perspective to solve assigned studio problems.

FA201 RENAISSANCE AND BEYOND
(General Education)
4 Credits
Prerequisites: None
This course introduces students to the art of the Renaissance, Mannerism, Baroque, Neoclassic, and Romantic periods. Students are exposed to a wide variety of artworks in the context of history, theory, and biography. Field trips and guest lecturers may be employed to enhance course material.

FND105 DESIGN FUNDAMENTALS
3 Credits
Prerequisite: None
The creative process is introduced using the visual elements of art to provide the student with a firm, workable foundation in design. This class is fundamental in learning how to make appropriate design decisions while organizing visual space. A variety of concepts, materials, and techniques are used to investigate the aesthetic, scientific, and psychological properties of design.

FND110 OBSERVATIONAL DRAWING
3 Credits
Prerequisite: None
Visual awareness is expanded through the observation and translation of three-dimensional forms into two-dimensional drawings. Starting with simple forms and progressing to more complex organic forms, students will increase their skill levels in construction techniques, composition, and line quality.

FND130 COLOR FUNDAMENTALS
3 Credits
Prerequisite: None
The creative process is introduced using the visual elements of both additive and subtractive color and the basic principles of design. The psychological and cultural aspects of color will be examined in making appropriate design decisions. Color concepts used in a variety of disciplines will be explored. Students will be able to utilize the basic principles and elements of design theory as they apply to assigned projects.

FND135 IMAGE MANIPULATION
3 Credits
Prerequisite: FND105
This course is designed to examine photo-retouching and image manipulation using computers. Employing software applications to scan original artwork, photos, or public domain images from CD-ROMs, students will use filtering capabilities, interactive brightness and contrast controls, and other image manipulation tools to enhance and retouch the images.

FX351 ADVANCED SOUND DESIGN
3 Credits
Prerequisite: DM111
A survey of advanced topics relating to sound for video including the audio post-production process, sound synchronization, multi-channel surround mixing, complex sound effect creation and sound design, advanced music, and dialogue editing.
FX391 INTERACTIVE VISUAL DESIGN
3 Credits
Prerequisite: CG231
Interactive Visual Design is a mastery level course encompassing broadcast design skills and information architecture as utilized in convergence media such as DVD and WebTV.

GE490 GENERAL EDUCATION CAPSTONE
(General Education)
2 Credits
Prerequisite: Academic Chair Approval
This seminar format course allows the students to synthesize the data acquired within their General Education courses. Students will complete a comprehensive project under guidance.

GR221 DIGITAL LAYOUT
3 Credits
Prerequisite: CG141 or Academic Chair Approval
Traditional and electronic designs are utilized in exploration of graphic solutions. Graphic elements including typography, simplified imagery, and abstract shapes will be utilized to quickly visualize comparisons, convey instructions, or clarify data.

GR241 ADVERTISING CONCEPTS
3 Credits
Prerequisite: GWD210 or Academic Chair Approval
Advertising strategies, concepts, and designs are developed in this comprehensive study of the sales-driven marketplace. Print layouts and TV storyboards will be created based on market research.

GR251 VISUAL INDICATION
3 Credits
Prerequisite: Academic Chair Approval
Visualization skills will be applied to comprehensives of photo indication, illustration, storyboards, layouts, and other design presentation prototypes. This communication tool facilitates concept visualization for both the artists and the client. Techniques with a variety of media will be refined.

GR422 DIGITAL PORTFOLIO
3 Credits
Prerequisite: PH352
This course will guide students through the process of compiling their work into a final interactive portfolio. This course will also stress the importance of professional development and help the student obtain the necessary completion of the initial job search requirements.

GWD100 APPLICATIONS AND INDUSTRY
3 Credits
Prerequisite: None
Web design and graphic design applications, tools, and industry practices. Includes file management practices, basics of markup language and styling. Introduction to illustration and image manipulation software relevant to the web design and graphic design industries.

GWD103 PROGRAMMING LOGIC
3 Credits
Prerequisite: None
Fundamentals of programming logic. Introductory concepts, structure, decision-making, looping, array manipulation, calling methods, and an introduction to object-oriented programming.

GWD106 INFORMATION ARCHITECTURE
3 Credits
Prerequisite: GWD100
An examination of content structures, navigation paths, and asset organization.

**GWD115 TYPOGRAPHY – TRADITIONAL**
3 Credits
Prerequisite: None
Students are introduced to the history of type. Relationships of letters, space, fonts, and type systems will be studied and applied. Students will style text and letterforms and incorporate type in compositions. This class is fundamental in learning how to make appropriate type and design decisions when organizing visual space.

**GWD120 INTRODUCTION TO LAYOUT DESIGN**
3 Credits
Prerequisite: GWD115
This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts.

**GWD125 CONCEPT DESIGN**
3 Credits
Prerequisite: GWD120
This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

**GWD140 RAPID VISUALIZATION**
3 Credits
Prerequisite: FND110
This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.

**GWD145 TYPOGRAPHY – HIERARCHY**
3 Credits
Prerequisite: GWD115
This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills.

**GWD150 INTERMEDIATE LAYOUT DESIGN**
3 Credits
Prerequisite: GWD120
This advanced layout course enhances and reflects skills developed in fundamental design courses. Critical analysis will be applied through the usage of type and layout to create clear, communicative design. Portfolio-quality projects will be developed as part of this process.

**GWD155 FORM AND SPACE**
3 Credits
Prerequisite: FND105
Form and Space involves the formal understanding and manipulation of the basic organizing principles of the three dimensional world. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation.
GWD200 GRAPHIC SYMBOLISM
3 Credits
Prerequisite: FND105
This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images.

GWD205 FUNDAMENTALS OF WEB PAGE SCRIPTING
3 Credits
Prerequisite: FND135
Design, develop, and upload a simple website using HTML and basic CSS. Web site production concepts such as naming conventions, file organization, and optimization are also covered.

GWD210 ADVANCED LAYOUT DESIGN
3 Credits
Prerequisite: GWD150
This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software.

GWD213 INTERMEDIATE WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWD205
An exploration of methods for styling websites and creating various page layouts. This course will examine the practical application of styling web page content.

GWD216 AUDIO AND VIDEO
3 Credits
Prerequisite: None
Develop editing skills while communicating messages and telling stories through the introduction of various media and technology.

GWD219 OBJECT ORIENTED SCRIPTING
3 Credits
Prerequisite: GWD213
Students combine experience design concepts with advanced programming solutions. Emphasis is placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWD220 DIGITAL ILLUSTRATION
3 Credits
Prerequisite: FND105
This course advances the student's understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design, students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

GWD223 EXPERIENCE DESIGN
3 Credits
Prerequisite: GWD250
An examination of user-centered experience and its relationship to information architecture, interface design, and usability.
GWD225 TYPOGRAPHY – EXPRESSIVE & EXPERIMENTAL
3 Credits
Prerequisite: GWD145
Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

GWD226 AUTHORIZING FOR INTERACTION
3 Credits
Prerequisite: GWD213
Introduction to JavaScript utilizing the Document Object Model.

GWD230 PRE-PRESS AND PRODUCTION
3 Credits
Prerequisite: GWD150
This course prepares students in the electronic preparation of simple designs. Image reproduction, color specification, file preparation procedures, and binding and finishing techniques will be explored. Discussion of various printing processes and paper selections are covered in this class.

GWD245 PACKAGE DESIGN
3 Credits
Prerequisite: GWD155
Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints.

GWD250 INTERFACE DESIGN
3 Credits
Prerequisite: GWD120
An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces.

GWD253 DESIGN FOR MOBILE DEVICES
3 Credits
Prerequisite: GWD250
Students will learn to create custom solutions for content delivery on mobile devices by developing web application and device application user interface tools optimized for delivery on mobile devices. Students will work in class with mobile devices to learn needs, restrictions of designing for mobile devices as well as test student-designed interfaces.

GWD255 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWD210
This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

GWD256 WEB STANDARDS
3 Credits
Prerequisite: GWD219
Web standards and web accessibility for coding standards and separation of content from design. Emphasis is on identifying cross-browser compatibility issues with web standards.
GWD259 ADVANCED WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWD213
An exploration of advanced methods for styling websites and creating page layouts. This course will examine the practical application of styling web page content, understanding cross-browser compatibility, and creating designs that display effectively on various devices.

GWD260 DESIGN HISTORY
3 Credits
Prerequisite: GWD150
Examines the places, people, events; historical and cultural factors; and technological innovations that have influenced the development of graphic design as practiced in the 21st century.

GWD265 PUBLICATION DESIGN
3 Credits
Prerequisite: GWD210
Focus on creating a publication: hierarchy, grid, page sequence and spreads. The publication will integrate images, color, texture and typography relative to the subject of the publication.

GWD270 TIMELINE ANIMATION & INTERACTION
3 Credits
Prerequisite: FND135
Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding.

GWD275 PORTFOLIO I
3 Credits
Prerequisite: Academic Chair Approval
This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

GWD280 CORPORATE IDENTITY
3 Credits
Prerequisite: GWD120
Development of comprehensive corporate identity systems as well as additional business collateral.

GWD300 COLLATERAL DESIGN
3 Credits
Prerequisite: GWD210
The role of graphic design in collateral materials, such as brochures, billboards, posters, point of sale materials, direct mail pieces, sales promotion materials, etc., will be introduced and explored.

GWD309 EMERGING TECHNOLOGY
3 Credits
Prerequisite: GWD223
An examination of concepts and methodologies used in emerging technology. In-depth focus on one current emerging technology.

GWD315 ART DIRECTION
3 Credits
Prerequisite: None
This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students' leadership, communications and negotiation skills.

GWD316 CONTENT MANAGEMENT SYSTEMS
3 Credits
Prerequisite: GWD219
Database design for dynamic web content management. Emphasis on database concepts, the relational database model, and translating a client's requirements into a working database design.

GWD320 SUSTAINABLE DESIGN ISSUES & TOPICS
3 Credits
Prerequisite: Academic Chair Approval
This course will address the fundamental issues of sustainable design and introduce a broad range of frameworks and concepts for tackling the fundamental changes that are required in how a company approaches design and manufacturing. Drawing from a wide range of sources and case studies, we will discuss the key issues framing sustainable design, how it can be initiated in an organization, and how it impacts choices of product planning, production partners, brand and marketing.

GWD325 INTERACTIVE MOTION GRAPHICS
3 Credits
Prerequisite: GWD270
An introduction to the narrative structure in a time based environment.

GWD400 DESIGN STUDIO
3 Credits
Prerequisite: Academic Chair Approval
In order to be enrolled in this course, a student must submit three to five design pieces produced in previous courses, a letter of interest, and current grades/attendance records for review. A small group of students are chosen from the pool of candidates and work as a team of designers. The class projects are drawn from the community outreach program. The projects vary from quarter to quarter and always include direct contact and collaboration with clients.

GWD403 DESIGN TEAM: PRE-PRODUCTION
3 Credits
Prerequisite: Academic Chair Approval
Real-world web pre-production through small teams. Emphasis on assessing client needs, pre-production assets, project management, and communication.

GWD405 GRAPHIC DESIGN CAPSTONE
3 Credits
Prerequisite: Academic Chair Approval
Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation.

GWD406 SENIOR PROJECT: PRE-PRODUCTION
3 Credits
Prerequisite: Academic Chair Approval
Design and planning of advanced interactive project.

GWD409 DESIGN TEAM: PRODUCTION
3 Credits
Prerequisite: GWD403
Real-world web production through small teams. Emphasis on assessing client needs, production assets, project management, and communication.

**GWD410 INFORMATION DESIGN**
3 Credits  
Prerequisite: GWD300  
In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.

**GWD412 SENIOR PROJECT: PRODUCTION**
3 Credits  
Prerequisite: GWD406  
Production of advanced interactive project.

**GWD420 PORTFOLIO II**
3 Credits  
Prerequisite: GWD275  
This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies.

**GWD441 CONTEMPORARY TYPOGRAPHY**
3 credits  
Prerequisite: GWD115, GWD145, GWD225, GWD444  
Students will learn to identify contemporary typographic designers and define the importance of their work within the graphic design community.

**GWD442 FONT DESIGN**
3 credits  
Prerequisite: GWD115, GWD145, GWD225, GWD444  
An exploration and creation of typographic form.

**GWD443 HAND LETTERING**
3 credits  
Prerequisite: GWD115, GWD145, GWD225, GWD444  
Students will utilize various media (wet, dry and experimental) to create market-specific hand-drawn word mark families.

**GWD444 HISTORY OF TYPOGRAPHY**
3 credits  
Prerequisite: GWD115, GWD145, GWD225  
An exploration of the historical typographic styles from the 16th through the 20th century.

**GWD445 MOTION GRAPHICS**
3 credits  
Prerequisite: GWD115  
An examination of advanced typographic structures and their relation to time based media.

**HUM101 CRITICAL THINKING**
(General Education)  
4 Credits
Prerequisites: None
This course is designed to assist students in becoming more effective learners. Content focuses on identifying and developing skills, processes, and techniques for effective assimilation of knowledge. Reasoning principles for critical analysis and evaluation of thought and discourse will be explored. Students learn to apply creative and critical techniques in problem solving and decision making.

HUM102 PHILOSOPHY AND ETHICS
(General Education)
4 Credits
Prerequisite: None
Students participate in an examination of human life, experience, and thought in order to discover and develop the principles and values of pursuing a more fulfilled existence. Theories designed to justify ethical judgments are applied in a selection of contemporary personal and social issues.

HUM200 AESTHETICS
(General Education)
4 Credits
Prerequisite: None
Aesthetics is alternately defined as philosophy of art, philosophy of beauty, and philosophy of taste. All three definitions point to the ways in which we create, experience, think and write about the fine arts.

HUM201 SPANISH I
(General Education)
4 Credits
Prerequisites: None
Introduces students to the Spanish language through written materials and oral exercises. Students explore the fundamentals of grammar and begin to develop the listening and speaking skills necessary for conversation. Students also are introduced to the interrelationship of language and culture.

HUM202 SPANISH II
(General Education)
4 Credits
Prerequisites: HUM201
This class will build on the knowledge gained from HUM201 Spanish I. There will be increased challenges to the student to use Spanish spontaneously and accurately. There will be additional activities, such as realistic survival situations, group work to bring Spanish into daily use in business and in the home.
HUM220 CONVERSATIONAL FRENCH
(General Education)
4 Credits
Prerequisite: None
French sounds and letters with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the French-speaking communities in Francophone countries. Highly integrated section of the program, including audio, video, and computer technology, provides many opportunities to develop listening, speaking, reading, and writing skills in situations relevant to students’ lives.

HUM221 FRENCH LANGUAGE AND CULTURE
(General Education)
4 Credits
Prerequisite: None
In this course, students will be introduced to French civilization and its historical culture. They will survey philosophical, artistic, political, social, and literary development of the French nation. Students will also be exposed to the French language through conversational activities, music, idiomatic expressions, and proverbs. A study of American and French nuances and differences will be investigated, as well as France’s gastronomic culture.

HUM225 CONVERSATIONAL JAPANESE
(General Education)
4 Credits
Prerequisite: None
Japanese sounds and characters, with emphasis placed on pronunciation, vocabulary acquisition, basic grammar concepts, and the beginnings of an understanding of the Japanese language and culture. Highly integrated sections of the program, including audio, video, and computer technology, provide many opportunities to develop listening, speaking, reading, and writing skills in situations relevant to students’ lives.

HUM231 HUMANITIES
(General Education)
4 Credits
Prerequisite: None
Students perform a comparative study of the humanities through exploration of visual and performing art forms including painting, sculpture, photography, literature, film, music, drama, and dance. Each genre is considered from the perspective of historical and cultural contexts through analysis of design elements used in creating works of art involving descriptive, interpretive, and evaluative methods.

HUM312 STORY TELLING AND THE ORAL TRADITION
(General Education)
4 Credits
Prerequisites: None
Students will explore the art of relating stories in the oral tradition. Folklore, fables, fairytales, and legend have, for generations, ensured the permanence of history, culture, theories of origin, admonition, and cultural beliefs. In this course, students will learn the functions, traditions, and methods of passing along history for generations to come.

ID111 DRAFTING
3 Credits
Prerequisite: None
This course is an introduction to basic drafting techniques, terminology, and symbols used in design. After having examined the language, tools, and techniques, the students 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 HUMAN FACTORS AND PSYCHOLOGY OF DESIGN
3 Credits
Prerequisite: None
The study and usage of proper psychological and physical factors that affect humans on a daily basis while interacting with products, facilities, and the environment are introduced in this course.

ID121 DESIGN BASICS — 3D
3 Credits
Prerequisite: FND105
This course is an investigation of the dynamic and static properties of positive and negative volumes. Students build 3D models of interior/architectural spaces.

ID131 ARCHITECTURAL DRAFTING
3 Credits
Prerequisite: ID111
Students will develop comprehensive drafting skills. Emphasis will be placed on floor plans, elevations and sections, electric and lighting layout, and necessary specifications to complement the graphic communication.

ID141 COMPUTER-AIDED DESIGN
3 Credits
Prerequisite: ID111
The uses and influences of the computer in interior design are explored. Students are introduced to AutoCAD 2D through lectures, demonstrations, and hands-on experience of the applications of two-dimensional drawing.

ID151 DESIGN PROCESS
3 Credits
Prerequisite: ID115
This course includes the analytical approach to programming and space planning through research and development of the design process.

ID171 INTRODUCTION TO ARCHITECTURE
3 Credits
Prerequisite: None
This course surveys Western architecture from its beginnings in ancient Egypt and Mesopotamia to the present, examining architecture's visual, historical, and social significance. Emphasis is placed on the visual recognition of historical styles as well as the development and understanding of architectural vocabulary.

ID211 TEXTILES AND FINISHES
3 Credits
Prerequisite: None
This course explores the nature of man-made and natural materials used in interior finishes. Content includes discussion of yarn, fabrics, finishes, design methods, and proper application of these materials from technical as well as aesthetic approaches.

ID215 VISUAL PRESENTATION
3 Credits
Prerequisites: AR121, FND130
Students build on their drawing and design abilities to create visual presentations. Through a method of exploring a variety of media, the student will gain presentation skills utilizing techniques such as sketching and rendering.
ID221 ADVANCED COMPUTER-AIDED DESIGN
3 Credits
Prerequisite: ID141
The advanced uses and application of the computer in interior design are explored. Students are introduced to advanced AutoCAD 2D through lectures, demonstrations, and hands-on experience of the applications of two-dimensional drawing.

ID231 HISTORY OF FURNITURE DESIGN
3 Credits
Prerequisite: None
The study of the evolution of furniture design, from a background in the ancient world to the present.

ID241 DESIGN DEVELOPMENT – RESIDENTIAL DESIGN
3 Credits
Prerequisites: ID131, ID151
Prerequisite/Co requisite: ID211
In this course, the student explores the design development phase of the design process. Students make the transition from thinking conceptually to fully developing a detailed residential design. Course content centers on the interrelationships of the elements of three-dimensional space, such as proportion and volume, as well as space planning, materials and finishes, and visual presentation boards.

ID245 COMPUTER 3D ARCHITECTURAL MODELING
3 Credits
Prerequisite: ID221
The uses and influences of the computer in interior design are explored. Students will advance to three-dimensional systems through lectures, demonstrations, and hands-on experience of the application of three-dimensional drawing.

ID251 CODES – BARRIER-FREE DESIGN
3 Credits
Prerequisite/Co requisite: ID151
This course provides the students with instruction in the area of local, national, and international building and fire codes. Students learn to search and recognize the codes and regulations that deal with the health, welfare, and safety of the public in the building environment.

ID265 FUNDAMENTALS OF WORKING DRAWINGS
3 Credits
Prerequisites: ID221, ID151
This course is an introduction to the process of producing and using a set of contract documents for interior spaces. Content includes formatting and cross-referencing drawings, and representing details, sections, and legends.

ID271 DESIGN DEVELOPMENT – COMMERCIAL DESIGN
3 Credits
Prerequisites: ID131, ID151, ID211
Prerequisite/Co requisite: ID251
In this course, the student explores the design development phase of the design process. Students make the transition from thinking conceptually to fully developing a detailed commercial design. Course content centers on the interrelationships of the elements of three-dimensional space, such as proportion and volume, as well as space planning, materials and finishes, and visual presentation boards.
ID281 MATERIALS AND ESTIMATES
3 Credits
Prerequisite: ID211
This course explores the various methods of specification and estimation. Students are introduced to residential and commercial application of materials through lecture, demonstrations, and field trips.

ID311 ADVANCED RESIDENTIAL DESIGN
3 Credits
Prerequisite: ID241
This is a studio class that involves the total process of residential design from programming through construction documents and written specifications. Emphasis is on special interior details and studio practices, such as estimating quantities and costs, writing specifications, and working within a budget.

ID321 COMPUTER RENDERING
3 Credits
Prerequisite: ID245
Using a variety of computer software programs, students will have the opportunity to gain skills in applying computer-simulated materials and finishes to projects to produce professional presentations.

ID325 HISTORY OF MODERN ARCHITECTURE AND INTERIOR DESIGN
3 Credits
Prerequisites: ID171
This course analyzes the evolution of modern architecture and interior design from the mid-18th through the 20th centuries, exploring various in-depth architectural and design movements from the beginnings of industrialization to the present. The student will research architects and interior designers and discover the theoretical foundations that have had impact on architectural and design theory in the 20th century.

ID331 CORPORATE DESIGN
3 Credits
Prerequisite: ID271
This course is a study of a comprehensive synthesis of problem identification, research, programming, preliminary design, and design development in the solution of complex, upscale, commercial interior design problems. Studio work simulates actual conditions as closely as possible. Team projects involve time management and self-generated work schedules.

ID341 BUILDING SYSTEMS AND MATERIALS
3 Credits
Prerequisite: ID265
This course is a study of the materials and principles utilized in basic construction and building systems for residential and commercial situations.

ID351 PRESENTATION TECHNIQUES
3 Credits
Prerequisite: ID215
Students develop various presentation techniques currently used in the profession. Graphic application and multimedia usage of visual presentation are explored. Students will revise current and/or previous projects geared toward their portfolio.
ID353 SUSTAINABLE DESIGN
3 Credits
Prerequisite: ID211
Students will learn about environmental/ecological issues, as well as principles and criteria for sustainable design that are appropriate to today's design. The programming, schematic and design phases for sustainable design will be covered in the design process, and current rating systems, such as LEED commercial and/or residential interior credits and project needs will be analyzed. The course will be conducted in a combination of lecture and design studio format.

ID371 HOSPITALITY DESIGN
3 Credits
Prerequisite: ID271
This course is an exploration of the design challenges involved in hotels, restaurants, and convention facilities with emphasis on professional project development and presentation.

ID381 ENVIRONMENTAL SYSTEMS
3 Credits
Prerequisite: ID265
The nature of mechanical equipment is explored in reference to interior spaces. Electrical, heating, ventilation, air conditioning, and plumbing are surveyed. This course will also examine the concepts and theories behind indoor air quality, acoustics, lighting application, and calculations.

ID385 ADVANCED CONSTRUCTION DOCUMENTS
3 Credits
Prerequisite: ID265
This course provides the student with advanced development of a complete set of working drawings and specifications of a current or previous design project.

ID387 LIGHTING DESIGN
3 Credits
Prerequisite: ID265
This course is the study of the fundamentals of lighting design in the industry. Students explore various applications of lighting to fixture/product design.

ID391 INTERIOR AND ARCHITECTURAL DETAILING
3 Credits
Prerequisite: ID265
This course is a 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. Content includes detailing of cabinetry, ceilings, walls, floors, millwork, etc.

ID411 HEALTH CARE / SENIOR DESIGN
3 Credits
Prerequisites: ID271
This is an upper-level studio course involving the total process of health care design from concept through design development. It includes researching codes, writing specifications, special interior detailing, and estimating quantities and cost. Course content centers on the interrelationships of the elements of three-dimensional space, such as proportion and volume, as well as space planning, materials and finishes, and visual presentation boards.
ID421 GRADUATE PROJECT – RESEARCH AND PROGRAMMING
3 Credits
Prerequisites: ID311, ID331
Students select an area from interior design, then research and program their graduate projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results.

ID431 FURNITURE DESIGN
3 Credits
Prerequisites: ID211, ID231
This course explores the principles of furniture design. Students will apply knowledge learned in materials and textile courses with ergonomic/anthropometric standards to design creative furniture through multimedia and model building.

ID441 GRADUATE PROJECT – DESIGN DEVELOPMENT
3 Credits
Prerequisite: ID421
Using the selected concept development, students develop and prepare a comprehensive project incorporating and depicting the skills and technical knowledge acquired throughout the program.

ID461 GRADUATE PROJECT – PRESENTATION AND DEFENSE
3 Credits
Prerequisite: ID441
Prerequisite/Co requisite: ID321, ID351
Students prepare, present, and defend a graduate project suitable for professional design presentation.

ID471 ADVANCED PROFESSIONAL DEVELOPMENT
3 Credits
Prerequisite: PD201
This course offers further study of principles governing the business, legal, and contractual aspects of the interior design profession. Included are the professional organization factors, marketing in design services, as well as the option of working with a local designer and networking.

ID481 PORTFOLIO PREPARATION
3 Credits
Prerequisite: Academic Chair Approval
This course is a review for and preparation of an interior design portfolio. Students’ individual strengths and preferences will be showcased by a collection representative of their studies. Emphasis is placed on the creation of a digital portfolio or portfolio book.

IL330 SEQUENTIAL ILLUSTRATION
3 Credits
Prerequisite: GWD140
This course will focus on developing familiarity with the various forms of narrative and sequential illustration to include basic storyboarding, single and multi-panel comic strips, comic books, graphic novels, and web comics. Coursework will explore the design process, working methods, and creation of sequential and narrative illustrations. Discussions will focus on the historical development and current trends of visual storytelling as well as touch upon professional practices for cartoonists.
IL331 LIFE DRAWING
3 Credits
Prerequisite: FND110
This course is an advanced drawing class that builds on the basic drawing skills and concepts. Anatomical and proportional relationships as well as figure drawing will be covered. The general goals of this course are threefold: to give a firm grounding in the study of the 3-D human figure; to further develop drawing skills, techniques, and design concepts; and to use perspective as a tool for understanding complicated forms.

IL332 EDITORIAL ILLUSTRATION
3 Credits
Prerequisite: None
In this course, students translate narrative content into visual conceptual imagery though illustrative solutions. These illustrations are then incorporated into page layouts, and other publication design formats. Students research visual solutions and explore appropriate media, imagery, and style to interpret the author's point-of-view.

IL333 BOOK ILLUSTRATION
3 Credits
Prerequisite: None
Students research illustrative trends and explore media for creating appropriate imagery that interprets an author's point-of-view. In this course, students translate narrative content into visually consistent imagery used to tell a story. Character studies are created to give the student a three-dimensional understanding of each of the various subjects, allowing each character to be drawn at any angle. Character consistency is required. Illustrative solutions are produced to be consistent throughout the book. These illustrative solutions are combined with the narrative into a page layout—book design—format.

IL334 MIXED MEDIA
3 Credits
Prerequisite: None
In this course, students translate narrative content into visual imagery though illustrative solutions that explore mixed media.

IM232 WRITING FOR INTERACTIVE DESIGN
3 Credits
Prerequisite: ENG100
This course is designed to introduce students to writing strategies for print and electronic media. Topics include media research; copyrighting; editing; advertising; and writing for print, television, video, animation, and interactive multimedia environments.

MA210 CONCEPTUAL STORYTELLING
3 Credits
Prerequisite: None
The course is an introduction to storytelling and the components of story. The goal is to develop storytelling skills and an understanding of story form.

MA310 ACTING AND MOVEMENT
3 Credits
Prerequisite: None
This course is an introduction to acting as a tool of research through studies of animated movement. Characters' personalities, expressions, motivation, body language, and posture will be studied through classroom exercises in a variety of media.

MA440 PORTFOLIO PRE-PRODUCTION
3 Credits
Prerequisite: Academic Chair Approval
In this course, students focus on the pre-production phase of their digital portfolio. Through class activities, students organize their work to reflect and enhance their individual strengths in computer animation.
MA490 PORTFOLIO PRODUCTION
3 Credits
Prerequisite: MA440
Through this course, students complete the digital portion of their portfolio. The students assess the strengths and weaknesses of their work to augment the final presentation. The course stresses the importance of professional presentation.

MAT100 LIBERAL ARTS MATH
(General Education)
4 Credits
Prerequisite: None
Students will obtain working knowledge of college-level mathematics and its applications to real life problems. Emphasis is on understanding mathematical concepts and their applications. Topics include probability, statistics, finance, geometry, percents, ratios, proportion, forecasting, and graphs.

MAT104 COLLEGE ALGEBRA
(General Education)
4 Credits
Prerequisite: None
This course includes the necessary skills to solve algebraic problems, graph algebraic functions, and simplify complex algebraic expressions.

MAT108 GEOMETRY IN THE ARTS AND NATURE
(General Education)
4 Credits
Prerequisites: None
Fundamental algebraic concepts will be reviewed. Students will become familiar with geometric shapes and structures and how to analyze their characteristics and relationships. A comparison will be made between two and three dimensional shapes and an analysis of their characteristics will be conducted. Characteristics and properties of geometric shapes will be experienced through a variety of visual representations including constructions and coordinate representations. An opportunity will also be provided in this class to explore geometric ideas within the natural world and within their major fields of study.

MAT121 TRADITIONAL GEOMETRY
(General Education)
4 Credits
Prerequisite: MAT104, MAT100, or MAT108
Topics include line, angle, and diagonals in terms of polygons, triangles, quadrilaterals and circles. Students will learn to apply radius, chord, diameter, secant and tangent to circles. Students will also learn to apply sine, cosine, tangent, cotangent, secant, and cosecant to triangles and rectangles. Solid geometry, including prisms, pyramids, cylinders, cones, and spheres, will be studied.

MAT124 FUNDAMENTALS OF TRIGONOMETRY
(General Education)
4 Credits
Prerequisite: MAT104, MAT100, or MAT108
The students study the measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution.
MAT200 LINEAR ALGEBRA  
(General Education)  
4 Credits  
Prerequisite: MAT124  
This course introduces the student to matrices, systems of linear equations, determinants, vector spaces, linear transformations, and eigenvalues.

MAT210 CALCULUS  
(General Education)  
4 Credits  
Prerequisite: MAT124  
The students in this course study functions of one variable focusing on limits, continuity, and differential calculus. This course also introduces the students to integral calculus.

MAT215 STATISTICS  
(General Education)  
4 Credits  
Prerequisite: Any 100-level Math Course  
Statistics is a branch of applied mathematics that provides the framework for looking at uncertainty and risk in logical and systematic ways. This course introduces students to the methods in the field of applied statistics, presenting both descriptive and inferential methods, and concentrating on the applications of statistical techniques to the analysis of data. Topics include basic data characteristics, such as mean, median, mode, range, and standard deviation, probabilities, confidence intervals, and both correlation and linear regression.

MW125 FUNDAMENTALS OF MARKETING  
3 Credits  
Prerequisite: None  
This course addresses the fundamental concepts and principles of marketing. The overview of marketing provided here will help students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.

PD201 FUNDAMENTALS OF BUSINESS  
3 Credits  
Prerequisite: None  
This course introduces business functions, operations, and organization. It includes ownership and management, forms of organization, finance, business ethics, personnel and labor-management relations, and marketing.

PD320 MEDIA BUSINESS LAW  
3 credits  
Prerequisite: None  
This course covers the multiple facets of media business law. Topics include legal rights and responsibilities, obligations of the designer, copyright and trademark law, libel and slander, business ethics, and basic steps for establishing a professional design practice.

PD331 WRITING FOR MEDIA  
3 Credits  
Prerequisites: ENG100  
This course is designed to introduce students to writing strategies for print and electronic media. Topics include media research; copyrighting; editing; advertising; and writing for print, television, video, animation, and interactive multimedia environments.
PD390 BUSINESS COMMUNICATIONS  
3 Credits  
Prerequisite: None  
This course addresses written business communication including memos, letters, proposals, presentations, and copy for advertising or marketing. Students learn to identify the requirements of different types of writing and to prepare material to communicate clearly and effectively.

PD405 PROJECT PREPARATION  
3 Credits  
Prerequisite: Academic Chair Approval  
This class focuses on pre-planning and beginning development of the students’ senior projects. Students prepare project plans and timelines for their senior projects.

PD420 PORTFOLIO  
3 Credits  
Prerequisite: PD405  
This course is a review for, and preparation of, individual portfolios. Students' individual strengths and preferences will be showcased by a collection representative of their studies.

PH112 INTRODUCTION TO PHOTOGRAPHY  
3 Credits  
Prerequisite: None  
This course will explore the past, present, and future of photography as a viable career choice. Students will begin to develop a sense for photography’s impact on global communication and the infinite possibilities that the digital image has to offer.

PH132 LARGE FORMAT PHOTOGRAPHY  
3 Credits  
Prerequisite: PH134  
Working individually and in teams, students use large format cameras both in the studio and on location, working with various light sources. Students develop a frame of reference for their own work by examining the effective and ineffective characteristics in various examples of art and design.

PH134 LIGHTING  
3 Credits  
Prerequisite: AR131  
This course introduces the basic concepts and principles of lighting for photography. It focuses on the fundamentals of recognizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image.

PH136 COLOR MANAGEMENT  
3 Credits  
Prerequisite: FND135  
Students examine and apply the techniques of digital color management to photographic production. Through assignments, students build and apply color profiles for input and output devices.

PH142 HISTORY OF PHOTOGRAPHY  
3 Credits  
Prerequisite: None  
This course introduces the history of photography through discussions of recognized photographers and their work. Students examine major characteristics and different styles of photography from the 19th century to the present. This course provides a context for critiquing photographs through describing, interpreting, evaluating, and theorizing.
PH144 PHOTOJOURNALISM
3 Credits
Prerequisite: PH134
This is an overview of photojournalism. Emphasis is placed on creativity, content, gathering of information, and layout. Students produce their own examples of the picture story, magazine covers, and page layouts for all types of print media.

PH146 PRINTING
3 Credits
Prerequisite: PH136
This course explores a variety of digital printing techniques. Students refine their skills in digital file preparation, resolution selection, print-profiling, paper selection, and soft-proofing techniques.

PH214 LOCATION PHOTOGRAPHY
3 Credits
Prerequisites: PH132; PH134
This course explores the requirements of location photography. The planning and logistics of shooting on location are covered. Transportation, scouting, permits, and billing, in addition to lighting, metering and other photographic controls will be demonstrated in a variety of assignments related to fashion, portraiture, still life, product, stock, and architectural photography. Students work alone and in teams and share a number of photographic and support roles.

PH222 PORTRATURE
3 Credits
Prerequisite: PH224
This is an introduction to learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. The emphasis of this course is on classical portraiture with attention focused on the use of lighting and posing to create a flattering portrait.

PH224 ADVANCED LIGHTING
3 Credits
Prerequisite: PH134
This course is a continuation of the Lighting course. There is an emphasis on lighting for products and people in both the studio and on location. Students are introduced to the necessary and correct use of electronic flash and lighting tools.

PH226 EDITORIAL PHOTOGRAPHY
3 Credits
Prerequisite: PH144
Students practice photographing people featured in advertising and editorial layouts. Topics include the fields of fashion, advertising design, and marketing. There is a concentration on editorial portraits through completion of studio location projects.

PH242 PHOTO ESSAY
3 Credits
Prerequisite/Corequisite: PH226
Students develop extended photographic narratives in this course. Students produce sets of imagery that conveys a story or ideas that have little written narrative support. Photographs are analyzed not only for their stand-alone creative content, but also for their ability to introduce transition and conclude a picture story with maximum visual effect. The photo essay is a combination of historical and cultural context, in-depth research and methods of project development.
PH322 STUDIO PHOTOGRAPHY
3 Credits
Prerequisite: PH224
Students photograph a variety of subjects typical of professional assignments using appropriate tools and lighting.

PH324 BUSINESS OF PHOTOGRAPHY
3 Credits
Prerequisite: None
In this course students explore the basic concepts and principles of operating a photographic-related business. This course emphasizes the legal and pricing aspects that are specific to the photographic industry.

PH326 PHOTO CRITICISM
3 Credits
Prerequisite: PH142
This course offers an in-depth examination into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they explore contemporary critical thought. Further, students investigate how beliefs and cultural values are expressed and represented in photography.

PH342 PHOTO ESSAY II
3 Credits
Prerequisite: PH242
In this course, the student will be involved in advanced visual production. The class will explore and communicate current opinions, trends and newsworthy events. Single and multiple narratives, editorial portraiture and illustration will be developed for the purpose of producing a prototype publication.

PH344 SPECIAL TOPICS I FOR PHOTOGRAPHY
3 Credits
Prerequisite: PH224 or Academic Chair Approval
This course includes presentations, demonstrations, and field trips. Students have the opportunity to explore new trends, technologies, and developments in photography.

PH346 CORPORATE/INDUSTRIAL PHOTOGRAPHY
3 Credits
Prerequisite: PH214
Students explore the special needs and challenges of the corporate and industrial photographer through a variety of assignments. Students shoot and produce assignments related to annual reports that will include executive portraiture, corporate events, architectural, and product photography.

PH352 PORTFOLIO EXPANSION
3 Credits
Prerequisite: GWD275
This course is a continuation of the portfolio process. Students expand their ideas and concepts with a focus on their professional and creative goals.

PH354 SPECIAL TOPICS II FOR PHOTOGRAPHY
3 Credits
Prerequisite: PH224 or Academic Chair Approval
This course includes presentations, demonstrations, and field trips. Students have the opportunity to explore new trends, technologies, and developments in photography.
PH442 ARCHITECTURAL PHOTOGRAPHY
3 Credits
Prerequisite: PH214
In this course students examine architectural photography, including the planning, lighting and photographing of interior and exteriors. Students use cameras and software to control perspective and mixed lighting conditions.

PH444 BUSINESS OPERATIONS AND MANAGEMENT
3 Credits
Prerequisite: PH324
Important business management skills and a range of practical, legal, and ethical issues for the self-employed professional photographer form the basics of this course. Students learn how to set up a business, research potential clients and contacts, put together price lists and invoices, and gain a general recognition of client needs. Course material includes promotion, pricing, accounting, studio overhead, and the development of a business plan.

PH446 DIGITAL PHOTOGRAPHIC PORTFOLIO
3 Credits
Prerequisite: GR422
This course focuses on the individual student's digital presence in the marketplace. Utilizing skills from prior courses, students will explore and develop their digital portfolio while focusing on developing a style, area of specialization, marketing strategy, unique selling advantage, and digital presentation formats.

PH452 EXHIBITION PRINTING
3 Credits
Prerequisite: PD405
In this laboratory class, participants will produce final portfolio prints as well as final exhibition prints of gallery quality. Special attention will be paid to quality control as demonstrated in tonal and color control, archival preparation and gallery-quality presentation.

SBS201 CULTURAL ANTHROPOLOGY
(General Education)
4 Credits
Prerequisites: None
This course introduces cultural anthropology as a sub-field of anthropology. Emphasis is on the diversity of cultural patterns throughout the world and the essential humanity of all people. Students will study a variety of social structures found among people of different technological, geographical, historical, and cultural settings.

SBS210 SOCIOLOGY
(General Education)
4 Credits
Prerequisite: None
This course explores and analyzes the dynamics and structure of human society. Students examine the fundamental processes and constructs responsible for the societal organization on social behavior through observation and analysis of groups, social change, cultures, norms, institutions, social stratification, and the exploration of current issues in society.

SBS211 SOCIAL CULTURAL EXPRESSION
(General Education)
4 Credits
Prerequisites: None
This course seeks to explore the history, customs, social interaction, heritage, and regionalism of a specific people. Each quarter, a different culture is selected for in-depth research and examination. Students will gain perspective on numerous aspects of a given culture and will make comparisons between that culture and their own, enabling them to develop a greater understanding of the implications of diverse processes of socialization.
SBS231 ECONOMICS
(General Education)
4 Credits
Prerequisite: None
This course provides an introduction to the principles of economics, emphasizing an analysis of the economy as a whole. Interrelationships among the consumer, business, and government sectors are explored from American and international economic perspectives.

SBS261 PSYCHOLOGY
(General Education)
4 Credits
Prerequisites: None
This course is designed to introduce the student to the nature of psychology. Topics discussed include aspects of human development; personality theory; psychological aspects of stress; and the psychology of learning, creativity, and motivation. The course will provide, through both content and methodology, insight into human behavior and self-awareness.

SBS301 U.S. HISTORY
(General Education)
4 Credits
Prerequisite: None
This course will examine the origins of contemporary American society by tracing the history of the United States. The culture, institutions, and values of the United States will be emphasized by presenting multiple perspectives and methodologies.

SBS302 U.S. HISTORY II
(General Education)
4 Credits
Prerequisite: SBS301
This course covers the period of American history from Reconstruction (1877) to the present. Primary emphasis is on the 20th century.

SBS310 DEVELOPMENTAL PSYCHOLOGY
(General Education)
4 Credits
Prerequisites: None
Developmental Psychology surveys research and theory on human life-span development. The course will examine social, cognitive, emotional, and physical aspects of development from conception to death.

SBS311 WORLD CIVILIZATIONS
(General Education)
4 Credits
Prerequisite: None
In this course, students will explore the cultural, intellectual, economic, scientific, and political trends that have shaped the historical development of humankind.

SBS312 WORLD CIVILIZATIONS II
(General Education)
4 Credits
Prerequisite: SBS311
This course covers European history from the 17th century through post-World War II. It includes political, economic, and cultural development, such as scientific thought, the Enlightenment, the Industrial Revolution, and World Wars I and II.
SBS313 ORGANIZATIONAL PSYCHOLOGY
(General Education)
4 Credits
Prerequisite: None
This course presents the study of individual and group behavior within organizations. This course also explores motivation, leadership, group dynamics, and organizational structures and processes as they relate to performance and satisfaction in work organizations. In-depth discussions of diversity in the workplace, impression management, ethics, decision-making, conflict resolution, problem solving, and understanding various leadership styles.

SBS314 COGNITIVE PSYCHOLOGY
(General Education)
4 Credits
Prerequisite: None
Cognitive psychology attempts to show how we answer questions such as: How do we recognize our grandmother, a stop sign, or a giraffe? How do we remember what we learned in class last week? And how do we reason when we play games such as chess? It attempts to explain what the brain does while your mind is thinking. The goal of this class is to give you an introduction to questions, answers, and methods of cognitive psychology.

SBS315 PSYCHOLOGY OF DIVERSITY
(General Education)
4 Credits
Prerequisites: None
This course reviews theories and research on human diversity with a focus on populations within the United States. Examination of diversity will include culture, ethnicity, race, gender, age, sexual orientation, religion, and physical challenges such as deafness and physical size. Effective interaction among cultures requires a learned appreciation for the perspectives of people from divergent backgrounds. Through a combination of social psychology, group dynamics, personal exploration, and community involvement, the course serves to develop skills to increase the student's appreciation of our diverse world.

SBS321 DEViant SOCIAL BEHAVIOR
(General Education)
4 Credits
Prerequisites: None
Abnormal Psychology examines those disorders that are perceived as deviations from normal behavior. Included among those behaviors and phenomena are disorders associated with mood, personality, anxiety, and organic mental disorders. In addition to understanding the components, symptoms and manifestations of deviant behaviors, students will gain perspective in their diagnosis, treatment, and impact upon society as a whole.

SBS325 WORLD CONFLICT
(General Education)
4 Credits
Prerequisites: None
Students will explore the concepts of cooperation, competition and conflict on a variety of levels. Specific areas of the world will be chosen to illustrate the effects of natural resources, religion, population, technology, and politics on human cooperation. Emphasis will be placed on analysis of current world conflict.

SBS326 HISTORICAL AND POLITICAL ISSUES
(General Education)
4 Credits
Prerequisites: None
This course is designed to create an awareness of the ideas, individual and social forces that have shaped U.S. History. The course analyzes the essentials of the United States Constitution. Sources of study include videos on constitutional and cultural issues.
SBS331 GOVERNMENT AND POLITICS  
(General Education)  
4 Credits  
Prerequisites: None  
This course develops skills for understanding and analyzing political and governmental functions in the contemporary world. The students will examine the role of government, political institutions, procedures and processes, policy issues, solutions, popular values, and participation, in terms of political stability and change, ideologies, conflict, institutions, and issues.

SBS341 HISTORY OF POPULAR CULTURE  
(General Education)  
4 Credits  
Prerequisites: None  
The development of popular entertainment owes much to American myths, icons, heroes, and institutions, as represented in American popular culture from the late 19th century to the present. Students examine the history of these art forms through popular novels, films, radio programs, songs, and television.

SCI100 NATURAL SCIENCE  
(General Education)  
4 Credits  
Prerequisite: None  
This course explores science as an interdisciplinary study from the natural sciences (biology, chemistry, and geology) and the social sciences (ecology, politics, ethics) to gain an understanding of how nature works and how interconnections occur.

SCI156 NUTRITIONAL SCIENCE  
(General Education)  
4 Credits  
Prerequisite: None  
This class centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions, and sources of nutrients – including proteins, carbohydrates, fats, vitamins, minerals, and water – are discussed. Current issues in nutrition are reviewed, including the U.S. Dietary Guidelines, energy balance, vitamin supplements, and food fads.

SCI200 CHEMISTRY  
(General Education)  
4 Credits  
Prerequisite: None  
Students will learn basic chemical principles. We will discuss topics that will include the following: classification of matter, atomic theory, stoichiometry, aqueous solutions, gases, liquids, solids, energy, electronic structure of atoms, chemical bonding, equilibrium, acid and bases, and Thermodynamics.

SCI311 KINESIOLOGY  
(General Education)  
4 Credits  
Prerequisite: None  
In this course, students study the human body and its major systems, as well as how the body grows, moves, and functions.

SCI400 PHYSICS  
(General Education)  
4 Credits  
Prerequisite: Any 100-level Math Course with a “C” or better  
Students will learn basic motion and force laws, principles of Newton's laws of motion, motion along straight and curved paths, weight, work, energy and power, impulse, momentum and impact, squish and stretch, waves and sound, light and image formation.
SCI411 ENVIRONMENTAL SCIENCE
(General Education)
4 Credits
Prerequisites: None
This course is an introduction to the study of the physical environment and some of the major related issues and problems. Areas of concern include nature of the environment, climatic factors, natural resources, solid and hazardous waste, pollution, global environmental hazards, and energy production. These topics are studied in relation to population, land use, environmental ethics, decision-making, and environmental management.

UX300 USER EXPERIENCE: RESEARCH
3 Credits
Prerequisite: Academic Chair Approval
An examination of user design research, concept development and planning techniques for the design of multi-platform interactive experiences.

UX301 USER EXPERIENCE: PROTotyping
3 Credits
Prerequisite: UX300
An examination of methodologies and techniques of prototyping and usability testing for the design of multi-device interactive experiences.

UX302 USER EXPERIENCE: PROJECT DEVELOPMENT
3 Credits
Prerequisite: UX301
An examination of methodologies and techniques of developing multi-platform interactive experiences.

UX303 ADVANCED MOTION GRAPHICS
3 Credits
Prerequisite: GWD325
Advanced motion graphics as a design solution and story-telling technique.

UX304 DIGITAL TYPOGRAPHY
3 Credits
Prerequisite: FND105
An examination of typographic structures for visual communication.

VP111 VIDEO CAMERA AND LIGHTING TECHNIQUES
3 Credits
Prerequisite: None
This course introduces students to various technical aspects of this dynamic and versatile career path. Students examine the basic techniques of pre-production and production including lighting, cameras, lenses, mounting equipment, framing and composition, videotape, VCRs, studio facilities, and personnel. Using video recorders and players, the techniques of dubbing, assembling, and inserting visuals and sound from source to source are also practiced.

VP115 INTRODUCTION TO AUDIO
3 credits
Prerequisite: None
This course investigates the principles of recording sound. Introduction to Audio includes the study of sound characteristics, basic acoustics, ergonomics, and basic techniques for field recording. Waveform physics and psychoacoustics are also covered. The role of sound in video production is explained and demonstrated.

VP161 PRE-PRODUCTION
3 Credits
Prerequisite: VP111
Students are introduced to various pre-production processes, including script analysis, crew analysis, talent auditions and selection, lighting plan, site selection, production scheduling (daily and overall), equipment planning, project management techniques, and problem solving.
GENERAL INFORMATION

Campus Facilities
The Art Institute of St. Louis is located in St. Charles, Missouri, one of the largest suburbs of St. Louis, with a population around 70,000. The campus is housed in 32,000 square feet of mixed office and retail space with the campus housed in a portion of the first floor and the entire second floor. The campus is comprised of classrooms, labs, kitchens, restaurant, library, student lounges and adequate office space.

ADMISSIONS INFORMATION

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

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

Effective January 20, 2016, The Art Institute of St. Louis is no longer enrolling new students. Questions should be addressed to the Associate Dean of Academic Affairs or the Dean’s designee.

Admission Requirements

High school graduation or a General Education Diploma (GED®) is a prerequisite for admission. In lieu of documenting high school graduation, applicants who have graduated with a bachelor's degree or higher earned degree at an accredited institution of postsecondary education (or its equivalent if earned at an institution located outside of the United States) can provide official college transcripts showing the degree granted. All of The Art Institute of St. Louis applicants are evaluated for admission on the basis of their previous education, background, and stated or demonstrated interest in one of our education programs.

Applicants who have not earned a bachelor's degree must provide a copy of their final high school transcripts or GED scores, or college transcripts indicating achievement of an associate's degree fully transferrable to a bachelor's degree or higher. Other proof of high school graduation or its equivalency may be considered under special circumstances and must be approved by the Interim Campus Director of The Art Institute of St. Louis. High school seniors who have not yet graduated should submit a partial transcript which indicates their expected graduation date. Additionally, the applicant is required to independently conceive and write an essay stating why he/she has chosen this particular degree (name of the program chosen and why it is of interest) in higher education at The Art Institute of St. Louis and how he/she plans to be successful as a college student and industry professional. Portfolios are welcomed but not required. Applicants who have taken the Scholastic Aptitude Test (SAT) or American College Test (ACT) are encouraged to submit scores to Admissions for evaluation.

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

The Art Institute High School Graduation Validation Policy

An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma) or have an associate's degree (of at least two full academic years) that fully transfers to a bachelor's or higher degree from a recognized accredited institution. Students can meet the High School graduation requirement by submitting an official academic transcript that shows at a minimum a completed two-year program that is acceptable for full credit toward a bachelor's degree at the school from which the two-year degree was earned.
Applicants to a graduate program may present a bachelor’s degree as a form of proof of graduation from high school. Accreditation requirements must adhere to EDMC's list of acceptable accreditation. A student who is home-schooled must be able to present a high school credential evidencing that he or she completed secondary education or complies with applicable State requirements for home-schooling in the State in which the student resided during home-schooling.

The military document DD214 is NOT an acceptable means of proving high school/GED completion. There are specific types of diplomas that are not acceptable at The Art Institute locations (See Definitions):

- Certificate of Performance
- Certificate of Completion
- Certificate of Attendance
- Certificate of Achievement
- Modified Diploma
- Fast Track Online Degree
- Special Education Diploma.

A stand alone "Certificate of Completion" does not suffice for admission to The Art Institutes. Students who have conflicting documentation in their file regarding completion of a high school diploma must have this situation resolved before the conclusion of the student’s first quarter (No Later than COB Week 9 or prior to final exams) with consultation of the Art Institute Chief Academic Officer or his/her designee as needed.

Should you receive a transcript with one of these types of diplomas, you must:

1. Immediately notify the ADA and S/DOA regarding this issue. The ADA/S/DOA will notify the applicant.
2. The application paperwork may NOT be submitted to Admissions Committee for review. Either the applicant must receive a regular (Traditional) diploma or take the GED with passing test scores. If this is not an option, the application will need to be academically rejected after notification.

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

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 <School Name> 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.

How to Apply

Applications may be submitted at any time of the year and should be directed to: Admissions, The Art Institute of St. Louis, 1520 South Fifth Street, Suite 107, St. Charles, Missouri 63303. Requests for application information should be made by calling: 855.398.9281.

APPLICATION REQUIREMENTS

Each individual who seeks admission to The Art Institute of St. Louis will be interviewed either in person or by telephone by an Assistant Director of Admissions. The purpose of the interview is to:

1. Explore the prospective student's background and interests as they relate to the programs offered at The Art Institute of St. Louis
2. Assist the prospective student in identifying the appropriate area of study consistent with his/her background and interest
3. Provide information concerning curriculum offerings and support services available at The Art Institute of St. Louis

An Application for Admission and an Enrollment Agreement must be completed, signed by the applicant, and submitted to The Art Institute of St. Louis. The Art Institute requires a high school transcript or GED scores and admissions essay to be considered for enrollment acceptance. For the essay, applicants must respond to the following question in at least 300 words. Applicants must submit their essay within 48 hours of submitting the application.

What would you like to accomplish once you have completed academic studies at The Art Institute of St. Louis? Why is this important to you?
Applicants must also present a record of accomplishments in core academic courses as evidenced through transcripts, grade point average, or GED scores. All applications of prospective students are reviewed by the Admissions Committee to determine if the applicant has a reasonable chance for academic success in his/her chosen program of study. All information gathered in the admissions process is considered during the review process (including but not limited to: interview, transcripts, essay, and portfolio). Successful admission into The Art Institute of St. Louis and a satisfactory program start is dependent upon all information gathered and evaluated during the admissions process. The goals of the admissions process are to determine that the applicant has a reasonable chance to be successful based on past academic records and that the program of study chosen by the applicant is appropriate based on the applicant's stated career goals. Applicants will be notified by letter of their acceptance.

The minimum Grade Point Average (GPA) requirement for all programs is 2.0. If the application of a prospective student does not meet this criterion, the Admissions Committee will conduct a review of the applicant for acceptance, rejection, or acceptance with required remediation.

Applicants who have not submitted a high school transcript or GED scores two weeks prior to their quarter start date may be required to provide other additional supporting materials as determined appropriate by the Admissions Committee, the results of which will be reviewed during the admissions process. The committee may then grant conditional acceptance, although the applicant will still be required to submit proof of high school graduation, college transcripts, or GED scores by a date established by the Committee or Director in order to achieve full acceptance.

Applicants who have not yet submitted all transcripts may be allowed to begin class but must provide all required transcripts by a date established by the Committee or Director in order to achieve full acceptance. The Art Institute of St. Louis reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success.

ADMISSIONS REQUIREMENTS FOR RETURNING STUDENTS (RE-ENTRY)

The Admissions Office provides assistance to those students wishing to return to school after a withdrawal. For a smooth transition back into the academic mainstream, students must contact the Admissions Department at 636-688-3010 for all information needed to return to classes.

CULINARY STANDARDS

I. Purpose or Scope

The culinary profession requires skills and abilities in the classroom and kitchen settings. As such, guidelines for students are necessary to provide appropriate expectations. Industry and kitchen standards introduced and reinforced throughout the curriculum are essential for student’s success in the classroom and the industry. Abiding by local health codes is essential for safety and sanitation in the kitchen. The Art Institute is committed to equal opportunity in its culinary programs and does not discriminate on the basis of disability (or any other reason) and will make reasonable accommodations to a qualified student to enable the student to participate in culinary programs, provided that the accommodation does not jeopardize safety, pose an undue hardship, or materially alter the academic integrity of the program.

II. Policy Provisions

To participate in any program in The International Culinary Schools at The Art Institute, each student, with or without reasonable accommodations, must be able to safely and effectively:

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

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

ENGLISH LANGUAGE PROFICIENCY POLICY

As the lectures, seminars, materials, and discourse which comprise programs of study at The Art Institute of St. Louis are presented in English, The Art institute of St. Louis 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.
Minimum Acceptable Proof of English Language Proficiency Standard

<table>
<thead>
<tr>
<th>ELP TEST</th>
<th>DIPLOMA</th>
<th>AS/BS</th>
<th>GRAD.</th>
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<tr>
<td>TOEFL PAPER</td>
<td>480</td>
<td>500</td>
<td>550</td>
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<tr>
<td>TOEFL i-BT</td>
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<td>61</td>
<td>79-80</td>
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<td>IELTS</td>
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<td>Level 6.0</td>
<td>Level 6.5</td>
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<td>American College Testing (ACT) English</td>
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<td>EF International Language Schools</td>
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<td>Level 109</td>
<td>Level 112</td>
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<td>Pearson</td>
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<td>Michigan English Language Assessment Battery (MELAB or “Michigan Test”)</td>
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<td>80</td>
<td>85</td>
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<td>Scholastic Aptitude Test (SAT)-English Section**</td>
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<td>526</td>
<td>572</td>
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<tr>
<td>Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section</td>
<td>453*</td>
<td>526</td>
<td>572</td>
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<td>TOEIC (Academic Test)</td>
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*The scale for the Prueba Aptitud Academica has changed and now closely reflects the SAT.

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

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

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

AP (Advanced Placement) Exams

Students who participated in the Advanced Placement (AP) program offered through their secondary schools may receive credit for comparable courses at The Art Institute of St. Louis. Credit will be awarded for exam scores of three (3) or better on AP examinations. AP exam credit must be applied for, and approved in advance of the first quarter of study.

TRANSFER CREDIT

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

TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS

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

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

Allowable Total Transfer of Credit

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

Transcripts

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

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

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

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

Transcripts

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

Course Descriptions

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

Level of Transfer Credits

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

Grades of Transfer Credits

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

Course Prerequisites and Sequence of Courses

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

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

Class Proficiency Test

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

Portfolio Review

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

Allowable Total Transfer of Credit

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

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

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

Transcripts

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

Course Descriptions

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

Level of Transfer Credits

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

Grades of Transfer Credits

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

Course Prerequisites and Sequence of Courses
Course prerequisites and course sequences are to be observed to assure appropriate student skill development.

Proficiency Credit from External Sources

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

- **Advanced Placement.** Some foundation courses can be obtained through College Board’s AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student’s first quarter of attendance.
- **College Level Examination Program (CLEP).** Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student’s first quarter of attendance.
- **Articulation Agreement Credit.** Successfully complete programs included in articulation agreements that have been established between the University and their high schools.
- **Military Experience Credits.** Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).
- **Internal Proficiency Testing for Credit.** Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.
- **Experiential Learning.** Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the Dean of Academic Affairs or designee. The Dean of Academic Affairs or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed.
- **Portfolio Review for Credit.** Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start.

Class Proficiency Test

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

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

Allowable Total Transfer of Credit

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

**TRANSFER CREDIT AFTER MATRICULATION (CONCURRENT ENROLLMENT OR RE-ENTRY TO THE INSTITUTION) AT AN ART INSTITUTES SCHOOL**

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

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

Approval Needed

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

Full-time Status

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

One Course Limit

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

Grading

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

Completion Deadline

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

Allowable Total Transfer of Credit

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

Transcripts

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

Grading:

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

CHANGE OF PROGRAM WITHIN AN ART INSTITUTES SCHOOL

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

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

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

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

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

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

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

TRANSFERRING TO ANOTHER ART INSTITUTE

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

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

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

FINANCING A COLLEGE EDUCATION

The Art Institute of St. Louis understands the significant financial commitment a college education requires. The Financial Services Department works one-on-one with students and their families to develop a financial plan to support the completion of the student’s program of study. The student will be assisted in completing the federal applications for grants and loans applicable to particular circumstances. Once eligibility for financial aid has been determined, a Student Financial Aid Officer will help develop a financial plan for meeting direct and indirect educational expenses. Financial aid is available to those who qualify.

Applicant Financial Responsibilities

Students who receive financial assistance are cautioned to remember their various responsibilities. They must:

1. Maintain satisfactory academic progress as outlined in Undergraduate Satisfactory Academic Progress Policy;
2. Maintain student financial records;
3. Inform staff of any address changes, schedule/program changes, or any other status changes that might affect the student's eligibility for financial aid; and,
4. Initiate loan and grant renewal applications in advance of the second and later academic years.

Some students may not have applied for financial assistance initially, or do apply and are determined to be ineligible for assistance. Be aware that the federal and state eligibility criteria is periodically reviewed and modified; therefore, any student whose financial circumstances change, or for whom a financial need arises, should contact the Financial Services Department.

Extended Payments

Students may also be eligible to manage their tuition costs with The Art Institute’s Extended Payment Program, which allows students to pay a portion of their tuition costs over a period of months. Extended payment plans are designed to provide additional assistance to students who did not receive enough federal and state aid and cannot meet their tuition costs. Students must first apply for all other forms of federal and state financial aid for which they are eligible before they can apply for extended payment plans.

Financial Services

The Financial Services staff is responsible for the following services: maintenance of student permanent financial records, billing of student accounts, endorsement of all student/parent loan checks, issuance of student refunds,
and generating receipts for all payments.

At the time of the initial enrollment, the student develops an estimated financial plan to ensure that all direct expenses, tuition, and fees related to the educational process are met. The student, or parent/guardian where applicable, will receive payment notices as outlined on the estimated financial plan.** The payments are due on or before the date noted on the student financial plan. All payments must be current prior to registration and entry for the following quarter. In order to remain in good standing with The Art Institute, students must adhere to their agreed-upon payment schedule.

**The Financial Services staff requires each student to fill out the Family Educational Rights & Privacy Act of 1974 (FERPA) form in order to share student information with parent/guardian.

STUDENT FINANCIAL INFORMATION

Upon a student’s submission of an Application for Admission and an Enrollment Agreement, the student is responsible for tuition and fees pertaining to the program’s required course of study. The per credit hour rate is subject to an increase at least once per calendar year which will increase the total annual cost for the program. The adjustment to the per-credit hour rate may occur before the student begins classes and the student’s program will be calculated using the new rate. The tuition and fees contained in the Enrollment Agreement are subject to change. Reentering students will be subject to the current per-credit-hour tuition charge at the time of re-enrollment. Exceptions to this policy may only be made for emergencies, such as serious illness; school-controlled reasons, such as course availability; or major unforeseen changes in a student’s living situation, if these occurrences necessitate a student attending longer than 150 percent of the standard program length or not at all. Exceptions must be requested in writing at the time of the occurrence and be approved by The Art Institute’s President. Tuition is charged on a quarter-to-quarter basis.

Students are not obligated beyond the quarter they are currently attending. Each school quarter is approximately 11 weeks. First-quarter tuition and fees for new students become due 60 days prior to entry. Thereafter, quarterly tuition for each succeeding quarter is due upon registration, approximately two weeks prior to the end of each academic quarter. Students may not attend any academic quarter of study unless all tuition and fees that are due have been paid, or unless students have made arrangements for an approved alternative payment plan.

Quarterly tuition and fee charges are subject to adjustment on an annual basis. Students are given notice of 90 days in the event of an adjustment. Special trips are voluntary and are not included in regular tuition and fees. The Starting Kit is optional, and consists of the basic equipment, texts, 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 Art Institute or at most art supply stores. The average costs of consumable and general supplies by program are as follows:

**Estimated Supplies**

*Note: Where no Estimated Supplies are listed, supply costs are included as indicated in the chart below.*

**Digital Filmmaking & Video Production (B.A.)**

Supplies – $100/month

Students must have access to a video camera or camcorder.

**Digital Photography (B.A.)**

Supplies – $100/month

Students must have access to a camera.
Graphic & Web Design (B.A.)
Supplies - $100/month

Interior Design (B.A.)
Supplies – $100/month

Textbooks are purchased on a quarterly basis. Supply costs, in the final quarter of a program for which an art or design portfolio is required, will exceed the average.

TUITION AND FEES

FINANCIAL INFORMATION
Current Schedule of Charges *

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credit Hours</th>
<th>Program Length (Qtrs)</th>
<th>Instructional Weeks</th>
<th>Tuition per Credit Hour</th>
<th>Lab Fee¹</th>
<th>Digital Textbook $</th>
<th>Starting Kit Fee²</th>
<th>Approx. Tuition &amp; Fees / Program $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Culinary Management</td>
<td>180</td>
<td>15</td>
<td>165</td>
<td>$380</td>
<td>$4,500</td>
<td>$1,750</td>
<td>$769</td>
<td>$75,419</td>
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<tr>
<td>Digital Filmmaking &amp; Video Production</td>
<td>180</td>
<td>15</td>
<td>165</td>
<td>$380</td>
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<td>$1,600</td>
<td>$1,473</td>
<td>$71,473</td>
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<tr>
<td>Digital Photography</td>
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<td>15</td>
<td>165</td>
<td>$380</td>
<td>$0</td>
<td>$1,500</td>
<td>$393</td>
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<tr>
<td>Graphic &amp; Web Design</td>
<td>180</td>
<td>15</td>
<td>165</td>
<td>$380</td>
<td>$0</td>
<td>$2,000</td>
<td>$393</td>
<td>$70,793</td>
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<tr>
<td>Interior Design</td>
<td>180</td>
<td>15</td>
<td>165</td>
<td>$380</td>
<td>$0</td>
<td>$2,300</td>
<td>$676</td>
<td>$71,376</td>
</tr>
</tbody>
</table>

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.

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

² Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook. The Digital Textbook charge is $50 per course for most courses; however, some courses may have more than one Digital Textbook and carry a Digital Textbook charge of $75 per course.

³ The starting kit is optional and consists of basic equipment and materials needed for beginning each program. A list of the components of the starting kit is provided to each enrolled student. These materials may be purchased at the school or at most supply stores. Kit prices 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.
Digital Bookshelf and Digital Textbooks
The school is enhancing the learning experience by converting traditional textbooks to electronic media. A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition. Students that opt out of using digital textbooks for that course will not incur the additional Digital Textbook charge. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. The Digital Textbook Charge allows student access to the Electronic Library and HTML versions of the textbook(s), and in some cases, other electronic media, which is integrated into the course.

If a student was charged for a Digital Textbook in a previous course and the student is required to use the same Digital Textbook for another course, the student will not incur the Digital Textbook charge again since students have access to the Digital Textbook for up to ten years. On average the price of the Digital Textbook charge is less than the retail price of the textbook(s) for each course, with the added benefits of no shipping charges, immediate access to the materials, and interactive features that accompany the Digital Bookshelf.

Insufficient Funds
Any check returned from your bank and marked “insufficient funds” will be subject to a Non Sufficient Funds fee of $10.

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

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

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled On-Ground
For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

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

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

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

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

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

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

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

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

Cancellation Refund Policy Student Examples for On-Ground Students:

Example 1:

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

Example 2:

1. Student’s first scheduled class is January 5th.
2. Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
4. Student would be eligible for Title IV, veteran’s benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).
5. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.
Starting kits purchased from The Art Institute will only be subject to the refund provisions, found above, if returned to the school in condition for resale within twenty-one (21) calendar days from the first scheduled class.

Refund Policy Prior to Class Start

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

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

2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested by the applicant prior to the beginning of class or within five (5) business days after the Enrollment Agreement is signed, whichever is later, and making an initial payment.

3. Refunds will be made within thirty (30) calendar days of the applicant’s request or within thirty (30) calendar days after their first scheduled class day.

Refund Policy after Class Start

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

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

2. The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student’s last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within 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.

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

10. In the event the school cancels or changes a course or program of study in such a way that a student who had started the program or course is unable to complete it, the school will refund all monies paid by the student for the course or program within thirty (30) calendar days.
11. Students may drop/add classes during the first week of the quarter and tuition will be adjusted accordingly. Students may not add classes to their schedule after the first week of the quarter. Tuition will not be adjusted for any classes dropped after week one unless the student completely withdraws from the program.

12. Any changes made to a student’s schedule may change the student’s financial aid eligibility.

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

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

**Adjustment of Charges**

In accordance with school policy, if a student withdraws from school, refunds will be calculated as follows:

a. Before beginning classes in a time period, a refund of 100% of tuition and fee charges for the time period.

b. If 10% or less of the time period has expired, a refund of at least 90% of the tuition and fee charges for the time period.

c. If more than 10% but less than or equal to 20% of the time period has expired, a refund of at least 80% of the tuition and fee charges for the time period.

d. If more than 20% but less than or equal to 30% of the time period has expired, a refund of at least 70% of the tuition and fee charges for the time period.

e. If more than 30% but less than or equal to 40% of the time period has expired, a refund of at least 60% of the tuition and fee charges for the time period.

f. If more than 40% but less than or equal to 50% of the time period has expired, a refund of at least 50% of the tuition and fee charges for the time period.

g. If more than 50% of the time period has expired, no refund or a refund in an amount determined by the institution.

**Refund Policy for Online Course Withdrawal**

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

**Official and Unofficial Withdrawal**

To officially withdraw, the student will need to notify the 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 (5 ½) week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, a “UF”, or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

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

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:
1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student’s enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

Kits, Components of the Kits, Books, or Supplies Return Policy
Students who leave school during schedule adjustment period of the first quarter of attendance may bring their kit to the Supply Store for possible return of kit and/or kit components, within seven (7) calendar days of their last day of attendance. Students who leave school during the first three weeks of the mid-quarter session may return the starting kit or individual components of the starting kit within ten (10) calendar days of the last date of attendance of the mid-quarter session. Any item in its original condition that is deemed resalable by the school may qualify for a refund. After the return of a kit, monies due are transferred to Student Accounting for disbursement.

All refunds and return of funds will be made within thirty (30) calendar days of the date the student notifies the school of the withdrawal.

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

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

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

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

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

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

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

**Financial Aid Refund Distribution Policy**

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

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other federal, state, private, or institutional aid programs, if required by the program
8. Students

**Hardware Specifications**

**eCollege and VitalSource System and Hardware Specifications**

The Art Institute of St. Louis uses eCollege and Vital Source to deliver its digital textbooks. As with any computer, 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 and speakers
• High speed internet access

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

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

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) (developer.apple.com/java/index.html)
  • If Window – Sun’s Java 2 SDK (Java 1.5 or Java 1.6) (www.java.com)
  • Adobe Reader (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 recommend that students do not purchase a Netbook.

Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for 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.

SCHOLARSHIPS, LOANS AND GRANTS INFORMATION

FEDERAL PELL GRANT
Description: Eligibility is based on financial need and is determined by a standard Federal Formula upon completion of the FAFSA by the student. The amount of the Pell Grant changes each year based on Congressional amortizations; please see a Student Financial Aid officer for the current award amount.

How to Apply: Student must complete Free Application for Federal Student Aid (FAFSA).

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)
Description: FSEOG’s are need based grants given to eligible students. They are available to students who demonstrate exceptional financial need and who have not already received a bachelor’s degree. The amount available varies and program funds are limited. Eligible students generally receive from $300 to $1,200 for each academic year (three quarters or two semesters). Grants through this program do not have to be repaid.

FEDERAL DIRECT STUDENT LOAN
Description: Subsidized Federal Student Loans carry a fixed interest rate. Contact the Financial Services Department for the most current interest rates. Eligibility is based on financial need. If you are eligible, you may borrow once per academic year as long as all of the required paperwork has been completed. The federal government pays the interest on a Subsidized Federal Direct Loan while the student attends school at least half time, during the six month grace period, and during periods of deferment. The student is responsible for interest on an Unsubsidized Federal Direct Loan.

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)
Description: These loans are made directly to parents of dependent students. PLUS Loans have a fixed interest rate. Contact the Financial Services Department for the most current interest rates. A credit evaluation is required to determine the parent’s eligibility for this loan. A parent may borrow up to the difference between the student’s educational costs and other financial aid the student receives for each academic year. An origination fee is deducted from the amount borrowed.

THE ART GRANT
The Art Grant can earn new and current students a grant award toward your tuition on average of up to 9% for Bachelor's degree programs and up to 15% for Associate degree programs. For every 12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you can earn an Art Grant to be applied to tuition. The Art Grant is offered at all Art Institutes schools except for The Art Institute of Vancouver and The Art Institute of Pittsburgh—Online Division. Amounts vary by location. Check with the school you’re considering attending for exceptions and details.

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 St. Louis has been approved by the Veterans’ Education and Training Section, State Department of Elementary & Secondary 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 thecatalog for more information). Students receiving veterans’ benefits must report prior education and training. The Art Institute of St. Louis will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Veterans’ Education and Training Section, State Department of Elementary & Secondary Education, 2700 East 18th, Kansas City, MO 64127; phone 816-241-1705; fax 816-241-1224; http://dese.mo.gov/adult-learning-rehabilitation-services/veterans-education.

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following website: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.
As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Art Institute of St. Louis 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 St. Louis, 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 St. Louis to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/admissions/details/military-benefits.


THE ART INSTITUTE OF ST. LOUIS COMPLETION GRANT
1. Grant Objective: To provide a grant award to students attending The Art Institute of St. Louis to help defray the costs associated for accelerating their degree completion.
2. Effective Date: This program is effective for the terms starting on or after winter 2016 quarter.
3. Fund Source: To be determined
4. Award Criteria: In order to be considered for an Art Institute of St. Louis Completion Grant, the student must meet the following criteria:
   o Students taking in excess of 14 or more credits will receive a grant of up to $500, per quarter.
   o Students must maintain satisfactory academic progress.
5. Grant Parameters
   o Award amounts vary by program and are determined on an academic year basis using program direct balance of cost charged by The Art Institute of St. Louis.
   o The completion grant will be disbursed in the form of a tuition credit through the length of the student's degree program by quarter.

Note: In no instance will The Art Institute of St. Louis Completion Grant, in combination with other educational benefits, be awarded in excess of Direct Educational Costs.

6. Instructions
   o Eligibility and application for the grant is determined by The Art Institute of St. Louis Financial Aid Officers during the financial planning process.
   o The Art Institute of St. Louis grant is not redeemable for cash and may not be used to finance optional programs. The Completion Grant covers only direct educational costs charged by The Art Institute of St. Louis and may not be applied against non-sponsored housing, living expenses, or program supplies and may not be transferred between affiliate schools owned by Education Management Corporation. Unless specified, grant awards will be provided on a quarterly basis to eligible students during the length of the student's degree program if the student remains to be continuously enrolled.
   o In the event the student's enrollment is terminated either by the student or The Art Institute of St. Louis, any remaining Art Institute of St. Louis Completion Grant award becomes null and void.
   o The Art Institute of St. Louis Grant funds are limited to an annual amount. A limited number of grants can be awarded and they will be allocated on a first come first serve basis.
ACADEMIC AFFAIRS

Getting Started: Orientation
Before starting their first quarter, all new students must attend Orientation, which includes a presentation on The Art Institute of St. Louis, a presentation by the Associate Dean of Academic Affairs about academic life and academic success in college, picking up supply kits, supplies and ID cards, as well as completion of registration, financial aid arrangements, and a review of important policies and procedures. The purpose of the Orientation is to ensure that all new students receive the information and support necessary for a smooth transition into The Art Institute of St. Louis community. Orientation activities begin the week prior to each quarterly start. Involvement can play an important role in achieving academic success as a student.

As an institution of higher education, The Art Institute of St. Louis is committed to excellence in teaching and learning. Reflecting that commitment, The Art Institute of St. Louis has a formal, ongoing assessment of student learning and achievement. The Art Institute of St. Louis collects and analyzes data on the nature and extent of student learning and uses that analysis to enhance both teaching and learning. Under the guidance and direction of the Associate Dean of Academic Affairs, assessment involves the entire school community—students, faculty, staff and administration—in a coordinated effort to use the assessment of learning as a cornerstone for curriculum development and institutional improvement.

The college is committed to increasing students’ knowledge of basic skills in math, reading, writing, and technology with the goal of preparing them for the challenge of academic life as they become independent learners.

The Art Institute of St. Louis maintains academic policies to ensure a quality educational process and to provide meaningful measurements of student academic progress.

LATE START POLICY
The Art Institute does not allow new students to start late. A late start is defined as someone who would enter on or after the first day of the scheduled start, including the drop/add or schedule adjustment period.

In order to start at the next scheduled start, a student must be:

1. Completed and submitted an application by 5 p.m. one week before the start day (Monday – Main Start, Friday – Mid-Session Start)
2. Accepted, as defined in the ADCOM policy, planned at a 4 or 5 financial status, registered, by the Wednesday preceding the start date. (Main Start) and Monday for a mid session start.
3. Must meet attendance and confirmation policies for the first week of class.

All placement tests must also be completed if the student is to be entered into a class that requires it; for instance, English or online. If a student is transferring credits in lieu of a placement test, transcripts (either official or unofficial) must be in the admission packet in order to place a student into the appropriate classes.

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

The Faculty
After Orientation, students begin classes and officially embark on their academic careers. Supporting and guiding them at every step are The Art Institute of St. Louis faculty. Faculty possess professional experience in their industries, are enthusiastic about teaching, and are committed to the success of students.

LIBRARY
The mission of The Art Institute of St. Louis Library is to encourage learning, stimulate intellectual curiosity, and
foster the creativity of the students, faculty, and staff. In addition, the library actively supports and encourages the adoption of lifelong learning abilities for use in the pursuit of the cultivation, development, and refinement of information literacy skills as demonstrated by the recognition, evaluation, and location of information and resources required to satisfy fully the individual's information needs.

The Art Institute of St. Louis Library executes this mission by (1) fully supporting the Mission Statement of The Art Institute of St. Louis; (2) developing, maintaining, and continuously reviewing its collection in order to provide our students, faculty and staff with a diverse collection of materials and; (3) the active promotion of the Library and all its resources.

The Library supports The Art Institute of St. Louis's education mission by providing employers with skilled graduates prepared by experienced faculty using a market driven curriculum. The Library recognizes that it is an integral piece in the overall support and execution of The Art Institute of St. Louis's curriculum and plays a vital role in preparing well-rounded students who demonstrate the skills necessary to conduct scholarly research within their chosen occupational field. The Library is committed to responding to the innovative nature of the diverse, specialized, technical, and creative educational programs offered by The Art Institute of St. Louis.

The Library's mission in general is based on a deep commitment to the principles expressed in the American Library Associations (ALA) Bill of Rights and Code of Ethics. The core of our philosophic approach to the provision of library services is encapsulated in the ALA Freedom to Read Statement which reads, in part, "to provide an environment that encourages the free exchange of ideas and access to a broad range of viewpoints and expressions."

**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>Evaluation Point</th>
<th>Milestones (CGPA and ICR)</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
<td>Academic/Financial Aid Warning</td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50.00%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</td>
</tr>
<tr>
<td>End of Third Quarter and every quarter thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</td>
</tr>
<tr>
<td>At Any Time</td>
<td>Anything in excess of 150% MTF</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
</tbody>
</table>

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

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

**Degree Programs:**

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

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

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

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

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

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

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

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

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

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

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

### DEGREE PROGRAMS

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

- **IP** = In Progress
  - This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.

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

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

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

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

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

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

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

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

- **U** = Unsatisfactory
  - Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.
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 failed the course AND did not complete the final assignments in the course. Final assignments include, but are not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. If a student completed some or all of the other requirements in the course but did not complete the final assignment of the course and failed the course, the F grade will be considered unearned. An unearned F grade will be reflected as a “UF” grade on the transcript. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.

**UF = Unearned F**

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

**W = Withdrawal**

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

**WF = Withdrawal Fail**

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

**WV = Waiver**

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

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

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

**Repeating Courses**

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

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

Calculations

The Art Institute measures and records academic performance by computing the Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) for each student, using the letter grades, four-point scale and credit-hour values. GPA is the average of grade points a student earns during one quarter. CGPA is the cumulative average of all grade points a student has earned over all quarters at The Art Institute. Transitional study courses do not count in this calculation. Here is an example of how GPA and CGPA are computed: Imagine that a student is taking a total of two courses during one quarter. One course has a four credit hours value and the student earns an A. The second course has a three credit hour value and the student earns a B. Remember, each letter grade carries a grade point value. Grade point values are multiplied by credit hours.

In this example:

A = 4 grade points x 4 credit hours = 16 grade points earned

B = 3 grade points x 3 credit hours = 9 grade points earned

To compute the GPA, divide the total number of grade points earned for the quarter by the total number of credit hours earned for the quarter.

16 grade points + 9 grade points = 25 total grade points

25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.571 which is rounded to 3.57. Rounding occurs after the 4 digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower it is rounded down.

A student's CGPA is computed in the same way by dividing the student's total grade points earned from all quarters/semester at The Art Institute by the student's total credit hours earned from all quarters at The Art Institute.

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

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

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

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

STUDENT STATUS CHANGES AND SAP

Transfer Students

Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be 180 X 1.5 = 270 credits. Therefore, the 36 transfer credits would be considered attempted and earned so only 234 more credits could be attempted.

Grades for credits transferred in from any post-secondary institution (including an Art Institute) will be recorded as “TR” in the Student Information System and will not affect the student’s CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending school. If the student is transferring to a different institution (as defined by the Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violation 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):

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

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:

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

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.

MINIMUM ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENT RECEIVING DEPARTMENT OF DEFENSE TUITION ASSISTANCE

In addition to The Art Institute’s Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of “C” or higher for undergraduate courses, a “B” or higher for graduate courses and a “Pass” for “Pass/Fail” grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of “I” for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use
alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

The Art Institutes Grading Policy

Repeating Courses.

1. Students who must retake a passed course may only do so in accordance with the following EDMC Retaking Coursework Policy guidelines.

   o Retake coursework: If otherwise eligible, students may retake coursework for one of the following reasons:

      ▪ Failed the course: Students who have failed the course and earned no credit hours.
      ▪ Withdrawn course: Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Unearned F (UF), Failing grade (F). Please refer to the school catalog for information when a W, WF, UF, F grade will be granted.
      ▪ Stale course: By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.
      ▪ Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, EDMC's policy, as required by ED regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

RETAKING COURSEWORK POLICY

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

Standard Term-based Programs

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

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

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

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

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

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.

Grade Reports
The student is issued an online final grade report at the end of each academic quarter of study for all courses completed during that particular quarter. Approximately mid-quarter, each student receives mid-term evaluations. This is a process that is designed to help each student understand strengths and weaknesses within each course. As a result, the student can focus on those areas of performance that need more development. Further, the student can request individual tutoring or support services from the instructors or departments as needed.

The Art Institute of St. Louis is concerned with each student’s overall professional development. The mid-term evaluation is based on academic objectives as well as competency development. Each student should take every opportunity to consult with their instructors and Academic Chair to ensure maximum academic and professional development.

Academic Transcripts
The Registrar's office coordinates transcript requests. A written request with signature is required to release an academic transcript. Release of transcripts is subject to good financial standing. A minimum of 2-3 business days processing time is usually required. A student may access his/her academic transcript via the Student Portal.
addition, a student may request a copy of his/her student transcript from the Registrar’s office. The first requested transcript is provided at no additional charge. Each additional transcript is $5.00 (for each copy generated by the Registrar’s office). A student must satisfy all financial obligations to The Art Institute of St. Louis in order for the Registrar to send official transcript(s) to other institutions and organizations.

Schedules and Registration
Quarterly Student Registration Procedures
The continuing enrollment registration for in-school students takes place during the fifth through twelfth week of each academic quarter. Appropriate notices regarding the registration period are posted in advance. Much course, instructor, and classroom scheduling takes place in the short period between registration and the start of classes. Therefore, it is very important that every student register on time. Students who register late are subject to delays in the scheduling process and to course selection on a space available basis.

Program and Attendance Status Change
Once enrolled, a student is assumed to be in continuous enrollment and attendance, and to be making satisfactory progress until graduation. The student who alters this academic progression in any manner is considered to be making a “status change” which requires approval or understanding in advance of the changes.

The basic status changes include:
- a change from one program of study to another program of study (termed “internal transfer”)
- a change of attendance schedules (from part-time to full-time class attendance, evening to day attendance, or vice-versa)
- a withdrawal, suspension or termination of studies
- a course change, addition or deletion
- transferring from one Art Institutes school to another Art Institutes school (termed “external transfer”). Students should notify The Art Institute of address changes and changes in emergency information.
- Students who wish to request an academic or registration status change as noted above must refer to the Associate Registrar for procedural details.

Student Identification (ID) Cards
- The student is required to retain a Photo ID card that is used for various purposes for the duration of the program:
  - for checking out library books and resource materials at The Art Institute’s Library
  - for checking out training equipment
  - for checking in and out of the computer labs
  - for security identification

Course Cut-off Date
All students must be cleared to sit in class by the first day of the second week of the quarter. If the student is not cleared for class prior to the course cut-off date, the student is not allowed to start the quarter. Students must attend each class by the first scheduled class meeting of the second week of the quarter in order to attend that class for that quarter.

Schedule Adjustment Period
Any course that is added/dropped from the student’s schedule must be processed by the Registrar prior to the end of the add/drop period. Students dropping a course during the add/drop period are not charged for the course. Students who have attended classes during the add/drop period and withdraw completely from school are charged a percentage of their tuition based on the last day of attendance. The add/drop period is the first Monday of the quarter through the first day of week two. After add/drop a student is charged for all registered classes.

Class Schedules
The student’s class schedule is available on or before the first day of class each quarter. The Art Institute of St. Louis reserves the right to make any schedule changes to courses, room assignments, session assignments and student reassignment, as deemed appropriate by the Associate Dean of Academic Affairs.
Class Size
The maximum number of students in a class is 24 for studios or labs and 30 for lecture. Typically the average class size is smaller. While there is no minimum class size, a class for which fewer than 10 students are registered may be cancelled. This is not only to make the best use of instructional resources, but to foster adequate dialogue and academic exchange among class participants.

Class Assignments and Projects
There is considerable emphasis placed on simulated work situations and completion dates. Class time is set aside for completing the projects. Students should spend additional time outside the class hours as necessary for meeting the established project submission deadlines. In the professional world, there are rarely any acceptable excuses for missing project deadlines. It is extremely important that students learn and exhibit professional discipline. Students should plan their schedules with an understanding that they will need to spend a significant amount of time on work outside class.

ACADEMIC ASSISTANCE

Tutoring Services
Tutors are available at no additional charge to students through The Art Institute of St. Louis. Students should contact the Academic Affairs department at 636-388-3047 to arrange for tutoring.

Externships for Academic Credit
An important element of The Art Institute of St. Louis’ curriculum is externship courses. This work experience for college credit is one that provides each student with a practical base for professional growth through business partnerships. The main objective of this experience is to gain practical knowledge of previously studies skills or theories while students observe, participate, and gain understanding of the daily operation of a business establishment. The student will receive credit hours for this period of partnership upon successful completion of the requirements listed below and in the course descriptions for these courses.

Guidelines for companies that would like to be associated with the program are:
- The student is required to work 90 hours over an eleven week period. (Culinary students are required to complete 150 hours in an eleven week period).
- The business partner is to guide and supervise the student's activities on a regular basis.
- Each supervisor will be asked to complete a student evaluation at the end of the fifth and eleventh weeks of externship.
- The extern must not be filling a vacant job (per the Department of Labor, Washington, DC).
- Monetary compensation is not expected as the student is receiving academic credit. If the business partner chooses to extend any form of compensation, it would be greatly appreciated by the student and could serve as excellent incentive. If monetary compensation is not being offered, the school suggests that the employer pay for the student membership in a professional organization related to the field the student plans to enter, such AIGA (American Institute of Graphic Artist) for Graphic & Web Design students, or ASID (American Society of Interior Designers) and IIDA (International Interior Design Association, for Interior Design students.

Detailed information can be found in the Externship Guidelines and Requirements Packet and in the externship course syllabus.

STUDENT SERVICES – SUPPORT OUTSIDE THE CLASSROOM
At The Art Institute of St. Louis, the goal is to answer the needs of the student, whether it is for their well-being, their development as a member of the community, or through the educational process of becoming a life-long learner.

The primary function of the Academic Affairs office is to assist students in completing the educational program of study by providing a variety of services and activities that enhance and support the academic experience both inside and outside of the classroom. The Academic Affairs Department provides services including academic advising,
counseling referrals, an advising point of contact for military and veteran students as well as eligible family members, and disability services. The extra-curricular and co-curricular activities and events offered by the department are an integral and significant part of the education process and the student’s experience at The Art Institute of St. Louis.

**Academic Advising Services**

The Academic Affairs Department provides students with information to assist them in making academic decisions and in developing an academic plan for successful completion of program requirements and utilization of the full range of school resources.

Students are strongly encouraged to meet with faculty, and/or the Associate Dean of Academic Affairs, to discuss progress in their program and obtain current course prerequisites. This is a critical component of the registration process in order to ensure appropriate course sequencing and course selection for the upcoming quarter.

**Advising Services**

The Art Institute of St. Louis recognizes that preparing to seek entry-level employment is a challenging process which involves personal growth and development. The Associate Dean of Academic Affairs can help students with the transition to college life and serves as a resource for students dealing with issues that impact their academic development and supports them as they make their way to graduation.

The Art Institute of St. Louis provides confidential short-term counseling, crisis intervention, and community referral services through the Talk One 2 One Student Assistance Program, for a wide range of concerns, including relationship issues, family problems, loneliness, depression, and alcohol or drug abuse. Services are available 24 hours a day, 7 days a week.

**DISABILITIES SERVICES STATEMENT**

The Art Institute of St. Louis provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Art Institute of St. Louis.

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.

**Student Life**

Student Life is an important aspect of a student’s time at The Art Institute of St. Louis. The Art Institute of St. Louis encourages student involvement in campus life and promotes each student’s personal and professional growth while attending school. Students will find opportunities to build relationships throughout each quarter, including socials in the student lounge, opportunities to network with peers, faculty, and staff, diversity programming, leadership development workshops, trips to area attractions, and more. These events are designed to promote networking among students of diverse backgrounds and interests and to create a supportive community within our school.

The Art Institute of St. Louis also promotes co-curricular programming on campus. Through competitions, hosting artists on campus, and promoting social awareness events, The Art Institute of St. Louis provides students an opportunity to explore different cultures, examine their social identity, and develop an awareness of the impact they can have on their community.
The Art Institute of St. Louis also believes in providing students with opportunities to support lifelong learning. The Art Institute of St. Louis supports this belief by offering opportunities for students to develop an awareness and understanding of diversity issues, examine their individual strengths and talents, and understand how social responsibility can affect the environment.

Through the many opportunities for students to take an active role in their education, The Art Institute of St. Louis hopes that the unique experiences offered at The Art Institute of St. Louis will help students develop leadership skills, engage in critical thinking, experience diversity, embrace the importance of community service, and become leaders in their community and profession.

**Student Organizations and Clubs**

There are career-related and leadership development activities, and social interaction through clubs and organizations. The various student organizations at The Art Institute of St. Louis offer opportunities for students to take an active part in their education. From professional organizations, to skill building groups, to groups where students with similar interests can gather, these student-run organizations add a vibrant energy and possibility for personal growth and add to the sense of community at The Art Institute of St. Louis. Students active in student organizations have the chance to discover a network of peers they can connect with, learn leadership skills they can utilize long after graduation, hone their ability to work within a group, and make the most of the skills they are learning within the classrooms.

**Orientation**

Orientation has always been an effort to facilitate the student's transition to The Art Institute of St. Louis. This event is designed to provide students an introduction to the academic environment, extracurricular life, and residence life and campus surroundings.

Each quarter, the orientation program provides new students with information about the facilities, their academic program, and services offered by The Art Institute of St. Louis, as well as giving them an opportunity to meet the faculty, staff, and other students.

**Student Lounge**

The Student Lounge and vending areas are available on campus and provide a comfortable, convenient gathering place for students.

**Campus Store**

The Art Institute of St. Louis Campus Store is a source of art supplies, and a variety of school logo wear and gifts.

**MyAiCampus.com**

MyAiCampus.com is The Art Institutes Student Portal. This important tool for students of The Art Institutes system of schools offers 24/7 online access to the campus-specific information they need the most, including announcements, events, online registration, access to student account, and a host of other great features.

**CAREER SERVICES**

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

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

**Graduate Assistance**

Once students are ready to graduate, it is time to search for full-time entry-level industry positions. If students have taken advantage of industry speakers and events sponsored by The Art Institute of St. Louis, joined trade industry
student groups and attended professional organizational meetings, they have already started the networking process.

Graduates can work closely with the faculty and staff to match their skills to the needs of prospective employers. Each program has faculty or a staff member that provides a personalized, comprehensive service tailored to the needs of the graduate. With the help of Career Services, students’ resumes are reviewed, interviewing skills are honed, and the interviewing process begins. As part of the graduation ritual, a portfolio show is held that provides the graduates an opportunity to show their work to many potential employers. Although The Art Institute of St. Louis does not guarantee employment or any particular level of compensation following graduation, the staff and faculty work hard to cultivate entry-level employment opportunities for graduates and match job leads with qualified candidates. Graduates who confine employment considerations to one geographical area may limit employment opportunities available to them.

Alumni Services
Alumni Relations offers a variety of online services and resources to Ai 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. Ai 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, Ai news is also available.

The website is exclusive to Ai graduates and there are no costs, fees or dues to access these services. Ai 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 Ai community!

For more information, visit www.alumni.artinstitutes or email AiAlumniSupport@aii.edu
GENERAL POLICIES & PROCEDURES

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.

ONLINE ATTENDANCE POLICY AND SUBSTANTIVE PARTICIPATION CRITERIA (PLUS & AIPOD)
Students taking online classes (including students taking PLUS courses) must submit at least one academically-related posting in the learning management system each full attendance week. For online classes beginning on a Monday, the full attendance week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Sunday. For online classes beginning on Thursday, the full attendance week is defined as beginning on Thursday at 12:00 a.m. MST to 11:59 p.m. MST the following Wednesday.

1. For attendance purposes, an academically-related posting can include, but may not be limited to, posting a drop box submission, posting to a threaded discussion forum, and taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orientation, reading the courses or programs syllabus or activity prior to the start date of the course.

2. Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:
   a. Student submission of an academic assignment
   b. Student submission of an exam
   c. Documented student participation in an interactive tutorial or computer assisted instruction.
   d. A posting by the student showing the students participation in an online study group that is assigned by the institution.
   e. Posting by the student in a discussion forum showing the students participation in an online discussion about academic matters, and
   f. An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a faculty member about the subject studied in the course.

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

During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.
Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AIPOD students who fail to meet the attendance requirements for two consecutive attendance weeks (cumulative for PLUS students) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution.

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

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

CLASS SESSIONS
Classes are in session five days a week, Monday through Friday. Students are scheduled by The Art Institute of St. Louis to meet their total weekly hour requirement through a combination of morning, afternoon, and evening classes. The weekly hour requirement is scheduled to be completed in a minimum of three days and a maximum of five days during each week. Individual times and days of attendance vary by department and quarter level and are assigned and announced to students in advance of each quarterly start date. Class sessions are offered at the following times:

7:00 am – 12:00 pm (Culinary Courses Only)
8:00 am – 12:00 pm

12:30 pm – 5:30 pm (Culinary Courses Only)
1:00 pm – 5:00 pm

6:00 pm – 10:00 pm
6:00 pm – 11:00 pm (Culinary Courses Only)

ACADEMIC INTEGRITY
Academic Honesty Policy
The Academic Affairs Team of The Art Institute of St. Louis fosters a teaching/learning environment where academic honesty must be maintained. Students are ultimately responsible for following this policy by presenting their own work and properly crediting other contributors or sources. Sometimes, students are uncertain about what constitutes appropriate citation of work by others. If you are unsure how to document work written or presented by others, it is your responsibility to ask for help. Resources are available in the Library, or you can ask your instructor. All work is expected to be your own, and all referred sources included in the work must be appropriately cited. Plagiarism is the act of taking credit for any work, or portion of work, without proper reference and permission. Plagiarism, as well as other forms of academic dishonesty, is a serious offense and may result in the assignment of a failing grade or expulsion from The Art Institute of St. Louis.

Academic Dishonesty
The maintenance of academic integrity and quality education is the responsibility of each student within this school. Cheating or plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is a particularly serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the academic programs. Such dishonesty includes:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Examples include:

- Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.

- Students completing any examination should assume that external assistance (e.g. books, notes, calculators, conversations with others, personal electronic devices, etc.) is prohibited unless specifically authorized by the faculty member.

- Students must not allow others to conduct research or prepare any work for them without advanced authorization from the faculty member. This example includes, but is not limited to, the services of commercial term paper companies.

- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

- Fabrication: Intentional fabrication or invention of any information or citation in any academic exercise. Examples include:
  - “Invented” information may not be used in any lab or academic exercise without notice to and authorization from the faculty member. It would be improper, for example, to covertly ‘design’ a project that had previously been designed without proper acknowledgment of the original source of invention.

- Students who attempt to alter and re-submit returned academic work with intent to defraud the faculty member will be in violation of this policy. For example, a student may not change an answer on a returned exam and then claim that they deserve credit.

- Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this policy.

- Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any exercise. Examples include:
  - Direct quotations: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited in a footnote. Proper footnote style for any academic department is outlined by the APA Style Sheet.
  - Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state, “to paraphrase Smith’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does NOT suffice to notify the reader of any preceding or succeeding paraphrased material.
  - Borrowed Facts or Information: Information obtained in one’s reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific facts, general knowledge, etc.
  - Materials which contribute to one’s general understanding of the subject may be acknowledged in bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Faculty Policy on Academic Dishonesty

Evaluation of student performance is the exclusive province of the faculty. The faculty will make reasonable efforts to verify that work is done by the student who is to receive credit for its completion. Examinations should be proctored or monitored to prevent students from copying or exchanging information. Examinations and answers to examination questions should be secured in a way that students cannot have prior access to them: the authenticity of quotations
and references cited by students should be reviewed by faculty to ensure that proper credit is given for ideas and information taken from other sources, etc. If, in the faculty member’s sole judgment, there is evidence of academic dishonesty on the part of a student, the faculty member will take action against the student as described below.

First Offense
In the case of a first offense violating the academic integrity policy, the incident will be reported to the Associate Dean of Academic Affairs and the incident report will be used for adjudication. If a student has been found to be academically dishonest in any class or with a class project (visual, audio or written) he/she will immediately receive an “F” on the project and may fail the course in which the incident occurred.

Second Offense
In the case of a second offense of the academic integrity policy, the incident will be reported to the Associate Dean of Academic Affairs and the report will be used for adjudication. If the student has been found to be academically dishonest in any class or with a class project (visual, audio or written) for a second time, he/she will immediately fail the course in which the incident occurred, and the Associate Dean will conduct a hearing to determine whether or not the student will be dismissed from the Institution. Students may appeal to the Interim Campus Director or designee any decision following the appeal procedures contained within the Student Conduct Policy.

APPEAL PROCESS FOR ACADEMIC TERMINATION
A student has the right to appeal any change in his/her academic attendance, conduct status, termination, or eligibility for continued receipt of financial aid based on The Art Institute of St. Louis’s academic progress standards. All appeals must be received by the Associate Dean of Academic Affairs within seventy-two (72) hours or three (3) business days of student notification, and will be heard by the Appeals Panel of The Art Institute of St. Louis.

The process to appeal requires the student to request the opportunity to appeal a dismissal in writing, the reason for the appeal must be the result of mitigating circumstances, and documentation supporting a claim of mitigating circumstances must be provided.

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

Appeals Panel
1. The student must request the appeal in writing to The Art Institute of St. Louis’s Associate Dean of Academic Affairs.
2. The student must provide a complete explanation of the basis for the appeal and attach all appropriate documentation that provided evidence, justification, or reason for the student’s situation. This includes documentation to support medical and/or family emergencies.
3. The panel will convene at the earliest opportunity to hear and consider the appeal.
4. The panel or the student may request the appearance of the student to clarify any materials/statements presented by the student.
5. The panel is responsible for reviewing all materials presented by the student and available from The Art Institute of St. Louis and renders a decision in each appeal that is in the best interest of the student and The Art Institute of St. Louis. In addition, any appeal for reinstatement of student financial assistance can only be approved if the student provides evidence of exceptional mitigating circumstances that led to the denial of continued enrollment and/or denial of financial assistance. The decision of the Appeals Panel is final.

Reinstatement
In cases where the Appeals Panel elects to reinstate the student in classes at The Art Institute of St. Louis, the panel and/or Associate Dean of Academic Affairs reserves the right to establish any conditions that apply to the student’s continued enrollment in the school. A student may be reinstated in classes either with or without financial assistance, depending on the nature of the appeal. If the student is reinstated in school without financial assistance, the student
must bear the responsibility of paying tuition for a minimum of one quarter. Once the student has met the specific requirements for reinstatement, the student's financial assistance may be reinstated.

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 Art Institute of St. Louis may disclose to third parties without receiving prior written consent from the student.

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

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

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

II. Disclosure of Educational Records
The Art Institute of St. Louis 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 St. Louis officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
   a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
   b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Art Institute of St. Louis 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, state licensing, or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator - not the name of any other student, including a victim or witness - without the prior written consent of the other student(s)).
   a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include, and The Art Institute of St. Louis does not provide: social security numbers, race, ethnicity, nationality, grade point average (GPA), grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, and students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

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

IV. Directory Information
The Art Institute of St. Louis designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):
   1. Student's name
   2. Address: Local, email, and website
   3. Telephone number (local)
   4. Date and place of birth
   5. Program of study
   6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received
13. The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Art Institute of St. Louis 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 St. Louis, 1520 South Fifth Street, Suite 107, St. Charles, MO 63303. 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 Associate Dean of Academic Affairs 636-688-3047, jefjohnson@aii.edu, to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.

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

3. Upon request, The Art Institute of St. Louis will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Art Institute of St. Louis. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.

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

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

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

7. If a statement is placed in the education records of a student under paragraph 6 above, The Art Institute of St. Louis will:
(a) maintain the statement with the contested part of the record for as long as the record is maintained; and
(b) disclose the statement whenever it discloses the portion of the record to which the statement relates.
VI. Student Right to File Complaint
A student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Art Institute of St. Louis to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

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

Student Conduct Policy

Section I – Guiding Principles

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

Section II - Scope

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

Section III - Reach

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

Section IV - Responsibilities of Dual Membership

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

Section V - Disciplinary Offenses

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

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

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

- Logging-in to a school assigned system with the intention to display classroom environment to other student or non-student individuals
- Allowing an individual access to post information in the online environment on your behalf or with the intention of impersonation.
  - Note: on ground students cannot share or give access to other students or non-student individuals to access the student portal (unless designated for training purposes at the direction of a campus official)

Illegal or Unauthorized Possession or Use of Weapons

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

Sexual Assault or Nonconsensual Contact

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

Threatening, Violent or Aggressive Conduct

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

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

Disruptive or Disorderly Conduct

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

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

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

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

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

Hazing

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

Falsification

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

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

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

Unauthorized Use or Misuse of College Facilities

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

Violation of Federal or State Laws

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

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

Violations of College Rules

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

The above list is illustrative only, and the College may sanction other conduct not specifically included on this list.

Section VI - Sanctions

The College may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). The College reserves the right to immediately impose the most severe sanction if circumstances merit.

Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the Student Conduct Policy:

1. Warning: A notice in writing that a student has failed to meet some aspect of the school’s standards and expectations.
2. Probation: Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Chief Conduct Officer or his/her delegate defines the terms of probation.

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

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

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

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

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

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

Section VII – Disciplinary Procedures

Complaint

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

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

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

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

The Chief Conduct Officer or his/her delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Conduct Policy, and to impose sanctions for such violations.

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

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

Notification and Determination of Violations that Warrant Disciplinary Meeting

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

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

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

Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

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

1. The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (see interim suspension)

2. The Student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.

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

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

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

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

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

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

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

Disciplinary Panel

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

Administrative Interim Suspension

Students may be administratively suspended on an Interim basis when:
1. Serious allegations are being investigated;
2. Serious allegations are pending before a disciplinary panel;
3. In advance of a disciplinary panel hearing; or
4. When a student potentially poses a threat of harm to himself, to others, or to property of the Institute or a member of the Institute community.

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

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

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

Section VIII – Appeal Procedures

Students have a right to appeal disciplinary actions when they believe they have extenuating circumstances or believe themselves to have been treated in an arbitrary or biased fashion or without adherence to the College policies and procedures.
• During an appeal, the student should continue to obey the terms of the decision, i.e., a student who has been suspended from school may not be on school property, a student dismissed from Campus Sponsored Housing must leave in accordance with the directions indicated in the decision.

• The student must write a letter of appeal in the student’s own words, addressed to the President of the College or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to the College’s policies and procedures, and provide any supporting documentation. It must be delivered to the President or his/her delegate within seven calendar days following the student’s receipt of the decision.

• Students should provide documentation to support the allegations of the appeal.

• The President or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.

• The President and/or the committee may decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.

• The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

• The Appeal Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.

• Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.

• Following appropriate review and deliberation, the committee will report to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

Reporting Criminal Activity

Any student, employee, faculty, or staff member who is a victim of, or witness to, criminal activity or other emergency should report the activity immediately to the nearest faculty or staff member, who, in turn, notifies the college Interim Campus Director or Executive Committee member and the police.

Any observer of a sexual assault crime should notify security and the college Interim Campus Director or Executive Committee member immediately. Sexual assault includes but is not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault. It is critical that the rights of the victim are protected so that they are the one to call authorities to accurately report the facts of the crime. The police arrive to review the crime, take a description of the attacker, and ensure that the victim and escort are transported to a medical facility. Confidentiality is required in order to protect all parties involved.

Any inquiries from newspapers, employees, parents, or other students are immediately forwarded to The Art Institute’s Interim Campus Director to avoid misrepresentation of the facts and breach of confidentiality. Efforts are made by The Art Institute staff or faculty to help the victim deal with any academic difficulties resulting from the crime. Should a student, faculty or staff member be accused of a crime, appropriate disciplinary action is taken until a formal investigation is completed. The victim is informed of any further disciplinary action or appeal. Prevention is the best tool for sexual assault. All staff, faculty, and students should be aware of self-defense techniques and what sexual assault means.
CAMPUS SECURITY
The Art Institute publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Services office during regular business hours. Copies of the Crime Report are available on The Art Institute's website at https://content.edmc.edu/assets/pdf/AI/Student-Consumer-Information/Crime-Reports/crime-report-st-louis.pdf.

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

NO HARASSMENT POLICY
The Art Institute of St. Louis 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.)

STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT
Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether The Art Institute of St. Louis's Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with the Associate Dean of Academic Affairs, 1520 South Fifth Street, Suite 107, St. Charles MO 63303, (636) 688-3047. Online students should file complaints with studentcomplaints@aii.edu. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The Art Institute of St. Louis 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 St. Louis's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator’s sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals’ privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

4. The decision of the Investigator may be appealed by petitioning the Interim Campus Director’s Office of The Art Institute of St. Louis. The written appeal must be made within 20 calendar days of receipt of the determination letter. The Interim Campus Director, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President’s decision shall be final.

5. The Art Institute of St. Louis will not retaliate against persons bringing forward allegations of harassment or discrimination.

6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.

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

SEXUAL MISCONDUCT & RELATIONSHIP VIOLENCE POLICY; PROCEDURES FOR HANDLING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE COMPLAINTS

The Art Institute of St. Louis 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 St. Louis 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 St. Louis will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. Preliminary Issues & Important Definitions

This Policy prohibits “Sexual Misconduct” and “Relationship Violence,” broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one’s biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a School-sponsored program or activity or in student housing; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.
A. What is “Sexual Misconduct”?
Sexual Misconduct includes:

- **Sexual Assault:** Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- **Non-Consensual Sexual Contact:** Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- **Sexual Exploitation:** An act attempted or committed through the abuse or exploitation of another person’s sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person’s knowledge.
- **Indecent Exposure:** the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- **Sexual Harassment:** unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

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

- **Domestic Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- **Dating Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- **Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person’s property.

The following also constitute violations of this Policy:

- **Complicity:** Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation:** Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.
C. Who are “Complainants” and “Respondents”?
The Art Institute of St. Louis is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

D. Defining Consent
In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one’s responsibility to obtain Consent or negate one’s intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators
The Title IX Coordinator for The Art Institutes schools is: Kristine Andersen, Vice President of Student Affairs. The Title IX Coordinator is responsible for, among other things, coordinating the campus’s efforts to comply with and carry out the campus’s responsibilities under Title IX of the Education Amendments of 1972, including compliance with this policy. The Title IX Coordinator will help to coordinate any investigations under this Policy.

In addition, the School has other individuals who serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under this Policy.
II. Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the School can respond appropriately.

Different employees on campus have different abilities to maintain confidentiality:

- **CONFIDENTIAL REPORTING:** Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One2One counselling services. These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the School. A victim can seek assistance and support from these individuals without triggering a School investigation.

- **NON-CONFIDENTIAL REPORTING.** Other than professional counsellors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called “responsible employees”) constitutes a report to the School and generally obligates the School to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Director of Student Affairs, other Student Services staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.

The School will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The School will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the School strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the School's review and investigation of any complaint covered by this Policy. The School will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the School will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The School does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the School's ability to take certain actions.
Other Code of Conduct Violations: The School encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in School housing. Therefore, the School has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, , or the Interim Campus President. If a report is made verbally, the School will request a written statement by the student.

Upon receipt of a report, the School will generally proceed as described below.

A. Investigation Commencement

The School will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the School is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

Pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization's access to certain School facilities or activities pending resolution of the matter. The School may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the School determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the School will proceed as described below in Section III (E).

If the Complainant requests a confidential investigation, the School will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the School will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.
If the Complainant asks that the report of sexual misconduct not be pursued, the School will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The School, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

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 Associate Dean of Academic Affairs 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.

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 Associate Dean of Academic Affairs. The written account should indicate your name, phone number, and ID number and discuss the steps you have taken to remedy the situation.

The appropriate The Art Institute of St. Louis staff member or department will be notified of the complaint. A follow-up meeting with you and the Associate 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:

Missouri Department of Higher Education  
PO Box 1469  
205 Jefferson Street  
Jefferson City, MO 65102

www.dhe.mo.gov
Or you may contact:

Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002-4223
202.336.678

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

**JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION**

Student and The Art Institute of St. Louis 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 St. Louis (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 St. Louis (“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 St. Louis /EDMC at 210 Sixth Avenue, 3rd Floor, 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 St. Louis.

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 ST. LOUIS.

THE ART INSTITUTE OF ST. LOUIS POLICIES TO COMPLY WITH THE HIGHER EDUCATION OPPORTUNITY ACT OF 2008

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

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

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

The Art Institute of St. Louis’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 St. Louis' policies prohibit use of The Art Institute of St. Louis 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.

MISCELLANEOUS INFORMATION

School Emergency Closing Information
24-Hour Information about Emergency Closing can be accessed in the following ways:
Online: www.EmergencyClosings.com

E-mail: Sign up for personalized e-mail notification at www.EmergencyClosings.com or register your contact information on My Campus Alert, the college’s emergency notification system.

Guests/Visitors
Students, faculty, and staff members are allowed to bring visitors to The Art Institute of St. Louis provided that the student, faculty or staff member escorts the visitor at all times while on school property. Guests/Visitors are NOT allowed in classrooms, the library, computer labs or other workspaces without direct and prior consent of the Associate Dean of Academic Affairs.

All guests must sign in and be issued a visitor’s badge (a driver's license or other ID must be left as security for the visitor’s badge).

Faculty and staff members who expect guest speakers or other visitors must notify the Front Desk in advance so the Receptionist can properly greet and appropriately direct the guests/visitors.

Telephone Usage and Messages
The Art Institute of St. Louis cannot operate a telephone message service for students. Only in the case of a genuine emergency is a message taken for a student.

Exhibition of Student Work
Student artwork is important to The Art Institute of St. Louis and The Art Institutes system of schools. It is of great benefit in teaching other students and in demonstrating the nature and value of the programs. Artwork is used by admissions representatives to show prospective students and counselors what students have achieved. Student artwork is also a basic part of the catalog and other publications and exhibitions illustrating the programs at the school. The Art Institute of St. Louis reserves the right to make use of the artwork of its students for such purposes, with student permission. The Art Institute of St. Louis also reserves the right to select artwork that is appropriate to a given circumstance and may choose not to display work that might be viewed as objectionable by some audiences. The Art Institute of St. Louis is not responsible for loss or damage of student property including artwork or tapes.

Intellectual Property Policy

I. Purpose or Scope

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

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

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

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

The Art Institute of St. Louis’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 St. Louis’s information technology system. The Art Institute of St. Louis’s policies prohibit use of The Art Institute of St. Louis’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 St. Louis 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 St. Louis itself, which supports this creative and scholarly work.

This document expresses The Art Institute of St. Louis’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 St. Louis – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Art Institute of St. Louis, and this Policy governs in all circumstances, unless The Art Institute of St. Louis 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 St. Louis 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 and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

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

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

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

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

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

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

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

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

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

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

III. **Policy Provisions**

A. **Faculty, Staff and Student Works**

1. **General Rule.**

Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of St. Louis 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 St. Louis 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 St. Louis to create the Intellectual Property.

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

(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 St. Louis as Works Made for Hire or otherwise.

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

(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 St. Louis 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 St. Louis 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 St. Louis 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 St. Louis 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 St. Louis to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of St. Louis 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 St. Louis will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of St. Louis 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 St. Louis 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 St. Louis 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 St. Louis. Where practicable, The Art Institute of St. Louis will use best efforts to cite the creator of the Work if The Art Institute of St. Louis exercises such usage rights.

V. Institution's Marks

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

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Art Institute of St. Louis. However, faculty, staff, and Students may identify their status or professional affiliation with The Art Institute of St. Louis as appropriate, but any use of The Art Institute of St. Louis'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 St. Louis. No products or services may be marked, offered, sold, promoted or distributed with or under
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 St. Louis, 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 St. Louis deems necessary in order to establish an appropriate standard.

VII. Review Scheme

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

VIII. Reservation of Rights

The Art Institute of St. Louis 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 St. Louis 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 St. Louis and will remain in effect until modified or revoked by The Art Institute of St. Louis. 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 St. Louis 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.

Smoking

The Art Institute of St. Louis is a smoke-free environment, and all faculty and staff strictly enforce this restriction.

Illness or Injury

In the event of illness or injury to a student on school premises or at a sponsored function of The Art Institute of St. Louis, the student may request to be transported to a local hospital emergency room or doctor for examination and treatment if necessary. The student should review personal or family insurance policies to determine whether appropriate coverage exists.

Provision for Books and Supplies

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

- For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.

- For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute’s contracted third-party vendor and charged to the student account.

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

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

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

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

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

Appropriate Attire
Students should dress appropriately for their profession while attending The Art Institute of St. Louis.

CLASSROOM RECORDING POLICY
The use of audio, video, web or image/capture to mechanically, electronically or digitally record classroom lectures or labs and/or distribute classroom materials (printed or digital) without the written permission of the instructor is strictly prohibited.

Students who have secured necessary permissions from the Disabilities Coordinator for reasonable accommodations authorized under the Americans with Disabilities Act (ADA) will be exempt from this policy.
Students are responsible for notifying the instructor of these permissions. Violation of the policy will result in a conduct review hearing.

PROPERTY OF THE ART INSTITUTE OF ST. LOUIS INSTRUCTIONAL EQUIPMENT
Use of instructional equipment will be made available according to the program curriculum. Such equipment must be shared by students. Accordingly, The Art Institute of St. Louis cannot guarantee students hands-on usage of such equipment beyond that called for in the curriculum. To complete the requirements of the program, students may find it necessary to schedule use of the equipment outside normal classroom hours.

The student is responsible for any Art Institute books or equipment used or checked out, and is responsible for the cost of repair or replacement of such items in the event they are damaged.

Student Property
The Art Institute of St. Louis is not responsible for the personal property of the students (e.g., vehicles, books, supplies, equipment, and clothing). The student should place his/her name and student number on all items of value. Equipment serial numbers should be recorded and kept in a safe place. Students should review their personal property/homeowners insurance and automobile comprehensive insurance policies to determine whether valuable equipment (such as cameras) would be covered in the event of theft or loss.
ADMINISTRATION

Academic Affairs-Interim Campus Director    Jeff Johnson
Student Accountant…    Susan Bradley

FULLTIME FACULTY

Peggy Walker, Program Coordinator – Design
A.A.S., Multimedia – St. Charles Community College
B.A., Information Technology – Lindenwood University
M.A., Visual Communications – Lindenwood University
### ACADEMIC CALENDAR AND CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Fall Quarter 2017</th>
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<tbody>
<tr>
<td>October 2, 2017</td>
<td>December</td>
<td>December 16, 2017</td>
</tr>
<tr>
<td>Holiday (No Classes)</td>
<td>November 23-26, 2017</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Quarter Break (No Classes)</td>
<td>December 17, 2017 – December 31, 2017</td>
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Note: All dates are subject to change at the discretion of the institution.