2017 - 2018 Catalog
Note on Catalog Updates
At the time this catalog was produced, every effort was made to assure its accuracy. However, in keeping with the commitment of The Art Institute of Tucson to its students, the school reserves the right to make changes in faculty, curriculum, courses, schedules, requirements, tuition, fees, and policies and procedures. Please contact the appropriate department for current information or any special requirements. The school also publishes additional policies and procedures in the Student Handbook.

An online version of this catalog is updated regularly on The Art Institute web site at www.artinstitutes.edu/tucson/

Publication Date: October 30, 2017

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The Art Institute of Tucson is no longer enrolling new students. Questions should be addressed to the academic dean or the dean's designee.
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See aiprograms.info for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info.

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LICENSING, ACCREDITATION, MEMBERSHIP
The Art Institute of Tucson is a branch campus of The Art Institutes International Minnesota.

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

Notice to students and prospective students: Education Management Corporation campuses have been placed on probation by their accreditor, the Accrediting Council for Independent Colleges and Schools (“ACICS”), based on financial stability standards. The Art Institute of Tucson is authorized by the Arizona State Board for Private Post-secondary Education (1400 West Washington Street, Room 260, Phoenix, AZ 85007, 1.602.542.5709, https://ppse.az.gov/).

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

The Art Institute of Tucson is authorized under federal law to enroll nonimmigrant, alien students. All current Bachelor's and Associate's degrees, as well as Diploma programs at The Art Institute of Tucson are approved for training of veterans and other eligible persons.

OWNERSHIP
The Art Institute of Tucson is owned by The Art Institute of Tucson, 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.
VISION & MISSION STATEMENT

VISION
The Art Institute of Tucson, an accredited degree-granting institution, strives to be the premier school for design, fashion, media, and culinary arts in the Tucson 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 Tucson is to provide quality education that will prepare students for an entry-level position in their chosen field of study. The college offers a stimulating learning environment where committed and talented students, led by dedicated and professional faculty, can develop their creativity and increase their knowledge. The Art Institute of Tucson strives to be a leader in design and culinary arts education.

We aim to achieve the following objectives:
- Provide students with the foundation to become lifelong learners.
- Support the creative diversity of our students and share in the development of their artistic and academic potential.
- Promote student success.
- Provide academic excellence.
- Encourage mutual respect, active participation, and collaboration.
- Cultivate an environment that fosters regional, national, and global awareness.
- Encourage learner responsibility.
- Teach industry-driven curricula.
- Provide excellent service to students.
- Meet the evolving needs of the marketplace.
- Encourage academic freedom of instructors in a learner-centered environment.
- Create partnerships within the community.
- Recruit qualified faculty with appropriate academic credentials and professional experience.
- Provide meaningful assistance to our graduates.
- Operate with integrity and cultivate integrity within our students.
INTRODUCTION

A POPULATION OF CREATIVE MINDS
Students are attracted to The Art Institute of Tucson from across the nation and a number of countries around the world. Many have just graduated from high school; others seek new or expanded careers after considerable employment experience. What they all have in common is a keen desire to learn the creative skills they will need to apply their talents in rewarding careers.

These eager students, with their wide variety of talents, are guided by a faculty of men and women with the same kinds of creative minds. Many of the instructors enjoy rewarding careers of their own in the fields to which their students aspire. Many have years of experience teaching their skills and preparing students for entry into the industry.

ONE OF AMERICA’S OLDEST CITIES
Tucson is one of the oldest cities in the United States. It has been continuously settled for 12,000 years and has a history of settlement by ancient Native Americans, Spanish explorers, and Anglo frontiersmen. The Tucson metropolitan area has a population of over 900,000 and continues to grow by nearly 2,000 new residents each month. It is culturally diverse with a unique blend of Native American, Spanish, Mexican, and Anglo-American influences.

The city is located in a desert valley surrounded by mountain ranges with national parks and forests. The climate is mild nearly all the time, although the climate varies from the 2400-foot Sonoran desert basin to the 9100-foot forests of the Santa Catalina Mountains. Residents enjoy more than 360 days of sunshine.

Tucson was selected by Entrepreneur Magazine as one of the top 20 business locations (Entrepreneur Magazine, October 2005) and is a hotbed of corporate relocations/expansions. More than 50 companies have relocated or expanded their operations into Tucson since 1993. It has been called a “21st Century Mega-Trend City” and is the premier health services center for the Southwest, the astronomy center of the world, home of the University of Arizona and Davis-Monthan Air Force Base, and is a popular tourism destination.

Tucson boasts the best of both worlds...the progress and innovation of a metropolitan community and the friendly, caring atmosphere of a small town.
MESSAGE FROM THE PRESIDENT

WELCOME TO THE ART INSTITUTE OF TUCSON!
Our students, faculty and staff take great pride that our campus is a wonderful place to learn, teach and work. An education from an Art Institute school is not a process where we hand you skills and knowledge. You must take responsibility and get involved. Here, you learn from artists and professionals in a hands-on environment. You have the opportunity to make both professional contacts and lifelong friends. On your part it means engaging fully: being receptive to new concepts, techniques, and embracing creativity; and taking responsibility for your education and outcomes through active participation and attendance.

As a student, you are responsible for reading the policies contained within this catalog, the Student Handbook and any subsequent policies provided by The Art Institute of Tucson. The goal of The Art Institute of Tucson is to provide post-secondary collegiate programs that will prepare students to seek career entry into design, culinary, media arts and fashion fields in a learning-centered environment. We hold a strong belief in the worth and potential of each and every student.

There’s a vibrant energy here, one that fuels a desire to do your best. You also have access to the amenities that the Tucson metropolitan area has to offer. We strive to support the community and to reflect the multicultural richness and complexity of cultural and ethnic diversity through our programs, services, and people. We are here to make sure that your college experience is the best it can be and to help you achieve your education and career goals.

Sincerely,

Mark Hinrichs
Interim Campus Director & Dean of Academic Affairs
The Art Institute of Tucson
PROGRAM OFFERINGS

The Art Institute of Tucson is no longer enrolling new students. Questions should be addressed to the academic dean or the dean’s designee.

DESIGN PROGRAMS
Graphic & Web Design Bachelor of Arts Degree: 180 Credits
Graphic Design Associate of Applied Science Degree: 90 Credits

MEDIA ARTS PROGRAMS
Digital Filmmaking & Video Production Bachelor of Arts Degree: 180 Credits
Media Arts & Animation Bachelor of Arts Degree: 180 Credits

FASHION PROGRAMS
Fashion Design Bachelor of Arts Degree: 180 Credits
Fashion Marketing Bachelor of Arts Degree: 180 Credits

CULINARY PROGRAMS
Baking & Pastry Associate of Applied Science Degree: 90 Credits
Culinary Arts Associate of Applied Science Degree: 90 Credits
Culinary Arts Bachelor of Arts Degree: 180 Credits

For all programs, please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.
GRAPHIC & WEB DESIGN
BACHELOR OF ARTS DEGREE: 180 CREDITS
Twelve 11-Week Quarters or 132 Weeks

The Bachelor of Arts in Graphic & Web Design degree program provides students with the in-depth software and technology-based skills to visually communicate a client's goals, objectives and message. An emphasis is placed on the student's ability to strategically conceptualize, create and execute a print or web-based campaign with the theories and methodologies that govern successful design while meeting the technological challenges of an evolving industry.

Course topics include an advanced understanding of typography, layout, image manipulation, interface design, web development and print and web production. Students can also pursue special-topics within the program that include, but are not limited to, package design, environmental graphics, animation design, database programming, application development, and motion design. With a Bachelor of Arts degree in Graphic & Web Design graduates may pursue entry-level jobs in the creative industry such as Graphic Designer, Web Designer, and Web Developer.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/4163 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts Degree in Graphic & Web Design program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

- Demonstrate versatile, aesthetic solutions of layout and design. This includes proper understanding and usage of: space, line, color, shape, texture, form and value.
- Demonstrate conceptual thinking through work that reflects historical and contemporary trends by answering design problems with creative visuals and writing.
- Express a clear message to specific demographics using various mediums.
GRAPHIC & WEB DESIGN
BACHELOR OF ARTS DEGREE: 180 CREDITS

Subject to change without notice at the discretion of the school.

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<td>FND105</td>
<td>Design Fundamentals◊</td>
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<td>GWDA101</td>
<td>Applications and Industry◊</td>
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<td>GWDA103</td>
<td>Digital Illustration◊</td>
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<td>GWDA105</td>
<td>Concept Design◊</td>
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<td>GWDA111</td>
<td>Introduction to Layout Design◊</td>
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<tr>
<td>GWDA112</td>
<td>Typography-Traditional◊</td>
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<td>GWDA113</td>
<td>Fundamentals of Web Page</td>
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<td>Typography-Hierarchy◊</td>
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<td>GWDA202</td>
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<td>GWDA209</td>
<td>Portfolio I◊</td>
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<td>GWDA213</td>
<td>Timeline Animation &amp; Interaction◊</td>
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<td>GWDA406</td>
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<td>OR EX400</td>
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<td>GWDA419</td>
<td>Portfolio II◊</td>
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<td>HIS301</td>
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Students will choose between Graphic Design Concentration or Web Design Concentration

NOTICE
This program has two concentrations: Graphic Design and Web Design. The above classes are required for both.

For concentration specific classes continue to the next page.

◊ Area of Concentration
** General Education
GRAPHIC & WEB DESIGN
BACHELOR OF ARTS DEGREE: 180 CREDITS

GRAPHIC DESIGN CONCENTRATION

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<td>CG215</td>
<td>Advanced Image Manipulation◊</td>
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<td>GR241</td>
<td>Advertising Concepts◊</td>
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<td>GWDA102</td>
<td>Rapid Visualization◊</td>
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<td>GWDA203</td>
<td>Pre-Press and Production◊</td>
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<td>GWDA207</td>
<td>Design History◊</td>
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<tr>
<td>GWDA212</td>
<td>Typography – Expressive &amp; Experimental ◊</td>
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<tr>
<td>GWDA222</td>
<td>Intermediate Layout Design◊</td>
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<tr>
<td>GWDA232</td>
<td>Form and Space◊</td>
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<td>GWDA242</td>
<td>Graphic Symbolism</td>
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<td>GWDA252</td>
<td>Advanced Layout Design◊</td>
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<td>GWDA255</td>
<td>Business of Graphic Design◊</td>
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<td>GWDA262</td>
<td>Package Design◊</td>
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<td>GWDA265</td>
<td>Publication Design◊</td>
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<td>GWDA305</td>
<td>Art Direction◊</td>
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<td>GWDA409</td>
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</table>

Students graduating with a concentration in Graphic Design will be able to:

- Demonstrate, through a printed and online portfolio, the application of competencies through projects that highlight their mastery of industry software and technology in the print design field.
- Master technical aspects of prepress, output, and quality reproduction as well as web design.
- Articulate their chosen design direction and solution by communicating their mastery knowledge of graphic design, problem solving, ethics, and industry standards in a visual presentation.
WEB DESIGN CONCENTRATION

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<td>Programming Logic◊</td>
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<td>GWDA132</td>
<td>Information Architecture◊</td>
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<tr>
<td>GWDA201</td>
<td>Audio &amp; Video◊</td>
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<td>GWDA223</td>
<td>Intermediate Web Page Scripting◊</td>
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<td>GWDA243</td>
<td>Object Oriented Scripting◊</td>
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<td>GWDA253</td>
<td>Authoring for Interaction◊</td>
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<td>GWDA292</td>
<td>Experience Design◊</td>
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<td>GWDA313</td>
<td>Emerging Technologies◊</td>
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<tr>
<td>GWDA323</td>
<td>Design Team Pre-Production◊</td>
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<td>GWDA333</td>
<td>Senior Project Pre-Production◊</td>
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<tr>
<td>GWDA382</td>
<td>Design for Mobile Devices</td>
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<td>GWDA413</td>
<td>Design Team Production◊</td>
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<td>GWDA423</td>
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<td>IM242</td>
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<td><strong>Total Credits</strong></td>
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</table>

Students graduating with a concentration in Web Design will be able to:

- Demonstrate, through a live Web site, a mastery of interactive design and development using industry software, authoring systems, and/or Web scripting.
- Apply and integrate advanced functionality within interactive business solutions for clients.
GRAPHIC DESIGN
ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS
Six 11-Week Quarters or 66 Weeks

The 6-quarter Associate of Applied Science degree in Graphic Design program offers students an opportunity to work with talented, experienced instructors to learn the fundamentals of Graphic Design.

Students have the opportunity to study two- and three-dimensional design, marketing, and media design. They explore color theory, visual composition, typography, information graphics, electronic and print production processes, and business as it relates to the graphic arts. Students have the opportunity to learn to use computer illustration, image manipulation, web layout and programming, and page layout programs to master design skills.

Graphic Design students also have an opportunity to learn the skills to write effective resumes and conduct job interviews. Students have the opportunity to graduate with a professional portfolio to show potential employers and may be prepared to seek entry-level positions in fields such as advertising, publishing, television and motion pictures, architecture, and education.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1575 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Applied Science Degree in Graphic Design program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

- Demonstrate competencies in the industry-utilized computer software programs within the context of producing concrete projects. This includes technical aspects of pre-press, output, and quality.
- Incorporate aesthetics and formal concepts of layout and design. This includes spatial relationships, communication legibility and effectiveness, inter-relationships among imagery and text, balance, typography, and color theory.
- Articulate the vision behind their creative work and explain and promote their solutions.
- Demonstrate professional presentation skills, articulation of knowledge of graphic design and visual problem-solving.
GRAPHIC DESIGN
ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS

Subject to change without notice at the discretion of the school.

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<td>AR101</td>
<td>Fundamentals of Drawing◊</td>
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◊ Area of Concentration
** General Education

Total Credits 90
DIGITAL FILMMAKING & VIDEO PRODUCTION
BACHELOR OF ARTS DEGREE: 180 CREDITS
Twelve 11-Week Quarters or 132 Weeks

The term “filmmaking” is often synonymous with any type of production activity involving a motion-picture camera. The Bachelor of Arts degree program in Digital Filmmaking & Video Production builds upon this concept by combining the filmmaking process with digital motion-picture technology to create a unique and valuable educational opportunity.

The 12-quarter Bachelor of Arts degree in Digital Filmmaking & Video Production program is designed to provide a dynamic and fulfilling educational experience by providing quality instruction from some of the industry professionals in the areas of digital filmmaking and video production. The program is designed to provide students with an in-depth knowledge of industry utilized technologies, theories, and techniques, and give them the opportunity to learn to apply them to their own unique productions. Throughout the program students will 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 rigorous quarters preparing a festival-worthy project from start to finish.

Students have the opportunity to graduate from this bachelor's program with the training and portfolio required to seek entry-level positions in the digital motion picture industry such as production assistant, script supervisor, and camera operator.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1578 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts in Digital Filmmaking & Video Production program.

OBJECTIVES

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

- Demonstrate skills in planning and project management, developing scripts and storyboards, and effective optimization for delivery methods.
- Demonstrate skills in design and composition, lighting techniques, audio integration, use of production tools, setting and talent development and documentation completion.
- Demonstrate skills in capture and processing, editing, story development and delivery, element integration, and packaging and presentation.
- Articulate and apply the professional standards of the industry through a demonstration of originality, content quality, process book, portfolio/demo reel and presentation.
DIGITAL FILMMAKING & VIDEO PRODUCTION
BACHELOR OF ARTS DEGREE: 180 CREDITS
Subject to change without notice at the discretion of the school.

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◊ Area of Concentration  
** General Education  
Note: Students must take two 3-credit electives and four 4-credit electives
MEDIA ARTS & ANIMATION
BACHELOR OF ARTS DEGREE: 180 CREDITS
Twelve 11-Week Quarters or 132 Weeks

Computers and computer animation technology have forever changed the art of animation. Today's animators create animated feature films, television programs, interactive computer games, special visual effects, educational materials, advertisements, and even three-dimensional medical and forensic simulations.

At The Art Institute of Tucson, students can put an entry-level career in computer animation into motion. The 12-quarter Media Arts & Animation Bachelor of Arts degree program offers students an opportunity to learn from educators and animation professionals and to pursue their professional goals in this exciting and demanding field.

Students have the opportunity to learn drawing, design, and image manipulation techniques; they can learn how to create traditional animation and use different computer animation software programs to produce complete animated products. Students have the opportunity to build 3D models, edit and modify video and composite 2D and 3D animation.

Graduates leave the school with a comprehensive portfolio of their work and are prepared to seek entry-level jobs with major corporations, TV stations and networks, cable TV firms, film studios, and commercial design/production companies. Graduates may become animation artists.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1582 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts in Media Arts & Animation program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

- Demonstrate application of concepts learned in graphic techniques courses. These include: drawing color, form, design, composition and digital art skills showing a solid foundation according to industry standards.
- Demonstrate an applied technical knowledge of standard industry animation and digital design software.
- Demonstrate a practical understanding and application in the principles of animation, acting and movement, and cinematic storytelling as it relates to 2D and 3D animation.
- Demonstrate an understanding of professionalism, presentation skills and core curriculum competencies through effective self-marketing.
## MEDIA ARTS & ANIMATION

### BACHELOR OF ARTS DEGREE: 180 CREDITS

Subject to change without notice at the discretion of the school.

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◊ Area of Concentration
** General Education

Note: Students must take two 3-credit electives and four 4-credit electives
FASHION DESIGN

BACHELOR OF ARTS DEGREE: 180 CREDITS

Twelve 11-Week Quarters or 132 Weeks

The Bachelor of Arts in Fashion Design degree program offers creative opportunities to transform design ideas into garments and accessories. Students are introduced to fundamental skills of garment construction, flat pattern drafting, and draping to provide a solid grounding in the basics of apparel engineering. Design courses are designed to emphasize the principles of good design, textile design and development, and the drawing and illustration techniques essential for design communication. Students have the opportunity to learn to take an idea from the planning stage through the construction process to the finished garment.

Students can hone their creative problem-solving skills through a variety of design challenges utilizing computer-aided design. The combination of professional skills, technical knowledge and creative problem-solving skills helps graduates prepare to seek entry-level opportunities in the industry as an assistant in the design or production departments in the fashion industry.

The objective of the Bachelor of Arts in Fashion Design degree program is to help students attain a fundamental grounding in fashion design, including an introduction to the theory and practice of tailoring, draping, pattern drafting, construction and sewing, fashion illustration and creative design. These skills can be enhanced through computerized pattern making and design hardware and software systems. Advanced courses provide students with the opportunity to focus upon surface design and select a professional direction in women's, men's, children's, or accessory design.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1756 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts in Fashion Design program.

OBJECTIVES

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

- Demonstrate the ability to analyze and apply appropriate patternmaking techniques and construction methodology utilizing industry standard technology.
- Translate a design from two dimension to three dimensions and apply the design elements to ensure the aesthetic of the design is appropriate for the target market.
- Articulate and evaluate a garment for quality, including fit and functionality as they relate to design aesthetics.
- Apply textile knowledge to appropriate end use and define current regulations and laws, ethical business practices and global diversity influences that apply to the textile and apparel industry.
- Demonstrate competency in industry standard software and the ability to apply these standards to the manufacturing processes.
- Identify resources including library, internet, trade journals, and trend reports to research and develop a clothing line.
FASHION DESIGN
BACHELOR OF ARTS DEGREE: 180 CREDITS
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FASHION MARKETING
BACHELOR OF ARTS DEGREE : 180 CREDITS
Twelve 11-Week Quarters or 132 Weeks

The Fashion Marketing 12-quarter Bachelor of Arts degree in Fashion Marketing program prepares graduates to seek entry-level employment in retail, marketing, and merchandising apparel and related products. The program is designed to emphasize innovation and creativity with professional skills and technical knowledge necessary to seek entry-level opportunities in the apparel, retail, and marketing industry.

Fashion Marketing students have an opportunity to acquire in-depth knowledge of the apparel industry and fashion cycles. Course work in fashion history and design, manufacturing, and sales is designed to provide a foundation in the evolution of the apparel industry. Students can explore consumer behavior and its role in driving fashion trends and purchasing patterns. Additionally, students can advance their skills in visual display design, catalog design, marketing, and advertising as well as business development and management.

Students have the opportunity to graduate from the Fashion Marketing program with the training and portfolio required to seek entry-level positions within the fashion industry.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1763 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts in Fashion Marketing program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

- Demonstrate the ability to gather and produce materials that deliver a meaningful message which is supported by analysis, data and visual elements to capture the purpose of the content being presented.
- Apply industry knowledge and critical thinking skills to describe and develop key elements of effective fashion marketing problems and solutions using the language and concepts of the profession.
- Demonstrate the ability to effectively use aesthetic and visual concepts within the fashion industry to effectively deliver visual marketing communication strategy and business plan.
- Articulate and apply the professional standards of the industry through a demonstration of their ability to relate fashion and marketing techniques along with visual communication skills to client-driven projects.
**FASHION MARKETING**

**BACHELOR OF ARTS DEGREE : 180 CREDITS**

Subject to change without notice at the discretion of the school.

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◊ Area of Concentration
** General Education

Note: Students must take two 3-credit electives and four 4-credit electives.
BAKING & PASTRY
ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS
Six 11-Week Quarters or 66 Weeks

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

The Baking & Pastry program is designed to provide students with culinary skills combined with a focus on baking and pastry. This combination of skill sets and business knowledge is designed to enhance each graduate’s ability to meet the challenges of an increasingly demanding and rapidly changing field.

The program focuses upon both production and individualized skills necessary to seek entry-level employment in bakeries, restaurants, and other catering or institutional settings. In addition to technical skills, the program offers food safety and sanitation, nutrition and kitchen supervision/career development and related business courses to support professional skills for employment and supervision. The program also includes an internship at a food service operation and culminates with a Capstone project. This project consists of a complete business plan to open a commercial baking and pastry facility.

Upon completion of the program, graduates may seek entry-level positions as pastry cooks, pastry chefs, or cake decorators.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1755 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Applied Science in Baking & Pastry program.

OBJECTIVES
Upon completion of this program, graduates will be able to:
- Demonstrate the ability to produce a wide variety of artisan breads, pastries and plated desserts.
- Demonstrate the ability to create sugar, chocolate and pastillage centerpieces.
- Demonstrate the ability to produce complex pastries and cakes involving multiple skills and techniques.
- Design a business plan for a commercial bakery or bakery-café.
- Define and articulate the professional values of the culinary profession, including the standards for presenting themselves to employers in a professional manner; personal commitments to respect co-workers, employers, and equipment; well-defined career goals; and the value of life-long professional development.
BAKING & PASTRY
ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS
Subject to change without notice at the discretion of the school.

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◊ Area of Concentration

** General Education
CULINARY ARTS
ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS
Six 11-Week Quarters or 66 Weeks

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

The 6-quarter Associate of Applied Science degree in Culinary Arts program is proud to be part of The International Culinary School at The Art Institute of Tucson.

Today's fast paced world has resulted in a change in the way we eat. The demand for new food service outlets has resulted in a demand for employees with culinary training. The ability not only to cook, but also to manage personnel and develop items of varied appeal is prized in the hospitality field.

Students have the opportunity to study the fundamentals of cooking, baking, knife skills, nutrition, sanitation, safety, food production, kitchen and restaurant operations, and food selection and purchasing. They have an opportunity to learn about modern, regional, and classic cuisine, covering a variety of international styles, and practicing these skills in professional kitchens. Students also have an opportunity to learn the crucial management and marketing skills they need to achieve their career goals. Culinary Arts students also spend time working in Ai Bistro, the student operated public dining lab, where students prepare and serve lunch or dinner and have the opportunity to learn to become food service professionals who meet the needs of their guests.

Graduates are prepared to seek entry-level positions such as prep cooks and line cooks. They may pursue opportunities in entertainment establishments, restaurants, hotels, clubs, resorts, food companies, hospitals and other health care institutions, convention centers, and cruise ships.

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1574 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Associate of Applied Science in Culinary Arts program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

• Cook and present various ethnic cuisines professionally.
• Work as a professional team member.
• Design a business plan for a 100 seat restaurant.
# CULINARY ARTS

**ASSOCIATE OF APPLIED SCIENCE DEGREE: 90 CREDITS**

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<td>ENG101</td>
<td>English Composition**</td>
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<tr>
<td>HUM100</td>
<td>Sensory Language &amp; Culture**</td>
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<tr>
<td>LIN201</td>
<td>Spanish Language &amp; Culture**</td>
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<td>MAT104</td>
<td>College Algebra**</td>
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<tr>
<td>SCI156</td>
<td>Nutritional Science**</td>
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</table>

◊ Area of Concentration  
** General Education

**Total Credits**: 90
CULINARY ARTS
BACHELOR OF ARTS DEGREE: 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.

Today’s fast paced world has resulted in a change in the way we eat. The demand for new food service outlets has resulted in a demand of employees with culinary training. The ability not only to cook, but also to manage personnel and develop items of varied appeal is prized in the hospitality field.

This program offers students an opportunity to learn from educators and culinary professionals and pursue entry level employment in this exciting and demanding field.

Students have the opportunity to 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 classes are complemented with hospitality related coursework in management, entrepreneurship, restaurant design, and wine and spirits. Students can choose culinary elective courses that give them the opportunity to broaden and deepen knowledge in areas such as: sales, public relations, culinary competition, nutritional cooking and a variety of regional wine courses, among other culinary electives.

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

Gainful Employment Information
Please visit http://ge.artinstitutes.edu/programoffering/1577 for program duration, tuition, fees, other costs, median debt, salary data, alumni success, and other important info on the Bachelor of Arts in Culinary Arts program.

OBJECTIVES
Upon completion of this program, graduates will be able to:

• Cook and present various ethnic cuisines professionally.
• Manage restaurant finances and 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.
## CULINARY ARTS

### BACHELOR OF ARTS DEGREE: 180 CREDITS

Subject to change without notice at the discretion of the school.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COM201</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 Theories &amp; Concepts◊</td>
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<td>CU124</td>
<td>Introduction to Baking &amp; Pastry Techniques◊</td>
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<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>Development◊</td>
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<td>CU201</td>
<td>Garde Manger◊</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>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 &amp; Controlling Costs◊</td>
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<td>CU255</td>
<td>Food &amp; Beverage Operations Management◊</td>
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<td>CU260</td>
<td>Culinary Capstone◊</td>
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<td>CU271</td>
<td>Art Culinaire◊</td>
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<td>CU305</td>
<td>Managerial Accounting◊</td>
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<td>CU315</td>
<td>Human Resources Management◊</td>
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<td>CU320</td>
<td>Foodservice Technology &amp; Information◊</td>
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<td>CU347</td>
<td>Facilities Management &amp; Design◊</td>
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<td>Quality Service Management &amp; Training◊</td>
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<td>CU410</td>
<td>Catering &amp; Event Management◊</td>
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<td>CU447</td>
<td>Exploring Wine &amp; the Culinary Arts◊</td>
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<td>CU460</td>
<td>Innovation &amp; Entrepreneurship◊</td>
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<td>CU485</td>
<td>Senior Practicum◊</td>
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<td>CU490</td>
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<td>Social Cultural Expression**</td>
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<td><strong>Total Credits</strong></td>
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◊ Area of Concentration  
** General Education  
++ Program Electives
GENERAL EDUCATION

All degree programs have required elective General Education components that are part of the curriculum. These courses are designed to foster the skills, knowledge, creativity and independent thinking needed to pursue professional and personal goals. In General Education electives, students have the opportunity to broaden and deepen their understanding of people, culture, ethics, mathematics, and the sciences, and to learn to draw upon this understanding.

The General Education faculty is committed to supporting students' personal and career development by encouraging intellectual inquiry and appreciation of lifelong learning. We believe education is a shared responsibility; students and faculty have the opportunity to learn from each other through the exchange of ideas, information, and points of view. Each degree program has specific General Education requirements.

In addition, students in the Digital Filmmaking & Video Production, Fashion Design, Fashion Marketing, Graphic & Web Design, and Media Arts & Animation bachelor's degree programs have the opportunity to choose four 4-credit and two 3-credit General Education electives. Culinary Arts bachelor's degree program students must successfully complete two 4-credit and two 3-credit General Education electives. The students can choose these courses from the list of General Education electives that are not already required in the Culinary Arts program. It is suggested that students choose courses from a variety of disciplines, including English/Communications, Humanities/Fine Art, Mathematics/Science, and Social Science/Behavioral Science.

OBJECTIVES (Associate of Applied Science)

- Communication: Graduates will demonstrate effective written and oral communication by providing their audience sufficient information on a topic that is organized and that employs the generally accepted conventions of English usage.
- Behavioral/Social Sciences: Using standard methods of inquiry from the social and behavioral sciences, graduates will describe the nature, diversity, and impact of social, political, historical, and/or economic thought on individual behavior, institutions, and human cultures.
- Math/Natural Sciences: Graduates will demonstrate critical thinking and problem-solving skills using mathematical and/or scientific reasoning to solve problems arising in personal and professional situations.
- Arts and Humanities: Graduates will demonstrate the ability to describe artistic works, historical events, or philosophic thought and articulate the relevance to themselves, society, and cultures.
- Information Fluency: Graduates will demonstrate the ability to acquire, assess, apply and communicate information using valid research and appropriate documentation methodology.
OBJECTIVES (Bachelor of Arts)

- Communication: Graduates will demonstrate effective written and oral communication by providing their audience sufficient information on a topic that is organized and that employs the generally accepted conventions of English usage.
- Behavioral/Social Sciences: Using standard methods of inquiry from the social and behavioral sciences, graduates will analyze the nature, diversity, and impact of social, political, historical, and/or economic thought on the individual, institutions, and cultures.
- Math/Natural Sciences: Graduates will apply mathematical and/or scientific reasoning to describe, analyze and solve problems arising in personal and professional situations.
- Arts and Humanities: Graduates will demonstrate the ability to interpret and analyze artistic work, historical events, or philosophical thought and describe the relevance of the work to themselves, society, and cultures.
- Information Fluency: Graduates will demonstrate responsible use of information by discerning authority, by evaluating the relevance of information to their purpose, and by appropriately documenting authority sources.

3-Credit General Education Electives

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tr>
<td>ARH311</td>
<td>19th &amp; 20th Century Art</td>
<td>ARH107, ENG101 and HUM100</td>
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<tr>
<td>ARH221</td>
<td>African-American Art</td>
<td>ARH107, ENG101, and HUM100</td>
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<td>ARH401</td>
<td>Outsider Art</td>
<td>ARH107, ENG101 and HUM100</td>
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<td>BOT321</td>
<td>Botany</td>
<td>ENG101, HUM100, and MAT104</td>
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<td>ENG322</td>
<td>Language</td>
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<tr>
<td>ENG326</td>
<td>Construction of a Mystery</td>
<td>ENG101 and HUM100</td>
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<td>ENG331</td>
<td>Journalism</td>
<td>ENG101 and HUM100</td>
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<td>ENG400</td>
<td>Science Fiction Literature</td>
<td>ENG101 and HUM100</td>
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<td>ENG401</td>
<td>Creative Writing</td>
<td>ENG101 and HUM100</td>
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<td>HIS345</td>
<td>Native American Studies</td>
<td>ENG101 and HUM100</td>
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<tr>
<td>HIS411</td>
<td>Alternate Theories in Government</td>
<td>ENG101, HUM100, and any lower level History course</td>
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<td>HIS450</td>
<td>Japanese Pop Culture</td>
<td>ENG101 and HUM100</td>
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<tr>
<td>HUM211</td>
<td>Film &amp; Society</td>
<td>ENG101 and HUM100</td>
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<td>HUM301</td>
<td>Music &amp; Society</td>
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<td>HUM311</td>
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<td>Language &amp; Culture</td>
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<td>PHI311</td>
<td>Myth &amp; Symbol</td>
<td>ENG101 and HUM100</td>
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<td>PHI321</td>
<td>Belief Systems &amp; Spirituality</td>
<td>ENG101, HUM100, and PHI201</td>
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<td>PHI401</td>
<td>World Religions</td>
<td>ARH107, ENG101, and HUM100</td>
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<td>SOC301</td>
<td>Physical Anthropology</td>
<td>ENG101 and HUM100</td>
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<td>Course Code</td>
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<tr>
<td>ARH201</td>
<td>Renaissance &amp; Beyond</td>
<td>ARH107, ENG101 and HUM100</td>
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<td>Astronomy</td>
<td>ENG101, HUM100, and any lower level MAT course</td>
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<td>CHM201</td>
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<td>Non-Fiction Writing</td>
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<td>ENG491</td>
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<td>HIS331</td>
<td>Government &amp; Politics</td>
<td>ENG101 and HUM100</td>
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<td>HIS341</td>
<td>History of Popular Culture</td>
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<td>HUM312</td>
<td>Storytelling &amp; The Oral Tradition</td>
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<td>Magic &amp; Ritual</td>
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<td>PSY261</td>
<td>Psychology</td>
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<td>Developmental Psychology</td>
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<td>PSY321</td>
<td>Deviant Social Behavior</td>
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<td>PSY322</td>
<td>Forensic Psychology</td>
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<td>Social Cultural Expression</td>
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Note: All of these courses will not be offered each quarter. A list of potential offerings will be published prior to the registration session for the following quarter.
COURSE NUMBERING SYSTEM

The Art Institute of Tucson course codes consist 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 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. The only exception to this explanation is the developmental study class, DEV001 Developmental Composition. Based upon minimum admissions requirements and placement test scores, this course is designed to provide additional assistance to incoming students, in order to prepare them for college-level courses.

Course prefixes used at The Art Institute of Tucson

AD Advertising
AR Art Foundation
ARH Art History
AST Astronomy
BOT Botany
CA Media Arts & Animation
CG Computer Graphics
CHM Chemistry
COM Communications
CU Culinary Arts
DEV Developmental Studies
DF Digital Film
DM Digital Media Production
ECO Economics
ENG English
ENV Environmental Science
EX Externship
FD Fashion Design
FM Fashion Marketing
FND Foundations
FX Special Effects
GR Graphic Design
GWDA Graphic Web Design
HIS History
HUM Humanities
IM Web Design & Interactive Media
KIN Kinesiology
LIN Linguistics
MA Media Arts & Animation
MAT Mathematics
MW Multimedia & Web Design
PD Professional Development
PH Digital Photography
PHI Philosophy
PSY Psychology
SCI Science
SOC Sociology
VG Video Game
VP Video Production
WS Web Scripting
COURSE DESCRIPTIONS

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

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 learn 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 Fundamentals of Marketing
The course focuses on the use of marketing research as a tool for solving management problems. Students learn research planning and design, sampling, data collection methods (including the Web), data analysis methods, and communicating research results, among other topics.

AD341 BRAND STRATEGY & MARKETING
3 Credits
Prerequisites: MW125 Fundamentals of Marketing, or AD211 Fundamentals of Advertising or Academic Director Approval
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.

AD351 ART DIRECTION & THE CREATIVE PROCESS
3 Credits
Prerequisite: AD341 Brand Strategy & Marketing
This course examines the role of the Art Director in producing multi-faceted graphic design and electronic projects. Working in teams, students coordinate their creative efforts, from concept to finished output. Encouraging the team approach further enhances student leadership, communication, organization, and negotiation skills.

AD451 CONSUMER BEHAVIOR
3 Credits
Prerequisite: None
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.

AR101 FUNDAMENTALS OF 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.

AR111 FUNDAMENTALS OF DESIGN
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.

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/Corequisite: CG131 Image Manipulation
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.

AR141 ANALYSIS OF FORM
3 Credits
Prerequisite: AR101 Fundamentals of Drawing
Drawing skills are enhanced through the development of critical observation. Analyzing forms, including the human figure and complex three-dimensional environments, provides students with the ability to communicate visual concepts through drawing. Drawing techniques from the classical tradition to immediate personal expression will be studied.
AR161 LIFE DRAWING
3 Credits
Prerequisite: AR141 Analysis of Form
This course deals with the basic aspects of drawing in relation to the human figure. Through observation and application of the disciplines of line, form, and shape, interpretation of the human figure enhances the basic foundation of drawing and rendering skills.

AR181 COLOR THEORY
3 Credits
Prerequisite/Corequisite: AR111 Fundamentals of Design
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.

AR231 CREATIVE PHOTOGRAPHY
3 Credits
Prerequisite: AR131 Principles of Photography
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, as the images are finalized digitally.

AR360 ADVANCED LIFE DRAWING
3 Credits
Prerequisite: AR161 Life Drawing
This course deals with the advanced aspects of drawing in relation to the human figure. Through extended observation and application of the disciplines of line, form, shape, and the rendering of related color and value, critical interpretation of the human figure enhances life drawing and rendering skills.

AR107 ART HISTORY
4 Credits, General Education
Prerequisite: ENG101 English Composition
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.

AR201 RENAISSANCE & BEYOND
4 Credits, General Education
Prerequisites: AR107 Art History, ENG101 English Composition, and HUM100 Sensory Language & Culture
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.

AR221 AFRICAN-AMERICAN ART
3 Credits, General Education
Prerequisites: AR107 Art History, ENG101 English Composition, and HUM100 Sensory Language & Culture
This course presents selected topics on African Americans in the visual arts, including the history of African Americans’ achievements and struggles in the visual arts, and varied ways of thinking and writing about African Americans, art, and culture. Topics will include but are not limited to: African-American Folk Art and Slavery; African-American Art After Emancipation; African-American Art and the Harlem Renaissance; African-American Art and the Civil Rights Movement; African-American Women Artists; and collecting African-American Art.

AR311 19TH & 20TH CENTURY ART
3 Credits
Prerequisite: AR107 Art History, ENG101 English Composition, and HUM100 Sensory Language & Culture
Students study the macroscopic physical universe, including our planetary system, star systems and lifecycles, and theories of origin. Techniques of measurement, dating, and scale will be explored. Field trips may be included to enhance course material.

AST211 ASTRONOMY
4 Credits, General Education
Prerequisite: ENG101 English Composition, HUM100 Sensory Language & Culture, and MAT104 College Algebra
Students study the macroscopic physical universe, including our planetary system, star systems and lifecycles, and theories of origin. Techniques of measurement, dating, and scale will be explored. Field trips may be included to enhance course material.

CA231 ADVANCED ANIMATION DRAWING
3 Credits
Prerequisite: AR161 Life Drawing
Building on basic skills, this course will begin to explore advanced techniques for life drawings, both human and animal. Characterization will be reviewed. The principles of mime and choreography will be employed as character studies, and character model sheets will be developed. Backgrounds, special effects, and other drawings for animations will be examined through a variety of media.
CG131 IMAGE MANIPULATION
3 Credits
Prerequisite: None
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.

CG135 TRADITIONAL TYPOGRAPHY
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 while organizing visual space.

CG141 DIGITAL TYPOGRAPHY
3 Credits
Prerequisites: AR111 Fundamentals of Design or Academic Director Approval
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 Image Manipulation or CG131 Image Manipulation
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: CG131 Image Manipulation
Students will learn basic composition, structure, and properties of substances and investigate the transformations that occur within them. Consideration will be given to the classification of matter, Atomic Theory, stoichiometry, aqueous solutions, gases, liquids, solids, energy, electronic structure of atoms, chemical bonding, equilibrium, acid and bases, and thermodynamics.

COM201 SPEECH
4 Credits, General Education
Prerequisite: ENG101 English Composition and HUM100 Sensory Language & Culture or PHI201 Critical Thinking
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.

CU100 FUNDAMENTALS OF CLASSICAL TECHNIQUES
6 Credits
Co-requisite: CU110 Culinary Theories & Concepts
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.

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.
CU110 CULINARY THEORIES & CONCEPTS  
3 Credits  
Co-requisite: TAPS Completion or Current Certificate.  
The fundamental concepts, skills, and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, soups, thickening agents, the grand sauces, and emulsion sauces. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat, and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. 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.

CU124 INTRODUCTION TO BAKING & PASTRY TECHNIQUES  
6 Credits  
Co-requisite: TAPS Completion or Current Certificate  
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 dough’s, pie dough’s, 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. 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.

CU130 AMERICAN REGIONAL CUINESE  
6 Credits  
Prerequisites: CU100 Fundamentals of Classical Techniques, TAPS Completion or Current Certificate  
The knowledge learned in 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 classical French culinary techniques. Various wines and spirits are used as part of the curriculum. These products are tightly controlled and monitored in the storeroom and kitchen. Participation in this program may be limited by local drinking age requirements. Please contact your campus Dean for information.

CU135 LATIN CUINESE  
3 Credits  
Prerequisites: CU100 Fundamentals of Classical Techniques; TAPS Completion or Current Certificate  
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. 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.

CU201 GARDE MANGER  
6 Credits  
Prerequisites: CU100 Fundamentals of Classical Techniques; TAPS Completion or Current Certificate  
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 preparing a variety of sandwiches, presentation, and combination of salads are covered. Hors d’oeuvres will be introduced, including hot, cold, and canapés. The fine art of chaud-froid, and its use and importance are emphasized. This course also explores the making, presentation, and accompaniments of paté and terrines. Sausage-making and its importance are covered. Students will learn how to make galantines, ballontines, and mousses. 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.

CU209 ARTISAN BREADS & BAKING PRODUCTION  
6 Credits  
Prerequisites: CU124 Introduction to Baking & Pastry Techniques, TAPS Completion or Current Certificate  
This course provides the information, tools, and instruction to gain proficiency in the preparation of a variety of artisan breads. Emphasis will be placed upon learning to mix, ferment, shape, bake and store hand crafted breads. Students will focus on traditional fermentation, as well as the science and ingredients. Students learn assembly speed and to increase their proficiency in meeting production deadlines with quality products. 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.

CU165 KITCHEN MANAGEMENT & 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 foodservice 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: CU100 Fundamentals of Classical Techniques; TAPS Completion or Current Certificate  
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 preparing a variety of sandwiches, presentation, and combination of salads are covered. Hors d’oeuvres will be introduced, including hot, cold, and canapés. The fine art of chaud-froid, and its use and importance are emphasized. This course also explores the making, presentation, and accompaniments of paté and terrines. Sausage-making and its importance are covered. Students will learn how to make galantines, ballontines, and mousses. 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.

CU209 ARTISAN BREADS & BAKING PRODUCTION  
6 Credits  
Prerequisites: CU124 Introduction to Baking & Pastry Techniques, TAPS Completion or Current Certificate  
This course provides the information, tools, and instruction to gain proficiency in the preparation of a variety of artisan breads. Emphasis will be placed upon learning to mix, ferment, shape, bake and store hand crafted breads. Students will focus on traditional fermentation, as well as the science and ingredients. Students learn assembly speed and to increase their proficiency in meeting production deadlines with quality products. 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.

CU165 KITCHEN MANAGEMENT & 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 foodservice 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: CU100 Fundamentals of Classical Techniques; TAPS Completion or Current Certificate  
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 preparing a variety of sandwiches, presentation, and combination of salads are covered. Hors d’oeuvres will be introduced, including hot, cold, and canapés. The fine art of chaud-froid, and its use and importance are emphasized. This course also explores the making, presentation, and accompaniments of paté and terrines. Sausage-making and its importance are covered. Students will learn how to make galantines, ballontines, and mousses. 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.

CU209 ARTISAN BREADS & BAKING PRODUCTION  
6 Credits  
Prerequisites: CU124 Introduction to Baking & Pastry Techniques, TAPS Completion or Current Certificate  
This course provides the information, tools, and instruction to gain proficiency in the preparation of a variety of artisan breads. Emphasis will be placed upon learning to mix, ferment, shape, bake and store hand crafted breads. Students will focus on traditional fermentation, as well as the science and ingredients. Students learn assembly speed and to increase their proficiency in meeting production deadlines with quality products. 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.

CU165 KITCHEN MANAGEMENT & 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 foodservice 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.
CU219 EUROPEAN CAKES & TORTES
3 Credits
Prerequisites: CU124 Introduction to Baking & Pastry Techniques; TAPS Completion or Current Certificate
Students will build on competencies previously learned and apply those skills to new products to create more elaborate tortes and cakes using complex finishing methods such as applying glazes, using decorating sponges, and building multi-component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes, glazed, iced, molded, and cream-filled cakes, and bombes.
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.

CU234 CLASSICAL EUROPEAN CUISINE
3 Credits
Prerequisites: CU100 Fundamentals of Classical Techniques; TAPS Completion or Current Certificate
The preparation of classical recipes from France, Italy and Northern Europe will be applied, including cream and veloute soups, soups bound with pureed vegetables, rice, etc. Also included are classical sauces, vegetable cookery, potatoes, rice, and other starches. Entrée production and presentation will include meats, fish, and egg cookery. Pantry will encompass salads and vinaigrettes, single and composed salads.
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.

CU225 MANAGEMENT BY MENU
3 Credits
Prerequisites: 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 food service operation; menus are a planning tool, source of operational information, and a merchandising method for reaching patrons.

CU229 ADVANCED PATISSERIE & DISPLAY CAKES
6 Credits
Prerequisites: CU124 Introduction to Baking & Pastry Techniques; TAPS Completion or Current Certificate
This course explores the techniques of plated desserts and the theory behind building edible art for à la carte service, competition or banquet functions. Methods and procedures for producing high-quality specialty decorated cakes, as well as the design, assembly, and decoration of wedding cakes will be introduced.
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.

CU235 ASIAN CUISINE
3 Credits
Prerequisites: CU100 Fundamentals of Classical Techniques & CU110 Culinary Theory & Concepts
This course explores the culinary traditions of Asia. Cuisine and traditional recipes of China, Japan, Southeast Asia, and India are explored. Influence of Western techniques and cuisine are discussed. Achievement of nutritional balance in an Asian diet and a general introduction to Asian herbs and spices are included.
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.

CU240 A LA CARTE
6 Credits
Prerequisites: CU100 Fundamentals of Classical Techniques; Completion of TAPS or Current Certificate; CU130 American Regional Cuisine; CU124 Introduction to Baking and Pastry Techniques; CU255 Food & Beverage Operations Management
The students prepare modern and regional American cuisine in a public restaurant. Correct application of culinary skills, plate presentation, organization, and time in producing items off both a fixed-price menu and an à 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.
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.

CU249 SUSTAINABLE PURCHASING & 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 & BEVERAGE OPERATIONS MANAGEMENT
3 Credits
Prerequisite: None
Topics covered include the psychology of service, professional standards of performance for dining room personnel, the fundamental skills required for service-wared 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 foodservice establishment serving alcoholic beverages. Significant product knowledge orientation, as well as cost control and purchasing, production, and service issues are addressed. 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.

CU260 CULINARY CAPSTONE
3 Credits
Prerequisite: Academic Director/Advisor Approval
Through competencies developed with previous related studies course work, 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. 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.

CU271 ART CULINAIRE
6 Credits
Prerequisites: CU100 Fundamentals of Classical Techniques; CU124 Introduction to Baking & Pastry, CU130 American Regional Cuisine, , CU201 Garde Manger,
This course will emphasize new lifestyle trends in cuisine and healthy cooking. New developments in American regional and international cuisine will be explored. Culinary styles, restaurants, restaurateurs and chefs who are in the current industry spotlight will be discussed. The emphasis is on quality food preparation and timing. 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.

CU279 CHOCOLATE, CONFECTIONS, & CENTERPIECES
6 Credits
Prerequisites: CU124 Introduction to Baking & Pastry Techniques; TAPS Completion or Current Certificate
Students are introduced to the fundamental concepts, skills and techniques of chocolates and confections. Students are introduced to the basic techniques used to form simple centerpieces. Lectures and demonstrations teach chocolate tempering, candy production, and the rules that apply when creating centerpieces. 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.

CU305 MANAGERIAL ACCOUNTING
3 Credits
Prerequisite: MAT104 College Algebra
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.

CU309 ETIQUETTE FOR TODAY’S PROFESSIONAL
3 Credits
Prerequisite: CU165 Kitchen Management & Career Development
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 MANAGEMENT
3 Credits
Prerequisite: CU165 Kitchen Management & Career Development
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.
CU321 NUTRITIONAL COOKING  
3 Credits  
Prerequisites: CU240 A la Carte and SCI156 Nutritional Science  
The goal of this course is to provide the student with the knowledge and skill to prepare healthy, nutritious foods. The principles of planning and preparing well-balanced meals for the health conscious consumer are introduced. Special attention is given to alternative food selection for diet profiles. The foundations of these principles are the accepted USDA guidelines. The integrity of taste and presentation will always be the focus throughout the application of the disciplines of nutrition and cooking.

CU325 ADVANCED MENU DESIGN  
3 Credits  
Prerequisite: CU225 Management by Menu  
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.

CU347 FACILITIES MANAGEMENT & DESIGN  
3 Credits  
Prerequisite: None  
This course provides students with information related to hospitality facility design and maintenance. Foodservice layout and design is related to operating issues, new building construction, and renovations. Planning and design of facilities including equipment, space and functional relationships, cost and operating efficiencies; emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.

CU357 FOODSERVICE MARKETING  
3 Credits  
Prerequisite: None  
This course is an introduction to service marketing as applied to the Hospitality industry. This course will cover application of basic marketing concepts and research methods. Design and delivery of marketing components for a hospitality business will be covered. Topics 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 & ORGANIZATIONAL DEVELOPMENT  
3 Credits  
Prerequisite: CU165 Kitchen Management & Career Development  
Students examine leadership, organizational management and culture. The focus is 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: MAT104 Algebra  
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 & TRAINING  
3 Credits  
Prerequisite: CU255 Food & Beverage Operations Management  
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 & EVENT MANAGEMENT  
3 Credits  
Prerequisite: None  
This course introduces students to the fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding the catering’s role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work. 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.

CU412 SENIOR LIVING & SPECIAL NEEDS  
3 Credits  
Prerequisite: CU260 Culinary Capstone  
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 & PUBLIC RELATIONS  
3 Credits  
Prerequisite: CU260 Culinary Capstone  
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 Art Culinaire
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 WINE & THE CULINARY ARTS
3 Credits
Prerequisite: CU255 Food and Beverage Operations Management
This class provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varieties that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles and quality levels of wine. Students will become familiar with the world’s most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food.

Participation in this program may be limited by state drinking age requirements. Please contact local school for information.
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.

CU450 INNOVATION & ENTREPRENEURSHIP
3 Credits
Prerequisite: Academic Director/Advisor Approval
This course provides an introductory overview of the knowledge and skills needed for entrepreneurship. The course offers students a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial opportunities that can be applied to their own interests. Topics include: how entrepreneurs find, screen, and evaluate ideas and new business opportunities. Creativity: Imagination, ingenuity; the ability to create; the act of relating previously unrelated things; the application of a person’s mental ability and curiosity to discover something new. Innovation: The introduction of something new; the development of new processes, methods, devices, products, and services for use by oneself and/or others.

CU480 VITICULTURE & VINIFICATION I
3 Credits
Prerequisite: CU255 Food and Beverage Operations Management
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 & VINIFICATION II
3 Credits
Prerequisite: CU255 Food and Beverage Operations Management
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 & EMERGING REGIONS
3 Credits
Prerequisite: CU255 Food and Beverage Operations Management
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: Academic Director/Advisor Approval
This course is intended to be a practical capstone for the culinary arts curriculum, drawing on the majority of disciplines presented earlier in the program. In this class, students will plan, organize, and execute functions that will be booked and/or sold to the public. Students, in effect, will experience the necessary functions of opening their own restaurant. 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.

CU490 GLOBAL MANAGEMENT & OPERATIONS
3 Credits
Prerequisites: Academic Director/Advisor Approval
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: CU165 Kitchen Management & Career Development
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
3 Credits
Prerequisite: Academic Director/Advisor Approval
Through competencies developed with previous related studies course work, students will develop a business plan for a minimum 100-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.

DEV001 DEVELOPMENTAL COMPOSITION
3 Credits
Entry into this class is through placement examination. Students may take this class up to three times. DEV001 credits do not apply toward a degree. Developmental/Transitional. This course emphasizes the skills needed to produce clear, competent English prose. Coursework concentrates on basic paragraph writing with its attendant skills: sentence structure, spelling, subject/verb agreement, pronoun/antecedent agreement, punctuation, and correct verb tense. A cross-curricular focus will be encouraged, along with the use of appropriate computer-assisted instruction in the lab.

DF101 TOOLS, TECHNOLOGY & TERMINOLOGY
3 Credits
Prerequisite: None
This course discusses and identifies the different tools, technology, and resources available to a digital filmmaker during preproduction, 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 Video Camera & Lighting Techniques
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 Video Camera & Lighting Techniques
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 field lighting with portable light kits and reflectors to light people and objects in a variety of situations. The basic differences between field lighting equipment and studio lighting will also be covered.

DF141 FUNDAMENTALS OF EDITING
3 Credits
Prerequisite: VP111 Video Camera & Lighting Techniques
Co-Requisite: DF121 Intermediate Video Production
Students are introduced to various editing processes including cuts-only, A/B roll, 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 Intermediate Video Production and DF211 Fundamentals of Editing
This course explores online editing including A/B roll, SMPTE time code, video effects, audio mastering, and character 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.

DF217 DIGITAL CINEMATOGRAPHY
3 Credits
Prerequisite: DF121 Intermediate Video Production
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 Fundamentals of Lighting
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.

DF250 MULTI-CAMERA PRODUCTION
3 Credits
Prerequisite: DF121 Intermediate Video Production
Synchronizing multiple cameras and equipment, students work in teams to execute a production, typically of a live performance or function. The emphasis is placed on operating multiple pieces of equipment simultaneously and working as a production team.

DF251 ELECTRONIC FIELD PRODUCTION
3 Credits
Prerequisite: VP111 Video Camera & Lighting Techniques
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 & 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 & CRITICISM
3 Credits
Prerequisite: DF271 History of Film & Media
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: Academic Director 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. 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 Intermediate Editing
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 Electronic Field Production
This course challenges students to produce Documentary-style video presentations utilizing research, writing, storyboard, production, and post-production skills peculiar 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.

DF350 SCREENWRITING
3 Credits
Prerequisite: MA210 Conceptual Storytelling
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 Senior Project: Pre-production
This course continues the three-quarter long comprehensive project begun in 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 Senior Project: Production
This course concludes the three-quarter long comprehensive project begun in Senior Project: Pre-Production and created in Senior Project: Production. Students will employ cumulative skills to post-produce a significant, sophisticated digital film in a chosen genre.

DF421 SENIOR PORTFOLIO & DEFENSE
3 Credits
Prerequisite: DF420 Portfolio Preparation
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. Emphasis is placed on the creation of a demo tape and/or portfolio book.

DF420 PORTFOLIO PREPARATION
3 Credits
Prerequisite: Academic Director Approval
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. Emphasis is placed on the creation of a demo tape and/or portfolio book.

DF430 MEDIA DELIVERY & DISTRIBUTION
3 Credits
Prerequisite: DM341 Media Compositing
This course addresses the end part of digital filmmaking and video production—delivery and distribution. Students will study a variety of delivery methods and systems, and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods, and evaluate the relative efficiency, cost, and effectiveness of each.

DM111 SOUND DESIGN
3 Credits
Prerequisite: VP115 Introduction to Audio
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.
DM331 SHORT-FORM MEDIA PRODUCTION
3 Credits
Prerequisite: Academic Director Approval
This course discusses short form as a genre of media production, and its features in subject matter and style. Students learn to produce short-form news, information, and dramatic content for broadband delivery.

DM332 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.

DM334 MEDIA COMPOSING
3 Credits
Prerequisite: CG231 Digital Audio/Video
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.

DM335 PRODUCTION DESIGN
3 Credits
Prerequisites: VP161 Pre-Production
This course is designed to help students create the overall “look” of 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.

DM331 MEDIA DESIGN WORKSHOP
3 Credits
Prerequisite: DM331 Short Form Media Production
Working in production teams, students in this workshop class will deal with real clients, typically representatives of 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.

ECO231 ECONOMICS
4 Credits, General Education
Prerequisite: MAT104 College Algebra
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.

ENG101 ENGLISH COMPOSITION
4 Credits, General Education
Prerequisite: Developmental or satisfactory score on Institute placement exam
This course emphasizes the planning, writing, and revision of compositions, including the development of critical and logical thinking skills. Essays demonstrate expressive and informative writing, as well as analytical, evaluative, and persuasive writing.

ENG291 NON-FICTION WRITING
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

ENG321 WORLD LITERATURE
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course expands and refines the objectives of English Composition. It emphasizes critical- and logical-thinking skills, reading comprehension, problem definition, research strategies, as well as analytical, evaluative, and/or persuasive writing.

ENG322 LITERATURE
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course emphasizes the examination of various literary selections. Topics include the short story, poetry, plays, and the novel. Critical analysis of texts will be accomplished through discussion, essays, and research of literary topics, authors, and selections.

ENG326 CONSTRUCTION OF A MYSTERY
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course is designed to investigate the elements and principles of building the effective “who-, what- and why-dunnit.” It trains the student sleuth in the methods of mystery construction and deconstruction. Not only will the student hone practical writing abilities and learn applicable formulae of the medium, but he/she will also be introduced to the methods of investigation used by professionals in solving some of the great mysteries of our time.

ENG331 JOURNALISM
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course will give students a foundation in the skills and concepts of journalism, including reporting, writing, editing, design, and ethics for print and electronic media. Students will focus on the philosophy of ethical journalism and its function in society. Students will build teamwork, writing, and analytical skills, while gaining a greater understanding of the structural and business aspects of journalism.

ENG400 SCIENCE FICTION LITERATURE
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course is designed to examine the genre of science fiction writing. Through a varied selection of science fiction short stories, students will read and critically analyze the creative process and uses of this specialized style of writing.
ENG401 CREATIVE WRITING
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
In this course, students will address the technical components and structure of the creative writing process, from the stimulation of imagination through the final editing stages. Formality and aesthetics will be combined in the creation of original works using various formats. Workshops, including discussion, interpretation, and creative and critical written response, are emphasized.

ENG411 THE NOVEL
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

ENV411 ENVIRONMENTAL SCIENCE
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture, PHI201 Critical Thinking
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 the 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.

EX301 EXTERNSHIP
3 Credits
Prerequisite: Academic Director Approval
Students in the Graphic Design Associate of Applied Science program may choose as an elective to participate in an externship program 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 Directors, and evaluated by Faculty Advisors, the experience enhances the student’s overall understanding of his/her chosen field. Hours Required: 90

EX400 EXTERNSHIP
3 Credits
Prerequisite: Academic Director Approval.
Students in a bachelor's program may choose as an elective to participate in an externship program 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 Directors, and evaluated by Faculty Advisors, the experience enhances the student’s overall understanding of his/her chosen field.

EX401 MANAGEMENT EXTERNSHIP
3 Credits
Prerequisites: Academic Director/Advisor Approval
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.

FD101 DRAPING
3 Credits
Prerequisite: FD121 Fundamentals of Construction
Students are introduced to the proper method of 3D patternmaking, allowing for the free accurate expression of the design concept. Proportion, line, grain and fit are analyzed in this laboratory class.

FD121 FUNDAMENTALS OF CONSTRUCTION
3 Credits
Prerequisite: None
In this course, students will analyze construction standards and techniques as applied to the apparel industry. A foundation will be formed upon which students may build.

FD123 HISTORY OF FASHION I
3 Credits
Prerequisite: None
The study of the development of clothing from ancient times to the 17th century. Research project of costume will be done for a production.

FD125 FASHION ILLUSTRATION
3 Credits
Prerequisite/Co-requisite: AR101 Fundamentals of Drawing
In this course, students will demonstrate a working knowledge of media and techniques used in rendering the fashion proportion and look. It includes fabric and texture rendering.

FD127 INTRODUCTION TO THE FASHION INDUSTRY
3 Credits
Prerequisite: None
This course is an introduction to the apparel industry. Students will learn how the industry operates with regard to the creation, production and marketing of apparel.
FD131 FUNDAMENTALS OF PATTERNMAKING
3 Credits
Prerequisite: FD121 Fundamentals of Construction
This course provides an introduction to mastering the basic techniques in patternmaking that include measurement taking, pattern drafting and pattern manipulation.

FD133 HISTORY OF FASHION II
3 Credits
Prerequisite: None
The study of the development of clothing from the 17th century to the present. Costume research project will be done for a production.

FD135 ADVANCED FASHION ILLUSTRATION
3 Credits
Prerequisite: FD125 Fashion Illustration
In this course, advanced illustration techniques are applied toward development of a personal style in fabric and texture rendering of the fashion figure.

FD137 APPAREL MARKETING
3 Credits
Prerequisite: FD127 Introduction to the Fashion Industry
This course analyzes current market offerings in the apparel industry and develops systems for market research. Students will investigate, compare and contrast garment resources and samples. They will develop product knowledge, select resources and apply research information to product lines. Retail and wholesale markets will be studied.

FD211 INTERMEDIATE PATTERNMAKING
3 Credits
Prerequisite: FD131 Fundamentals of Patternmaking
This course continues to build on mastering the techniques of patternmaking. The students will study the different components that make a garment and construct muslin samples.

FD215 INTERMEDIATE CONSTRUCTION
3 Credits
Prerequisite: FD121 Fundamentals of Construction
In this course, students will continue to build on their basic construction standards and techniques as applied to the apparel industry. The students will become familiar with industrial sewing equipment and its applications.

FD217 MANUFACTURING CONCEPTS
3 Credits
Prerequisite: FD127 Introduction to the Fashion Industry
The purpose of this course is to introduce and communicate manufacturing processes. Students will develop a working knowledge of terms and methods.

FD221 PATTERN DETAILS
3 Credits
Prerequisite: FD211 Intermediate Patternmaking
In this course, flat pattern techniques are taught in accordance with the approved garment trade practices. Students will be drafting complex garment components and muslin samples.

FD223 TRENDS & CONCEPTS IN APPAREL MARKETING
3 Credits
Prerequisite: FD127 Introduction to the Fashion Industry
This course is a comprehensive study of trend forecasting, including the examination of social issues, demographics and historical factors that affect the fashion and related industries.

FD225 TEXTILES
3 Credits
Prerequisite: None
This course will enable students to identify the major categories of textiles, including knits and wovens. There is special emphasis on textile terminology, fiber identification, and appropriate textile selection for a variety of end uses, including apparel and home furnishings. Students will be introduced to the regulations and laws that apply to the textile and apparel industry. They will research and source textile manufacturers and mills relevant to product development.

FD227 TECHNICAL DRAWING
3 Credits
Prerequisite: None
This course covers the manual, mechanical and computerization of technical sketching with an emphasis on flat garment drawing for specification sheets.

FD231 APPLIED CONSTRUCTION
3 Credits
Prerequisite: FD215 Intermediate Construction
In this course, students will demonstrate a working knowledge of basic and advanced construction techniques as they apply to complex garments.

FD233 BASIC BODICE
3 Credits
Prerequisites: FD211 Intermediate Patternmaking and FD215 Intermediate Construction
The development of basic block patterns for industry standards as well as individuals.

FD235 COMPUTER DESIGN
3 Credits
Prerequisite: FD227 Technical Drawing
In this course, the use of computer design software as used in garment and textile production is emphasized. Students develop their own textiles and draping solutions as related to the design industry.

FD237 COMPUTERIZED PATTERNMAKING
3 Credits
Prerequisite: FD221 Pattern Details
In this course, students further develop patternmaking skills using industry-specific Computer-Aided Design programs. Computer patternmaking tools, input and output devices are used in a laboratory setting.
FD240 PRODUCTION PROCESSES  
3 Credits  
Prerequisites: FD221 Pattern Details and FD231 Applied Construction  
Students further explore manufacturing systems with the application of industry-specific CAD software. The interrelationship between budget and production is examined with the production of markers for various garment lines.

FD277 COMPUTERIZED GRADING & MARKERS  
3 Credits  
Prerequisite: FD237 Computerized Patternmaking  
In this course, students use industry-specific computer design software in creating grade rule tables to grade various patterns. They then use these patterns in a computerized marker program following specific parameters.

FD287 FASHION SHOW PRODUCTION  
3 Credits  
Prerequisite: FD127 Introduction to the Fashion Industry  
In this course, the students will work as a team to produce a fashion show. They will cover all aspects of the production and management of the show.

FD313 CONCEPT & LINE DEVELOPMENT  
3 Credits  
Prerequisites: FD223 Trends & Concepts in Apparel Marketing and FD227 Technical Drawing  
In this course, students explore specialty design areas through research, analysis and forecasting. Advanced design skills are applied through hand rendering skills. Includes the production of portfolio-quality concept boards.

FD315 SURFACE DESIGN  
3 Credits  
Prerequisite: None  
In this course, the students study textile design as related to the garment and textile industry. Students develop and implement designs using a variety of dyeing and printed techniques. This course covers the creation of prints on paper using a variety of techniques. Students will apply their designs on fabric using block printing, resist techniques and painting.

FD325 SURFACE DESIGN – SCREEN PRINTING  
3 Credits  
Prerequisite: None  
Students will be introduced to screen printing on textiles, including photo silkscreen, and will apply their designs to fabric. Students will use the computer to prepare color separations for their screens.

FD327 APPLIED COMPUTER DESIGN  
3 Credits  
Prerequisite: FD235 Computer Design  
This course concentrates on industry professional visual presentations. Students will use advanced computer design skills and a range of industry standard software. Compiling, concept storyboards, image development for wholesale and retail, in print, email attachments, CD-ROMs, and Web are developed.

FD331 ADVANCED DRAPING  
3 Credits  
Prerequisites: FD101 Draping & FD215 Intermediate Construction  
Advanced study of direct fabric manipulation on the form. More complex 3D patternmaking will be studied. Students will be working with a variety of fabric.

FD335 SURFACE DESIGN – KNITS  
3 Credits  
Prerequisite: FD235 Computer Design  
In this course, students study the computer design of textiles for knitwear. Techniques of knitwear and production are stressed.

FD337 CURRENT DESIGNERS  
3 Credits  
Prerequisite: None  
The study of the design characteristics, contemporary markets, and lifestyles of leading designers.

FD399 INTERNSHIP I  
3 Credits  
Prerequisite: Academic Department Director Approval  
Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. Hours Required: 90

FD413 DESIGN SPECIALTIES – COUTURE  
3 Credits  
Prerequisite: Academic Department Director Approval  
The focus of this course is to develop an awareness of the couture market. Students will learn to work with specialized clients and specialty designs. The focus will be on the areas of active and formal wear.

FD415 SURFACE DESIGN – WOVENS  
3 Credits  
Prerequisite: FD235 Computer Design  
Use of computer design software to develop textiles for manufacturers. Complete boards, catalogs, and searching are developed.

FD421 COSTUME SPECIALTIES  
3 Credits  
Prerequisite: Academic Department Director Approval  
This course concentrates on costume design and production costuming. The student will be challenged to develop creative forms while maintaining the ability to move, dance, and perform. This course will include masks and headdresses, as well as full body costumes. An examination of various theatrical costume construction materials will be covered, such as fiberglass, foam, leather, thermoplastics, basic millinery techniques, wire frame, felt hats, and finishing techniques.
FD427 PRODUCTION SYSTEMS
3 Credits
Prerequisite: Academic Department Director Approval
This course presents an in-depth study of apparel production processes from design concept to finished product. Students will develop costing and industry specification and standards for a given product.

FD431 COSTUME DESIGN & PRODUCTION
3 Credits
Prerequisite: Academic Department Director Approval
This course focuses on total project management. Students will work in a team environment to produce an assigned performance production. The directorial and collaborative problems of arriving at a production concept, up to and including fully realized design documentation and costumes, is emphasized through this project.

FD435 PRODUCT DEVELOPMENT
3 Credits
Prerequisite: Academic Department Director Approval
Students implement design concepts to product completion. Specific target markets, industry standards, and manufacturing sources are analyzed.

FD497 PORTFOLIO
3 Credits
Prerequisite: Academic Department Director Approval
This course focuses on the completion of a student's portfolio and enables the student to begin their career search. Students will present work for the portfolio and will review and determine the quality of the work and make any enhancements necessary. The student will also complete a professional resume and extensive job search.

FM100 SURVEY OF THE FASHION INDUSTRY
3 Credits
Prerequisite: None
An overview of the fashion industry including design, production, and marketing of women’s, men’s, and children’s fashions, from the development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

FM111 TRENDS & CONCEPTS IN APPAREL
3 Credits
Prerequisite: FM100 Survey of the Fashion Industry or Academic Director Approval
A comprehensive study of trend forecasting, demographics, and social issues that affect fashion and related industries. Students will analyze the importance of clothing with an emphasis on the twentieth century.

FM114 COSTUME HISTORY
3 Credits
Prerequisite: None
This course covers historic, national, and cultural themes in costume and fashion from ancient to modern times.

FM120 COST & LINE SPECIFICATIONS
3 Credits
Prerequisite: None
Develop costing and industry specifications and standards for given products. Production methods, materials and labor are analyzed to develop product costs.

FM203 MARKETING SEMINAR
3 Credits
Prerequisite: MW125 Fundamentals of Marketing
This course will consider advanced marketing issues and applications of those issues using team problem-solving skills.

FM211 TEXTILES
3 Credits
Prerequisite: None
This course explores natural and synthetic fibers, their production uses, and characteristics. Content includes discussion of yarns, fabrics, design methods, aesthetic applications, and ordering specifications.

FM220 COST & LINE SPECIFICATIONS
3 Credits
Prerequisite: None
An advanced course in marketing that focuses on the advantages, and opportunities of creative partnering. Students draw on competencies of earlier classes to develop innovative cooperative marketing strategies and programs.

FM221 MARKETING DEVELOPMENT
3 Credits
Prerequisite: MW125 Fundamentals of Marketing
An advanced course in marketing that focuses on the advantages, and opportunities of creative partnering. Students draw on competencies of earlier classes to develop innovative cooperative marketing strategies and programs.

FM222 TARIFF, TRADE, & RESOURCING
3 Credits
Prerequisite: None
Students examine basic policies of import/export trade regulations, tariff laws, and the enforcement of quotas. Current world trade disputes, and the United States import/export policies are studied from the perspective of the manufacturer and retailer.
FM223 GLOBAL MARKETING
3 Credits
Prerequisite: None
A practicum in cultural understanding and appreciation for international business practices. Student will consider the importance of cultural self-awareness as well as verbal and non-verbal communications in cross cultural business settings.

FM224 VISUAL TECHNIQUES & DESIGN I
3 Credits
Prerequisite: None
This survey course explores creative and technical approaches to window and interior store displays. Students work in a laboratory setting, creating three-dimensional displays as they familiarize themselves with standard innovative techniques.

FM225 APPAREL EVALUATION & CONSTRUCTION
3 Credits
Prerequisite: FM211 Textiles
This course analyzes construction standards and techniques used in the ready-to-wear market. Research serves as the foundation for developing skills in garment specifications, assembly, and finishing.

FM260 RETAIL BUYING I
3 Credits
Prerequisite: MAT104 College Algebra or Academic Director Approval
This course provides a foundation for the study of retail buying. Theories are analyzed through the study of merchandise classifications and the calculation of open-to-buys.

FM301 INVENTORY AND STOCK CONTROL
3 Credits
Prerequisite: None
An advanced course in the study of stock control and managing open-to-buys, which provides a practicum in buying, utilizing computer spreadsheets for data analysis.

FM303 HUMAN RESOURCES MANAGEMENT
3 Credits
Prerequisite: PD201 Fundamentals of Business
This course provides a complete, comprehensive review of essential personnel management concepts and techniques.

FM321 TEXTILES II
3 Credits
Prerequisite: FM211 Textiles
This course explores textile dyeing, printing and finishing. Content includes discussion of dyeing, printing and finishing methods, aesthetic applications, and ordering specifications. Care and maintenance of these items are also analyzed.

FM324 VISUAL TECHNIQUES & DESIGN II
3 Credits
Prerequisite: FM224 Visual Techniques & Design I
Students work in a laboratory setting to continue the development of their skills and understanding of the three dimensional selling tool of display.

FM332 IN-HOUSE PROMOTIONS
3 Credits
Prerequisite: None
Students develop an understanding of retail special events requiring the planning and implementation of an actual event.

FM334 PROFESSIONAL SELLING
3 Credits
Prerequisite: None
This course will focus on the application of professional selling and sales management techniques to real life situations. The emphasis is placed on selling products and services outside of the retail store arena.

FM340 HOME FURNISHINGS MARKETING
3 Credits
Prerequisite: FM100 Survey of the Fashion Industry and FM211 Textiles
This course will introduce the student to the home furnishings industry. Various categories of home furnishings, as well as the materials used in their construction and manufacture, will be explored.

FM350 ENTREPRENEURSHIP
3 Credits
Prerequisite: PD201 Fundamentals of Business
Students explore innovation and rapid change as they relate to the entrepreneur. Discussion includes issues regarding financial, behavioral organizational and marketing challenges facing emerging enterprises. Students create a business plan for the start-up of a new fashion related company, product or service. Special emphasis is placed on the disciplines of planning that are vital to individual success.

FM355 ACCESSORIES
3 Credits
Prerequisites: FM100 Survey of the Fashion Industry and FM211 Textiles
This course will introduce the student to the fashion accessories industry. Various categories of fashion accessories, as well as the materials used in their construction and manufacture, will be explored.

FM360 RETAIL BUYING II
3 Credits
Prerequisite: FM260 Retailing Buying I
A continuation of Retail Buying I, this course will study the process of buying merchandise and transacting business with suppliers and the supply chain. This course will also introduce global issues that impact buying trends and cycles.

FM400 PRODUCT DEVELOPMENT
3 Credits
Prerequisite: None
Students will take product from concept to marketplace, researching materials and analyzing trends for the development of probate label merchandise. Prototypes are developed; manufacturing and budgetary issues are analyzed.
FM401 CATALOG DEVELOPMENT
3 Credits
Prerequisites: CG131 Image Manipulation and CG141 Digital Typography
With concentration in catalog development, students will also explore other forms of non-store retailing such as electronic retailing, direct mail, multi-level marketing, telemarketing and the Internet.

FM402 RETAIL STORE MANAGEMENT
3 Credits
Prerequisite: None
Students explore retail store planning and space management including merchandising, fixture selection, budgeting, and site selection.

FM450 SPECIAL TOPICS IN FASHION MARKETING
3 Credits
Prerequisite: Academic Director Approval
This course allows the student to select and pursue special topics in fashion marketing and merchandising. The student will be exposed to the various applications of fashion marketing and apply their skills to chosen topics.

FM490 FUTURE TRENDS IN FASHION MARKETING
3 Credits
Prerequisite: Academic Director Approval
Rapidly evolving fashion styles and demands dictate continual research of the past and present in order to predict future trends. Students will examine marketing and merchandising trends as well as experiment with futuristic scenarios in preparation for entry into the fashion marketing industry.

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

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

FND135 IMAGE MANIPULATION
3 Credits
Prerequisite: FND105 Design Fundamentals
In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software, related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning and output.

FND150 DIGITAL COLOR THEORY
3 Credits
Prerequisite: None
Introduction to the principles of color and an exploration of color theory as it relates to media.

FX231 STORYBOARDING
3 Credits
Prerequisite: AR101 Fundamentals of Drawing or AR121 Perspective
This course focuses on planning for complex layered composites. Students will apply industry-standard storyboarding and scripting techniques to visual effects. Contents to be covered include purposes and formats of storyboards, basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script.

FX351 ADVANCED SOUND DESIGN
3 Credits
Prerequisite: DM111 Sound Design
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 are covered in this class.

FX391 INTERACTIVE VISUAL DESIGN
3 Credits
Prerequisite: MA295 Digital Design & Motion
Interactive Visual Design is a mastery level course encompassing broadcast design skills and information architecture as utilized in convergence media.

GR112 LAYOUT DESIGN
3 Credits
Prerequisite/Co-Requisite: AR101 Fundamentals of Drawing and CG135 Traditional Typography
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 roughs to comprehensives, layout, and the use of grid systems for multi-component layouts.

GR121 GRAPHIC SYMBOLISM
3 Credits
Prerequisite: CG135 Traditional Typography, CG141 Digital Typography, GR112 Layout Design, or GR221 Digital Layout
This course trains the student to communicate in symbolic terms. It focuses on the understanding of symbols and their relationship to society through research of historical and current symbols. Highly simplified images, abstract shapes, and typography are used in the development of trademarks, logos, and pictograms.

GR211 PROMOTIONAL CAMPAIGN
3 Credits
Prerequisites or Concurrent: CG141 Digital Typography
Conceptualization and development of a promotional campaign including logo, letterhead, brochure, and direct mail pieces are emphasized in this class. Students will demonstrate the ability to design supporting pieces for advertising graphics application.

GR212 PRINT PRODUCTION
3 Credits
Prerequisites: GR221 Digital Layout and AR111 Fundamentals of Design,
This course will provide training in print production technology. An examination of technology and procedures will include budget, estimating, scheduling, and the trafficking of projects. Also included will be a study of inks, papers, finishing methods, and other unique considerations of print production.
GR221 DIGITAL LAYOUT
3 Credits
Prerequisites: CG135 Traditional Typography and GR112 Layout Design or Academic Director 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/Co-Requisite: GWDA222 Intermediate Layout Design or Academic Director 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.

GR242 ADVANCED ILLUSTRATION
3 Credits
Prerequisites: CG131 Image Manipulation or Academic Director Approval
This course will enhance illustrative skill by combining traditional illustration concepts with computer technology. An exploration of various techniques will enable the generation and manipulation of illustrated images for commercial applications.

GR251 VISUAL INDICATION
3 Credits
Prerequisite/Co-Requisite: GR271 Digital Grid Systems
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 artist and the client. Techniques with a variety of media will be refined.

GR271 DIGITAL GRID SYSTEMS
3 Credits
Prerequisites: CG131 Image Manipulation, CG141 Digital Typography, and GR221 Digital Layout
This course studies modern computer and pre-press techniques. Students will be able to successfully integrate graphics software for reproduction purposes.

GR281 DIGITAL PRE-PRESS
3 Credits
Prerequisite: GR271 Digital Grid Systems
This course will provide advanced training in electronic pre-press. An examination of specific processes, software applications, and output devices will culminate in the latest preparation methods for commercial reproduction.

GR295 PORTFOLIO I
3 Credits
Prerequisite: Academic Director Approval
This course prepares students for the transition to the professional world. This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources.

GR351 ENVIRONMENTAL GRAPHICS
3 Credits
Prerequisite: GR271 Digital Grid or Academic Director Approval
Graphic design principles will be applied to the development of three-dimensional and identity graphics. This course will explore materials, processes, and industry guidelines for a variety of directional design treatments.

GR395 PORTFOLIO II
3 Credits
Prerequisite/Co-Requisite: PD405 Project Preparation
Students select an area to research and design their portfolio projects. The emphasis is on quantitative and qualitative research, scheduling of the project, methods of presentation, and qualitative results. Additionally, students will prepare, present, and defend a project suitable for professional presentation.

GWDA101 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.

GWDA102 RAPID VISUALIZATION
3 Credits
Prerequisite: FND110 Observational Drawing
This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.
GWDA103 DIGITAL ILLUSTRATION
3 Credits
Prerequisite: FND110 Observational Drawing
This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

GWDA105 CONCEPT DESIGN
3 Credits
Prerequisite: GWDA111 Introduction to Layout Design
This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement.

GWDA111 INTRODUCTION TO LAYOUT DESIGN
3 Credits
Prerequisite or corequisite: FND135 Image Manipulation
This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts.

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

GWDA113 FUNDAMENTALS OF WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA101 Applications and Industry
Design, develop, and upload a simple web site using HTML and basic CSS. Web site production concepts such as naming conventions, file organization, and optimization are also covered.

GWDA122 TYPOGRAPHY-HIERARCHY
3 Credits
Prerequisite: GWDA112 Typography-Traditional
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 hierachal skills.

GWDA123 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.

GWDA132 INFORMATION ARCHITECTURE
3 Credits
Prerequisite: GWDA101 Applications & Industry
An examination of content structures, navigation paths, and asset organization.

GWDA201 AUDIO & VIDEO
3 Credits
Prerequisite: GWDA105 Concept Design
Develop editing skills while communicating messages and telling stories through the introduction of various media and technology.

GWDA202 INTERFACE DESIGN
3 Credits
Prerequisite: GWDA111 Introduction to Layout Design
An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces.

GWDA203 PRE-PRESS AND PRODUCTION
3 Credits
Prerequisite: GWDA222 Intermediate Layout Design
This course prepares students for 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.

GWDA207 DESIGN HISTORY
3 Credits
Prerequisite: GWDA222 Intermediate Layout Design
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.

GWDA209 PORTFOLIO I
3 Credits
Prerequisite: GWDA273 Intermediate Web Design and permission of Academic Department Director
This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.
GWDA212 TYPOGRAPHY EXPRESSIVE & EXPERIMENTAL
3 Credits
Prerequisite: GWDA122 Typography
Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools.

GWDA213 TIMELINE ANIMATION & INTERACTION
3 Credits
Prerequisite: FND135 Image Manipulation
Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding.

GWDA222 INTERMEDIATE LAYOUT DESIGN
3 Credits
Prerequisite: GWDA111 Introduction to Layout Design
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.

GWDA223 INTERMEDIATE WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA113 Fundamentals of Web Page Scripting
An exploration of methods for styling websites and creating various 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.

GWDA224 GRAPHIC SYMBOLISM
3 Credits
Prerequisite: GWDA133 Fundamentals of Typography
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.

GWDA225 ADVANCED WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA224 Graphic Symbolism
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.

GWDA242 GRAPHIC SYMBOLISM
3 Credits
Prerequisite: GWDA133 Fundamentals of Typography
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.

GWDA226 FORM AND SPACE
3 Credits
Prerequisite: FND105 Design Fundamentals
Form and Space involves the formal understanding and manipulation of the basic organizing principles of the 3 dimensional worlds. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation.

GWDA227 INTERMEDIATE WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA226 Form and Space
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.

GWDA228 ADVANCED LAYOUT DESIGN
3 Credits
Prerequisite: GWDA227 Intermediate Layout Design
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.

GWDA229 AUTHORING FOR INTERACTION
3 Credits
Prerequisite: GWDA228 Advanced Layout Design
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.

GWDA230 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA229 Authoring for Interaction
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.

GWDA231 OBJECT ORIENTED SCRIPTING
3 Credits
Prerequisite: GWDA227 Intermediate Layout Design
Students combine experience and design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWDA232 ADVANCED LAYOUT DESIGN
3 Credits
Prerequisite: GWDA228 Advanced Layout Design
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.

GWDA233 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA232 Form and Space
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.

GWDA234 ADVANCED WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA223 Advanced Web Page Scripting
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.

GWDA235 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA229 Authoring for Interaction
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.

GWDA236 WEB STANDARDS
3 Credits
Prerequisite: GWDA235 Business of Graphic Design
Web Standards and Web Accessibility for Code and Content
This course is structured to investigate the emerging business topics and wide ranges of both traditional and emerging business topics and wide ranges of both traditional and emerging business topics. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

GWDA237 PACKAGE DESIGN
3 Credits
Prerequisite: GWDA236 Web Standards
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.

GWDA238 ADVANCED LAYOUT DESIGN
3 Credits
Prerequisite: GWDA237 Package Design
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.

GWDA239 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA238 Advanced Layout Design
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.

GWDA240 OBJECT ORIENTED SCRIPTING
3 Credits
Prerequisite: GWDA239 Business of Graphic Design
Students combine experience and design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWDA241 ADVANCED WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA230 Business of Graphic Design
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.

GWDA242 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA241 Advanced Web Page Scripting
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.

GWDA243 OBJECT ORIENTED SCRIPTING
3 Credits
Prerequisite: GWDA242 Business of Graphic Design
Students combine experience and design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWDA244 ADVANCED WEB PAGE SCRIPTING
3 Credits
Prerequisite: GWDA243 Object Oriented Scripting
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.

GWDA245 BUSINESS OF GRAPHIC DESIGN
3 Credits
Prerequisite: GWDA244 Advanced Web Page Scripting
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.
GWDA272 CORPORATE IDENTITY  
3 Credits  
**Prerequisite: GWDA111 Introduction to Layout Design**  
Development of comprehensive corporate identity systems as well as additional business collateral.

GWDA282 COLLATERAL DESIGN  
3 Credits  
**Prerequisite: GWDA242 Graphic Symbolism**  
The role of graphic design in collateral materials will be introduced and explored; such as brochures, billboards, posters, point of sale materials, direct mail pieces, sales promotion materials, etc.

GWDA292 EXPERIENCE DESIGN  
3 Credits  
**Prerequisite: GWDA202 Interface Design**  
An examination of user-centered experience and its relationship to information architecture, interface design, and usability.

GWDA302 INFORMATION DESIGN  
3 Credits  
**Prerequisite: GWDA282 Collateral Design**  
In this course we will examine the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication.

GWDA303 INTERACTIVE MOTION GRAPHICS  
3 Credits  
**Prerequisite or Concurrent: None**  
Students expand on the narrative structure in a time-based environment. The advanced principles and practices of digital audio & media in an interactive design setting are explored. Preparing and using current digital audio and video programs, for delivery online is employed. Emphasis is placed on the implementation via scripting in an interactive authoring application. An introduction to the narrative structure in a time based environment.

GWDA305 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.

GWDA307 UX: RESEARCH  
3 Credits, Program Elective  
**Design**  
**Prerequisite: Academic Director Approval**  
A focused examination of user experience design research, concept development, and planning techniques for the design of multi-platform interactive experiences. Students will research and conceptualize an engaging and user-friendly experience that utilizes multiple channels to deliver strategic objectives. In-depth research and analysis of users, business requirements, and cultural trends is conducted and provide an advanced understanding of the research methods of user experience designers.

GWDA313 EMERGING TECHNOLOGIES  
3 Credits  
**Prerequisite: GWDA292 Experience Design**  
An examination of concepts and methodologies used in emerging technology. In depth focus on one current emerging technology.

GWDA315 CONTEMPORARY ISSUES IN TYPOGRAPHY  
3 Credits, Program Elective  
**Design**  
**Prerequisite: Academic Director Approval**  
The use of typographic techniques inspired by contemporary type designers will also be explored. Students will define multiple typographic styles found in history. Development of type centered visual communications will be implemented to create marketable pieces.

GWDA322 SEQUENTIAL ILLUSTRATION  
3 Credits, Program Elective Graphic Design  
**Prerequisite: Academic Director Approval**  
This course will focus on developing familiarity with the various forms of narrative and sequential illustration to include basic storyboarding, single and multi-panel comic strips, comic books, graphic novels, and web comics. Coursework will explore the design process, working methods, and creation of sequential and narrative illustrations. Discussions will focus on the historical development and current trends of visual storytelling as well as touch upon professional practices for cartoonists.

GWDA323 DESIGN TEAM PRE-PRODUCTION  
3 Credits  
**Prerequisite: Department Chair Approval**  
Real-world web pre-production through small teams. Emphasis on assessing client needs, pre-production assets, project management, and communication.

GWDA332 LIFE DRAWING  
3 Credits, Major Elective Graphic Design  
**Prerequisite: GWDA102 Rapid Visualization**  
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: 1) To give a firm grounding in the study of the 3-D human figure. 2) To further develop drawing skills, techniques, and design concepts. 3) To use perspective as a tool for understanding complicated forms.

GWDA333 SENIOR PROJECT PRE-PRODUCTION  
3 Credits  
**Prerequisite: Department Chair Approval**  
Design and planning of advanced interactive project.
GWDA342 EDITORIAL ILLUSTRATION
3 Credits, Major Elective Graphic Design
Prerequisite: Academic Director Approval
In this course, students translate narrative content into visual conceptual imagery through illustrative solutions. These illustrations are then incorporated into page layouts, and other publication design formats. Students research visual solutions and explore appropriate media, imagery, and style—to interpret the author's point-of-view.

GWDA343 UX: PROJECT DEVELOPMENT
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
A continuation of User Experience Design: Prototyping, this course examines the methodologies and techniques of developing multi-platform interactive experiences. Previous user experience research, prototyping, and testing culminate into an engaging, interactive, multi-platform user experience. Students demonstrate an advanced understanding of the User Experience design industry.

GWDA352 HISTORY OF TYPOGRAPHY
3 Credits, Major Elective Graphic Design
Prerequisite: GWDA112 Typography – Traditional, GWDA122 Typography – Hierarchy, GWDA212 Typography – Expressive & Experimental
Students will explore the history of typographic styles from the historical through the present day. The study of type, typefaces and the evolution of printed letters from hand type to metal type to digital type will be discussed. The difference between typographers and printers of type will be investigated.

GWDA353 SERVER-SIDE SCRIPTING
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
Through this course students learn advanced programming skills. Students will gain experience developing web applications using specific computer languages. Application in fundamentals of Interactive Web development will be explored. Students will be introduced to concepts related to data-driven dynamic web site creation based on Server Side processing. Emphasis is placed on forms and content management.

GWDA362 FONT DESIGN
3 Credits, Major Elective Graphic Design
Prerequisite: GWDA112 Typography – Traditional, GWDA122 Typography – Hierarchy, GWDA212 Typography – Expressive & Experimental, and GWDA444 History of Typography
An exploration and creation of typographic form.

GWDA363 CLIENT-SIDE SCRIPTING
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
This course provides a further exploration to designing dynamic sites. Students explore the components of software that makes up a web server, the differences between server-sided and client-sided authoring and basic scripting that uses this information to help design more dynamic sites. Client-side scripting, as a method to develop advanced dynamic web applications will be developed.

GWDA372 CONTENT MANAGEMENT SYSTEMS
3 Credits
Prerequisite: GWDA243 Object Oriented Scripting
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.

GWDA373 ADVANCED SERVER-SIDE SCRIPTING
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
Through this course students learn advanced programming skills. Students will gain experience developing web applications using specific computer languages. Application in advanced Interactive Web development will be explored. Students will further explore concepts related to data-driven dynamic web site creation based on Server Side processing. Advanced server-side scripting skills and CMS utilization will be developed.

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

GWDA392 UX: PROTOTYPING
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
A continuation of User Experience Design: Research, this course examines methodologies and techniques of prototyping and usability testing for the design of multi-device interactive experiences. Students utilize previous research to iteratively create and test prototypes. A variety of prototyping techniques are explored including paper and digital prototyping methods. Various testing methods are also explored from guerilla usability testing to more formal testing sessions.

GWDA402 BOOK ILLUSTRATION
3 Credits
Prerequisite: Academic Director Approval
Students research illustrative trends and explore media for creating appropriate imagery that interprets an author's point-of-view. In this course, students translate narrative content into visually consistent imagery used to tell a story. Character studies are created to give the student a three-dimensional understanding of each of the various subjects—allowing each character to be drawn at any angle. Character consistency is required. Illustrative solutions are produced to be consistent throughout the book. These illustrative solutions are combined with the narrative into a page layout—book design—format.
GWDA403 MOTION GRAPHICS
3 Credits, Major Elective Graphic Design
Prerequisite: GWDA115 Typography – Traditional
Students expand on the narrative structure in a time-based environment. The advanced principles and practices of digital audio & media in an interactive design setting are explored. Preparing and using current digital audio and video programs, for delivery online is employed. Emphasis is placed on the implementation via scripting in an interactive authoring application.

GWDA406 DESIGN STUDIO
3 Credits
Prerequisite: Academic Director 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 small group of students are chosen from the 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.

GWDA409 GRAPHIC DESIGN CAPSTONE
3 Credits
Prerequisite: GWDA265 Publication Design
Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation.

GWDA412 MIXED MEDIA
3 Credits, Major Elective Graphic Design
Prerequisite: Academic Director Approval
In this course, students translate narrative content into visual imagery through illustrative and graphical solutions that explore mixed media. Further development into digital media will be initiated to create a tra-digital (traditional and digital design) composition conveying a message to a designated target audience.

GWDA413 DESIGN TEAM PRODUCTION
3 Credits
Prerequisite: GWDA323 Design Team: Pre-Production
Real-world web pre-production through small teams. Emphasis on assessing client needs, pre-production assets, project management, and communication.

GWDA419 PORTFOLIO II
3 Credits
Prerequisite: GWDA209 Portfolio I
This course aims to prepare students for entry level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and presentation strategies.

GWDA422 HAND LETTERING
3 Credits, Major Elective Graphic Design
Prerequisites: GWDA112 Typography – Traditional,GWDA122 Typography – Expressive & Experimental, and GWDA352 History of Typography
Students develop and design advanced hand lettering projects. Various media will be utilized to create market-specific hand-drawn word mark families. Students will learn to create visual messages through the use of hand lettering.

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

GWDA432 DIGITAL TYPOGRAPHY
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
Beginning with an introduction to the history of letterforms and the function of typography, this course examines the construction and application of digital typographic text and headline display. Emphasis is placed on advanced concepts of typography as an essential element of design.

GWDA433 ADVANCED MOTION GRAPHICS
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
Advanced motion graphics as a design solution and story-telling technique. This is an advanced course that applies motion graphics as an integrated interactive solution; students script interaction, sequencing, and motion for interactive projects. Optimization is a critical consideration in the creation of the user-centered experience.

GWDA443 ADVANCED SCRIPTING II
3 Credits, Major Elective Web Design
Prerequisite: Academic Director Approval
Students develop and design advanced client and server-side interactive media presentations to be delivered over multiple platforms. Students further explore the expectations of the business community in areas such as server implementations and security implications. Students gain experience in advanced scripting.

HIS301 U.S. HISTORY
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course will examine the history of the United States by exploring the origins of contemporary American culture, its institutions, and its values.
HIS325 WORLD CONFLICT
4 Credits, General Education
Prerequisites: ENG101 English Composition, and HUM100 Sensory Language & Culture
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.

HIS331 GOVERNMENT & POLITICS
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

HIS341 HISTORY OF POPULAR CULTURE
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
The development of popular entertainment owes much to American myths, icons, heroes, and institutions, as represented in American popular culture from the late nineteenth century to the present. Students examine the history of these art forms through popular novels, films, radio programs, songs, and television.

HIS345 NATIVE AMERICAN STUDIES
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course will survey systems of relationships between human beings and nature in the Native American cultures. Topics will include concepts of power, spirituality, ceremonialism, ethical systems, politics, and social problems and education that have impacted historical and contemporary communities.

HIS411 ALTERNATE THEORIES IN GOVERNMENT
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
Students will critically analyze how cultural and social conflicts are portrayed and worked out in popular films, and examine how motion pictures create a window into modern society. Students will also learn how to read film as cultural texts to better understand history and culture manifestations.

HUM301 MUSIC & SOCIETY
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
After being introduced to basic music theory and music vocabulary, students will explore the role of music in different societies. Students will also analyze how music influences, and is influenced by, language, geography, politics, and other aspects of culture.

HUM311 THEATER
3 Credits, General Education
Prerequisites: ENG101 English Composition andHUM100 Sensory Language & Culture, COM201 Speech
This course explores the development of the theater and performance, as well as presenting various periods of dramatic achievement in an interdisciplinary and international context. Students learn to appreciate the many dimensions of the stage including acting, set design, costume, lighting, direction, and production.

HUM312 STORYTELLING & THE ORAL TRADITION
4 Credits, General Education
Prerequisites: COM201 Speech, ENG101 English Composition and HUM100 Sensory Language & Culture
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.
HUM401 MAGIC & RITUAL
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course initiates the students into the powerful roles played by ritual and magic in various cultures. Magical systems, including those such as Tarot, dream divination, I Ching, and astrology will be studied. Students will reflect on the impact of dreams and rituals, as well as examine notions of an ordinary world through the lens of synchronicity and the magic of daily life. Students will analyze their own personal rituals and tend to the power of dreams through art making, dialogue, and journaling.

IM232 WRITING FOR INTERACTIVE DESIGN
3 Credits
Prerequisite: None
This is a specialized writing course for interactive design. Students will learn the unique characteristics and techniques of Internet, intranet, and other media writing and apply them to interactive media production. Students will also learn to conduct research for media writing projects.

IM242 INTERNET MARKETING
3 Credits
Prerequisite: PD201 Fundamentals of Business or Academic Director Approval
In this course, students develop an understanding of Internet-based businesses including choosing domain names, media planning techniques, online monetary transactions, Internet security, and more. Students learn how to develop e-commerce environments. This course is based on intensive case studies of sites on the Web as well as lecture.

KIN311 KINESIOLOGY
4 Credits, General Education
Prerequisite: MAT104 College Algebra
In this course, students study the human body and its major systems, as well as how the body grows, moves, and functions.

LIN201 SPANISH LANGUAGE & CULTURE
4 Credits, General Education
Prerequisite: None
Students will explore Spanish culture and the cultures of the countries historically colonized by Spain. Students will survey the political, social, and cultural development of Spain and compare that survey to its past colonies. Migration of Spanish language and culture will be examined. Conversational Spanish language will be emphasized.

LIN202 SPANISH LANGUAGE & CULTURE II
4 Credits, General Education
Prerequisite: LIN201 Spanish Language & Culture
This is a continuation of LIN201, where students will explore the Spanish culture in greater depth, with the emphasis being placed on political, social, and cultural developments, as well as continued conversational Spanish language.

LIN211 FRENCH LANGUAGE & CULTURE
4 Credits, General Education
Prerequisites: ENG101 English Composition, and HUM100 Sensory Language & Culture
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.

LIN301 LANGUAGE & CULTURE
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
In this course, students will study the language and culture of a specific people, as determined by the instructor and the quarter offered. In addition to gaining a grasp of basic vocabulary and grammar, students will explore the artistic, political, philosophical, and technical contributions of that culture.

MA115 PRINCIPLES OF 3D MODELING
3 Credits
Prerequisite: CG131 Image Manipulation
Students in this course learn the skills to produce three-dimensional models in a computer-based environment.

MA170 LANGUAGE OF ANIMATION & FILM
3 Credits
Prerequisite: None
Fundamentals of animated cinematography and animation techniques are addressed through a historical survey. The course will consider trends and genres of animated film in a variety of media.

MA175 2D ANIMATION PRINCIPLES
3 Credits
Prerequisite: AR101 Fundamentals of Drawing or Academic Director Approval
Students will study timing and weighting through a series of projects designed to demonstrate the principle of animation. Issues such as key framing, in-betweening, and cycling will be addressed.

MA200 SCULPTURE FOR ANIMATION
3 Credits
Prerequisite: AR101 Fundamentals of Drawing
Employing a variety of sculptural materials and techniques, the class will design and build a series of models for use in animation design.

MA210 CONCEPTUAL STORYTELLING
3 Credits
Prerequisite: None
The course is an introduction to storytelling and the components of a story. The goal is to develop storytelling skills and an understanding of story form. Students will examine the art through story structure, character, and composition. The course will include reading, writing, and discussion about traditional storytelling, as well as the impact of technology and interactivity on storytelling. Students will learn to craft, analyze, and critique stories while working with the tools necessary to present material in digital format.
MA215 PRINCIPLES OF 3D ANIMATION
3 Credits
Prerequisite: MA115 Principles of 3D Modeling
In this course, students are introduced to basic 3D animation techniques. Topics to be covered are key framing, squash and stretch, motion control, basic dynamics, hierarchical linking, pivot points, morphing, animated textures, lights, and cameras.

MA220 2D ANIMATION
3 Credits
Prerequisite: MA175 2D Animation Principles
Students will apply basic animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of a capture device, pencil tests, inking, and other 2D animation skills will be explored.

MA230 HARD SURFACE & ORGANIC MODELING
3 Credits
Prerequisite: MA115 Principles of 3D Modeling
This course covers advanced modeling techniques used for building organic and hard surface objects and environments.

MA250 CHARACTER DESIGN
3 Credits
Prerequisite: AR141 Analysis of Form
Students will develop dramatic/comedic characterizations of animate and inanimate objects for later use in two and three-dimensional animations.

MA260 MATERIALS & LIGHTING
3 Credits
Prerequisite: MA115 Principles of 3D Modeling
In this class, students will be introduced to materials, textures, and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real-world surfaces containing reflection, grandiosity and other effects.

MA270 BACKGROUND DESIGN & LAYOUT
3 Credits
Prerequisite: MA175 2D Animation Principles
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture, and lighting. Students will also learn the basics of using props as background and foreground design elements.

MA280 3D ANIMATION II
3 Credits
Prerequisite: MA215 Principles of 3D Animation
This course continues to explore the various techniques used to create animation in a 3D environment on a computer. Emphasis will be placed on the synthesized use of traditional animation techniques in a computer-generated 3D animation.

MA295 DIGITAL DESIGN & MOTION
3 Credits
Prerequisite: CG131 Image Manipulation
This is course is an introduction to the computer as an ink and paint media for animation. Basics of scanning, clean up, ink and paint, and camera usage will be explored.

MA300 2D ANIMATION II
3 Credits
Prerequisite: MA220 2D Animation
Students are responsible for organizing elements required to storyboard, produce, and record animated shorts using the principles learned in previous 2D animation courses. Emphasis is placed on characterisation, character performance, lip-sync, and effects animation. Use of a capture device, pencil tests, inking, and other 2D animation skills are explored.

MA310 ACTING & 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.

MA330 ADVANCED MODELING & ANIMATION
3 Credits
Prerequisite: MA280 3D Animation II
In this course, students transfer concepts learned in previous 3D classes to different 3D systems. Special topics in modeling and animation will be covered. Advanced lighting and texture mapping will be explored.

MA340 DIGITAL INK & PAINT
3 Credits
Prerequisite: CG131 Image Manipulation and MA220 2D Animation
This is course is an introduction to the computer as an ink and paint media for animation. Basics of scanning, clean up, ink and paint, and camera usage will be explored.

MA350 ADVANCED LIGHTING & TEXTURING
3 Credits
Prerequisite: MA330 Advanced Modeling & Animation
In this course, students will continue to develop lighting and texturing skills.

MA355 CHARACTER MODELING
3 Credits
Prerequisite: MA330 Advanced Modeling & Animation
This course covers advanced modeling techniques used for building a three dimensional character. Students will explore techniques of character modeling to include various approaches to figure construction.

MA360 PRE-PRODUCTION TEAM
3 Credits
Prerequisite: Academic Director Approval
This course will expose students to the pre-production processes used in the animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on the planning of all aspects of an animation production.
MA365 HONORS ANIMATION STUDIO I
3 Credits
Prerequisite: Academic Director Approval and selection by the Honors Animation Committee
This course will expose honors students to the pre-production processes used in the animation and related industries. The primary components of the course will be a thorough review of all preproduction activities and project management. Students will participate as a production team, and will focus on the planning of all aspects of an animation production for festivals, competitions, clients, or their portfolio.

MA370 2D ANIMATION STUDIO
3 Credits
Prerequisite: MA300 2D Animation II
Students work with team members on actual animation jobs from the field, or create a completed animation that demonstrates storytelling techniques.

MA375 ADVANCED VECTOR ANIMATION
3 Credits
Prerequisite: MA295 Digital Design & Motion
In this course, students will explore advanced animation techniques in a vector-based computer environment. Applying appropriate workflow efficiencies and file optimization, students will plan and execute animated projects suitable for output to CD, DVD, and/or the Web.

MA380 CHARACTER ANIMATION
3 Credits
Prerequisite: VG350 Character Rigging
Here the student applies techniques learned in previous character modeling and animation courses to create a ten-second animation with a purpose. Topics to be covered are effective use of cameras, multiple characters with interaction, use of low-polygon character models, realistic texture mapping of low polygon models, and cycling of animation.

MA415 SPECIAL TOPICS FOR ANIMATION
3 Credits
Prerequisite: Academic Director Approval
This course allows the student to select and produce special topics in animation. The student will be exposed to the various applications of animation and apply his/her animation skills to chosen topics.

MA440 PORTFOLIO PRE-PRODUCTION
3 Credits
Prerequisite: None
In this course, students focus on the preproduction phase of their digital portfolio. Through class activities, students organize their work to reflect and enhance their individual strengths in computer animation.

MA450 ANIMATION STUDIO II
3 Credits
Prerequisite: Academic Director Approval
Students will use advanced animation techniques to create, design, produce, and edit an animated short story.

MA460 PRODUCTION TEAM
3 Credits
Prerequisite: MA360 Pre-Production Team
In this course, students will work in a studio environment and will focus on the production and post-production of an animated short.

MA465 HONORS ANIMATION STUDIO II
3 Credits
Prerequisite: MA365 Honors Animation Studio I
In this course honors students will work in a studio environment and will focus on the production and post-production of an animated short.

MA490 PORTFOLIO PRODUCTION
3 Credits
Prerequisite: MA440 Portfolio Pre-Production
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.

MAT104 COLLEGE ALGEBRA
4 Credits, General Education
Prerequisite: Satisfactory score on Institute placement exam
This course includes the necessary skills to solve algebraic problems, graph algebraic functions, and simplify complex algebraic expressions.

MAT121 TRADITIONAL GEOMETRY
4 Credits, General Education
Prerequisite: MAT104 College Algebra
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.

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: ENG101 English Composition
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.

PD330 BUSINESS OF ANIMATION
3 Credits
Prerequisite: None
The course provides a detailed view of the concepts, practices, strategies, legalities, and decisions involved in successfully establishing and operating an animation business. The basic structure of this course will guide the student in developing a strong working knowledge of animation industry.

PD331 WRITING FOR MEDIA
3 Credits
Prerequisite: ENG101 English Composition
This course is designed to introduce students to writing strategies for print and electronic media. Topics include media research, copy writing, 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 Director 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
Prerequisites: PD405 Project Preparation or Academic Director Approval
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.

PHI201 CRITICAL THINKING
4 Credits, General Education
Prerequisite: 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.

PHI311 MYTH & SYMBOL
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
Through reading and discussion of the myths and symbols of ancient, pre-industrial, and contemporary societies, students focus on diverse systems for organizing human experience. The course is interdisciplinary, comprising anthropology, psychology, literature, and religion in pondering questions of origins and the concept of heroism. Students learn to recognize the mythological patterns at work in modern society and artwork.

PHI321 BELIEF SYSTEMS & SPIRITUALITY
3 Credits, General Education
Prerequisites: ENG101 English Composition, HUM100 Sensory Language & Culture, and PHI201 Critical Thinking
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.
PSY301 DEVELOPMENTAL PSYCHOLOGY
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

PSY311 PSYCHOLOGY OF DIVERSITY
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

PSY321 DEVIANT SOCIAL BEHAVIOR
4 Credits, General Education
Prerequisites: ENG101 English Composition, and HUM100 Sensory Language & Culture
Deviant Social Behavior 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.

PSY322 FORENSIC PSYCHOLOGY
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
The focus of this course will be on examining the relationship between the practice of psychology and the functioning of the legal system. The course surveys such aspects of forensic psychology as assessment, treatment, and consultation services. Practical clinical issues will be highlighted, as well as the relevant aspects of legal evidentiary process and procedure. Students will gain an understanding of the ways psychology can assist and influence the legal system, with special emphasis being placed on ethical issues in forensic practice.

PSY401 INTERPERSONAL COMMUNICATIONS
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course covers the theory and practice of communication skills that affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, and developing and maintaining personal and professional relationships.

SCI156 NUTRITIONAL SCIENCE
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 fat foods.

SOC201 CULTURAL ANTHROPOLOGY
4 Credits, General Education
Prerequisites: ENG101 English Composition, HUM100 Sensory Language & Culture
This course introduces cultural anthropology as a sub-field of anthropology. Emphasis is on the diversity of cultural patterns throughout the world and the essential humanity of all people. Students will study a variety of social structures found among peoples of different technological, geographical, historical, and cultural settings.

SOC211 SOCIAL CULTURAL EXPRESSION
4 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
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.

SOC301 PHYSICAL ANTHROPOLOGY
3 Credits, General Education
Prerequisites: ENG101 English Composition and HUM100 Sensory Language & Culture
This course introduces physical anthropology as a sub-field of Anthropology that centers on the biological adaptation of humans and non-human primates. It focuses on patterns of human biological variation and evolution.

VG350 CHARACTER RIGGING
3 Credits
Prerequisite: MA355 Character Modeling
The purpose of this course is to demystify character setup. After reviewing the basics, advanced topics such as interface creation and expressions will be covered. The character setup will be tested by animation assignments. Upon completion, each student will have created, set up, and tested a character with a custom graphical user interface.
VP111 VIDEO CAMERA & 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 Video Camera & Lighting Techniques
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.

WS110 WEB PAGE SCRIPTING
3 Credits
Prerequisite: Satisfactory Score on Institute Placement Exam
The increasing use of the Internet has created a growing market for individuals who can integrate aesthetic design principles coupled with Web page scripting skills. Students will create Web pages utilizing HTML, the basic scripting language of Web documents. Other effects, extension scripts, and software packages available for that medium will also be used.
ABOUT THE ART INSTITUTE OF TUCSON

History
The Art Institute of Tucson was formerly Tucson Design College, a private college offering degrees in interior design and fashion, which was acquired by Education Management Corporation in June 2007. In October 2007, after the change of ownership and name were approved by the Arizona State Board for Private Postsecondary Education and by the Accrediting Council for Independent College and Schools, The Art Institute of Tucson gained approval to offer seven new Bachelor of Arts degree programs and two Associate of Applied Science degree programs, The Art Institute began enrolling new students into these programs in October 2007.

The Art Institute of Tucson first graduated associate's degree students in December 2009, with its first bachelor's degree students graduating in September 2010. Additional bachelor's degrees and diploma programs were added in subsequent years. In January 2011, The Art Institute of Tucson became a branch of The Art Institute of Phoenix. As of February 28, 2017 The Art Institute of Tucson is a branch campus of The Art Institutes International Minnesota.

Ownership
The Art Institute of Tucson is owned by The Art Institute of Tucson, 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.

Facilities
In February 2008, The Art Institute of Tucson opened at 5099 E. Grant Road, Suite 100, in Tucson, Arizona. Near the Tucson Medical Center, the building promotes a positive learning environment. Occupying approximately 34,495 square feet of a 70,000 square-foot building, the interior was designed with creative students in mind. Spacious classrooms, and fully equipped studios and labs offer a positive working atmosphere. Two modern kitchens, with ample windows offering broad sweeping views, provide a creative environment for the culinary student.

GETTING THE MOST FROM YOUR EDUCATION
Our role is to provide educational services to help you develop your potential. An Art Institute of Tucson education is not something we do to our students. Instead, it is a process where we learn and explore with you. We cannot simply hand you skills and knowledge. You must be a full partner in this interactive learning process.

At The Art Institute of Tucson, you have the opportunity to become part of a vibrant energetic learning community, where you are supported and encouraged to do your best. It's a community where we celebrate diversity. It's a community bound by mutual respect for individuality and creativity.

Your responsibilities as a student of The Art Institute of Tucson require that you:
- Meet deadlines
- Attend class
- Arrive on time
- Make use of faculty and staff
- Ask questions

Reading and understanding the policies in this catalog, the Enrollment Agreement, the Student Handbook, and any policies subsequently provided to you, are also your responsibility.

Our faculty and staff are here for you. If you have any questions, don't hesitate to ask!

Statement of Student Commitment
- I perceive myself as artistic and creative.
- I believe in myself and am committed to the work I do.
- I demonstrate ethics in the work I produce.
- I possess clear career goals.
- I choose to attend regularly and participate actively in learning activities.
GENERAL INFORMATION

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.

The Art Institute of Tucson has a long tradition of preparing students for entry level careers by providing a challenging educational environment that responds to changing technologies and the needs of the marketplace. The Art Institute of Tucson is proud of its reputation of providing graduates with the creative and technical skills demanded by today's employers.

ADMISSION REQUIREMENTS

High school graduation or a high school equivalency certification such as the 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 the United States), can provide official college transcripts showing the degree granted. All Art Institute of Tucson 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 an official copy of their final high school transcripts, a high school equivalency certification such as the GED, or college transcripts indicating achievement of an associate degree fully transferable 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 President of The Art Institute of Tucson. 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 Tucson and how he/she plans to be successful as a college student and industry professional. Portfolios are welcomed but not required with the exception of the Media Arts & Animation and Game Art & Design programs. Applicants who have taken the Scholastic Aptitude Test (SAT) or American College Test (ACT) are encouraged to submit scores to Admissions for evaluation.

The Art Institute of Tucson 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, or with respect to admission and employment.

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 The Art Institute of Tucson 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.

APPLICATION REQUIREMENTS

Each individual who seeks admission to The Art Institute of Tucson 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 Tucson, and
2. Assist the prospective student to identify the appropriate area of study consistent with their background and interest, and
3. Provide information concerning curriculum offerings and support services available at The Art Institute of Tucson.

An Application for Admission and an Enrollment Agreement must be completed, signed by the applicant, and submitted to The Art Institute of Tucson. The Art Institute of Tucson requires a high school transcript or a high school equivalency certification such as the GED and admissions essay to be considered for enrollment acceptance. The essay must be 150 word minimum, typed, double spaced in 12 point Times New Roman font (or any business-style typeface) with 1.5” margins top, bottom, left, and right. Failure to follow these instructions may be grounds for rejection of your application. Applicants must submit their essay within 48 hours of submitting the application. For the essay, applicants must select two of the four essay questions:

   A. How have your prior educational and/or professional experiences prepared you to successfully complete an advanced diploma or degree at The Art Institute of Tucson?
   B. Describe your most meaningful achievements (work experience, awards, or extracurricular activities) and their contribution to your future goals.
   C. Pick an experience from your own life and explain how it has influenced your development as a productive citizen in society.
   D. What would you like to accomplish once you have completed academic studies at The Art Institute of Tucson? 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 high school equivalency certification such as the GED. 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 Tucson 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.

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

ADMISSIONS PLACEMENT TESTING
Applicants are required to take the Accuplacer/ASSET test to determine proficiency in basic reading and writing. Applicants who earn less than an acceptable score on the test are required to enroll in the appropriate developmental and/or transitional studies course offered at The Art Institute of Tucson.

MEDIA ARTS & ANIMATION PORTFOLIO REQUIREMENTS AND PROCEDURES
Media Arts & Animation applicants will be given written portfolio guidelines provided by the Admissions Department. Portfolio pieces can be submitted as hard copies or on CD-ROM. In the event that the student has neither a sketchbook nor drawings, they will complete exercises outlined in the guidelines and submit those pieces as his/her portfolio. Media Arts & Animation portfolios will be reviewed by a committee consisting of three Media Arts & Animation faculty members, at the discretion of the Program Coordinator. The portfolio committee will evaluate the potential success for all applicants. Committee members will regularly review portfolio submissions. Students will be notified by their Admissions Representative of the results.

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

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

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

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

ADMISSIONS REQUIREMENTS FOR RETURNING STUDENTS (RE-ENTRY)
The Readmissions Office provides assistance to those students wishing to return to school after withdrawal or suspension. For a smooth transition back into the academic mainstream, students must contact this office, located in the Admissions Department, for all information needed to return to classes.

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

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

THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP
International students requiring The Art Institute of Tucson Form I-20 must submit the following items in addition to the standard documents required for admission:

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

ENGLISH LANGUAGE PROFICIENCY POLICY
As the lectures, seminars, materials, and discourse which comprise programs of study at The Art Institute of Tucson are presented in English, The Art Institute of Tucson 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.

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<th>ELP TEST</th>
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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 program offered through their secondary schools may receive credit for comparable courses at The Art Institute of Tucson. Credit will be awarded for exam scores of three (3) or better on AP examinations. AP exam credit must be applied for approved in advance of the first quarter of study.

**CLEP (COLLEGE LEVEL EXAMINATION PROGRAM) TESTING**

Students may obtain advance standing by demonstrating their knowledge of General Education subject matter. The Art Institute of Tucson will award credit for satisfactory scores on CLEP exams. Please contact your Assistant Director of Admissions for a list of approved CLEP exams, minimum scores required, and amount of credit awarded. CLEP scores must be received prior to the student's first quarter of study at The Art Institute of Tucson.

**PROFICIENCY CREDIT FOR LIFE EXPERIENCE**

The Art Institute of Tucson recognizes that certain prospective students have, through a variety of life experiences, obtained the competencies to satisfy particular courses required for a degree. These might include previous college experience, professional training, work/volunteer experience, or other related situations. Therefore, The Art Institute of Tucson may grant proficiency credit for specific courses in which a prospective student shows mastery of given competencies. The following are examples of documentation accepted for review: professional portfolio, assessment scores, documentation of work experience, and certificates of completion. A maximum of 25 percent of the total credits needed to graduate from The Art Institute of Tucson may come from demonstrations of course proficiencies. Proficiency credit must be granted through the Academic Affairs department prior to matriculation.

**STUDENT RIGHT TO KNOW**

According to regulations published by the Department of Education based on the Student Right-to-Know Act, the graduation/completion rates for first time, full-time students who are entered in school and graduated/completed within 150% of the normal time to complete the program, as published in the catalog, must be made available to current and prospective students. You may obtain this information in the Admissions Office or via the Student Consumer Information link on the campus website.

**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 INSTITUTIONAL) AT AN ART INSTITUTES SCHOOL

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

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

Approval Needed
Requests for concurrent enrollment in a course at another college or university while the student is on full-time status at an Art Institutes school (according to the US Department of Education's definition of the term) must be approved by the 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 of Tucson 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 Dean of Academic Affairs. 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 Tucson understands the significant financial commitment a college education requires. The Student 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 and state 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.

TUITION AND FEES
A complete explanation of tuition and fees is given in the Enrollment Agreement. Tuition is charged per credit. Some programs also have a quarterly lab fee. Fees for starting kits, available to new students in their first quarter, vary by program. Additional books and materials are required throughout most programs.

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

1. Maintain satisfactory academic progress as outlined in The Art Institute of Tucson Academic Catalog;
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 Student Financial Services Department.

EXTENDED PAYMENTS
Students may also be eligible to manage their tuition costs with The Art Institute of Tucson'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.

U.S. DEPARTMENTS OF VETERANS AFFAIRS AND DEFENSE EDUCATION BENEFITS
The Art Institute of Tucson has been approved by the Arizona Department of Veterans’ Services, Arizona State Approving Agency 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 Academic Affairs section of the catalog for more information). Students receiving veterans' benefits must report all prior education and training before attending. The Art Institute of Tucson will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Arizona Department of Veterans’ Services, Arizona State Approving Agency, 3839 North 3rd Street, Suite 209, Phoenix, AZ 85012; Phone: 602-255-5395, Fax: 602-297-6675; https://dvs.az.gov/.

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 Tucson 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 Tucson, 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 Tucson to learn more about these programs and participation.

For additional information, visit our military web page at https://www.artinstitutes.edu/admissions/details/military-benefits.

MILITARY AND VETERAN INSTITUTIONAL SCHOLARSHIP OPPORTUNITIES
The Art Institutes are proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility may be based upon current or former military affiliation or relationship to a current military service member. Documentation will be required to prove eligibility. School personnel will be able to advise you regarding available scholarships, eligibility requirements and required documentation.

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

THE BALANCED BUDGET ACT OF 1997 AND TAXPAYER RELIEF ACT OF 1997
On August 5, 1997, the President of the United States signed the Balanced Budget Act of 1997 and the Taxpayer Relief Act of 1997. These acts provide for the American Opportunity Credit and Lifetime Learning Credits as well as other tax benefits for students and families paying for post-secondary education. You may want to check with a tax advisor to see if any of these specific tax credits and benefits may apply to you.

MINIMUM ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENT RECEIVING DEPARTMENT OF DEFENSE TUITION ASSISTANCE
In addition to The Art Institute of Tucson'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.

**STUDENT ACCOUNTING**

The Student Accounting staff is responsible for the following services: maintenance of student permanent financial records, billing of student accounts, 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 or amortization schedule. All payments must be current prior to registration and entry for the following quarter. In order to remain in good standing with the Institute, students must adhere to their agreed-upon payment schedule.

*The accounting 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**

The student is responsible for tuition and fees pertaining to the program’s required course of study. The student can expect an increase in the per credit hour rate at least once per year, which will increase the total amount for the program. The tuition and fees contained in the Enrollment Agreement are subject to change. Any changes to tuition and fees will be published to students as they are made. 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 by student at the time of the occurrence and be approved by The Art Institute of Tucson's President. Tuition is charged on a quarter-to-quarter basis. 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.

Students are not obligated beyond the quarter they are currently attending. Each school quarter is approximately 11 weeks. The Enrollment Agreement is digitally signed to establish the listed tuition rate.

**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 (for courses that do not use Digital Textbooks) and supply budget to provide students the ability to purchase books (for courses that do not use Digital Textbooks) and supplies by the seventh (7th) day of the course start date within the payment period.

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

- For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.
- For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute’s contracted third-party vendor and charged to the student account.
Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student. A detailed listing of charges is disclosed on The Art Institute’s Enrollment Agreement and in the Catalog, or a supplemental disclosure.

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

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

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

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

**DIGITAL BOOKSHELF AND DIGITAL TEXTBOOKS**

The school is enhancing the learning experience by converting traditional textbooks to electronic media. A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition. Students that opt out of using digital textbooks for that course will not incur the additional Digital Textbook charge. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. The Digital Textbook Charge allows student access to the Electronic Library and HTML versions of the textbook(s), and in some cases, other electronic media, which is integrated into the course.

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

**REFUND POLICIES**

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

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

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

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

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

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

Cancellation Refund Policy Student Examples for On-Ground Students:

Example 1:
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 this Enrollment Agreement will be considered a student.

1. All monies paid by applicants will be refunded if they are not accepted for admission.
2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is requested by the applicant prior to the beginning of 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 after the applicant's/student's request or within thirty (30) calendar days after his/her first scheduled class day.

REFUND POLICY AFTER CLASS START
If the student withdraws from or is suspended or terminated 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. Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter. Any portion of a week’s attendance is considered a full week of attendance for refund purposes.

8. 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 courses: The add/drop period is two (2) days from the start of Session II courses and financial aid eligibility may change if the student drops or adds one or more courses. Please see your Financial Aid Officer before dropping or adding a course.

9. 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.

10. Students may add/drop 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.

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

12. 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.

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

REFUND CALCULATIONS
In the event of withdrawal from the program by the student or suspension or termination by the school, the school will refund tuition and fees assessed by the school as follows.

Adjustment of Charges:
Quarter Start:
In accordance with school policy, the following refunds of paid tuition and fees will be made for a student who withdraws from or is suspended or terminated by the school for the quarter as follows:

a. Before beginning classes in a time period, a refund of 100% of the tuition 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 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 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 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 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 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.

Mid-Quarter Start:
In accordance with school policy, the following refunds of paid tuition and fees will be made for a student who withdraws from or is suspended or terminated by the school for the mid-quarter as follows based on the week in which the student withdraws:

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

Refund Policy for Online Course Withdrawal:
Students who withdraw from a Session I or Session II online course after the add/drop period are treated the same as if they withdrew from an on-ground course. Session II courses begin approximately the day after the Session I courses end, and run approximately five and one-half (5 ½) weeks. The ending date of the second session may not coincide with ending date of the on-ground courses.

Official and Unofficial Withdrawal
To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school’s withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of attendance using attendance records. The refund policies shall apply in the event that a student withdraws, is suspended, or is terminated from school.
A student who withdraws from a program before the end of week nine (9) of an eleven (11) week term (before the end of week four (4) of a five and one-half (5 ½) week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, a “UF”, or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

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

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

Kits, Components of the Kits, Books, or Supplies Return Policy:

Students who leave school during the first six weeks of the first quarter of attendance may return the Starting Kit and individual components of the Starting Kit within twenty (20) calendar days of the student’s last day of class attendance. A refund or a credit will be given if the item being returned is in good condition and is resalable.

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 withdraws from school.

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

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, it will reduce the term length and if the scheduled break is before the student's last day of attendance, it will 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 Aid calculation as described above 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

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

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

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

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

RECOMMENDED PLUG-INS OR DOWNLOADS:
Course instructor may employ technology in the eCollege classroom that requires one of these recommended plug-ins or downloads in order to function properly. If your instructor uses the ClassLive technology, Java will be required. If your instructor provides PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that they are deemed necessary.
• Java
  • If Mac: MacOS Classic Java (MRJ 2.2.5)
  
  • If Window: Sun’s Java 2 SDK (Java 1.5 or Java 1.6) (http://www.java.com)
  • Adobe Reader (http://get.adobe.com/reader/)

RECOMMENDATIONS REGARDING “NETBOOKS”
Students often see “Netbooks” (small laptop computers primarily designed for web browsing and emailing) as an affordable option when looking to purchase a computer for classwork. However, it is strongly recommend that students do not purchase a Netbook.

Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for classwork. While newer Netbooks may meet resolution and screen-size requirements for reading your eBooks, much like some older laptops, some older Netbooks may not be able to graphically handle these sites. This means that reading e-texts and participating in the classroom could become difficult. It may be challenging to scroll through your readings and effectively and efficiently work through the material.
GRANTS

THE ART GRANT
The Art Grant is an institutional aid award that pays toward tuition charges up to 20% for Bachelor's degree programs and up to 15% for Associate's degree programs. For every 12 credits earned, while maintaining continuous enrollment, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the next successive academic quarter.

New and current students are eligible. The exception is the students’ graduating term for which the students will be reviewed for eligible credits during week 10 to be applied if applicable. Total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Students must read and acknowledge a Memorandum of Understanding (MOU) regarding The Art Grant, which sets forth eligibility requirements and other conditions, before any grant is awarded. The Art Grant has no cash value and cannot be released to student or parent.

See your Student Financial Aid Office for details.

THE ART INSTITUTES NEED BASED GRANT PROGRAM
Institutional need grant is available for students who demonstrate high financial need after financial aid is awarded and alternative funding has been exhausted. The amount of the grant varies according to the individual financial need of each student receiving the assistance, as determined by the Student Financial Services Office. These funds are awarded on a first come, first serve basis to be used for direct education costs only, not to exceed $500 per student, per quarter.

Contact:
The Art Institute of Tucson
Student Financial Services Office Department
5099 E Grant Road, Suite 100
100, Tucson, AZ 85710
Toll-Free: 866.690.8850
Local: 520.318.2700

Eligibility:
All students can apply for federal aid and other financial aid and register for full time status.

Deadline:
Prior to beginning of academic year.

FEDERAL PELL GRANT
Description:
The Pell grant is a need based federal grant. Eligibility is determined by a standard federal formula upon completion of the Free Application for Federal Student Aid (FAFSA) by the student. The FAFSA can be filed online at www.fafsa.ed.gov. The amount of Pell Grant changes each year based on Congressional amortizations and the students' enrollment level and eligibility each term.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)
Description:
FSEOG may be available to students who demonstrate exceptional financial need, who are receiving Pell funds and who have not already received a bachelor's degree. The amount available varies and program funds are limited. Eligible students generally receive from $525 to $1,050 for each academic year (three quarters). Grants through this program typically do not have to be repaid.
**FEDERAL WORK STUDY**
Through the Federal Work-Study program students have the opportunity to meet part of their expenses by working part-time on or off school premises. A limited number of jobs are available, with priority given to students with the greatest need, as determined by the results of the FAFSA. The Student Financial Services Department has more details. The maximum a student can earn through this program is the amount of unmet need (the difference between expenses and all resources). Wages from this program are paid directly to the student as earned. As with any job, several weeks may pass before the first paycheck, so students will need to cover their own expenses initially.

**Loans**

**FEDERAL DIRECT STUDENT LOAN**

**Description**
Subsidized Federal Direct Student Loans carry a fixed interest rate. Contact the Student Financial Services Department for the most current interest rates. Eligibility is based on financial need. If eligible, a student may borrow 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 and during the 6 month grace period. The student is responsible for interest on an Unsubsidized Federal Direct Loan.

**Amount**
Dependent students may borrow combinations of Subsidized, if eligible, and Unsubsidized Federal Loans up to a maximum of $5,500 during the first grade level, $6,500 during the second grade level, and $7,500 for the third and fourth grade levels. Independent students and dependent students whose parents cannot borrow under the Federal PLUS Loan program (see next section) may borrow the maximum annual amounts stated above, plus an annual maximum of $4,000 in Unsubsidized Federal Loans for the first and second grade levels, and $5,000 in Unsubsidized Federal Loans for the third and fourth grade levels. Maximum loan amounts may be reduced for loan periods less than an academic year and if the student has previous loans. Amounts are accurate as of this printing. Please contact the Student Financial Services Department for the most current amounts.

**Repayment for Subsidized Loans**
Repayment begins six months after you leave school or drop below half time status. As stated above, the interest is “subsidized” by the federal government and paid while student attends at least half time and during the 6 month grace period.

**Repayment for Unsubsidized Loans**
The first payment of principal is due six months after the student leaves school or drops below half-time status. Interest can be paid quarterly while attending school or can be accrued during the in-school and six-month grace periods. If it accrues, it is added to the principal when repayment begins. See your Student Financial Aid Officer or loan servicer to obtain a sample loan repayment schedule.

**FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (FPLUS)**

**Description:**
These loans are made to parents or step-parents of dependent students. FPLUS Loans have a fixed interest rate. Contact the Student 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.

**Repayment:**
Repayment begins within 60 days after the loan is fully disbursed. Deferment options are available. See your Student Financial Aid Officer or loan servicer to obtain deferment paperwork and/or a sample repayment plan.
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 Tucson has been approved by the Arizona Department of Veterans' Services Arizona State Approving Agency 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 Academic Affairs section of the catalog for more information). Students receiving veterans' benefits must report prior education and training. The Art Institute of Tucson will evaluate prior credit and accept that which is appropriate. Students with questions should contact the Arizona Department of Veterans' Services Arizona State Approving Agency, 3839 North 3rd Street, Suite 209, Phoenix, Arizona 85012, Phone: 602-201-5770, Fax 602-297-6675, https://dvs.az.gov/services/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 Tucson 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 Tucson, 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 Tucson to learn more about these programs and participation. For additional information, visit https://www.artinstitutes.edu/tucson.

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 Tucson, a presentation by the Academic Directors and faculty about academic life and academic success in college, a meeting with the Academic Director in the student’s program of study, picking up starting kits, supplies and ID cards, as well as completion of registration, financial aid arrangements, placement or exemption testing, as needed, and attending social events. 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 Tucson community. Orientation activities begin the week prior to each quarterly start. Involvement can play an important role in achieving academic success as a student.

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 Tucson’s faculty, many with professional experience in their industries, all enthusiastic about teaching, and committed to the success of their students.

LIBRARY
The mission of The Art Institute of Tucson 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 life-long 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 Tucson Library executes this mission by (1) fully supporting the Mission Statement of The Art Institute of Tucson; (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 Tucson’s educational mission by providing employers with skilled graduates prepared by experienced faculty using a market driven curricula.

The Library recognizes that it is an integral piece in the overall support and execution of The Art Institute of Tucson’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 and highly specialized technical and creative educational career programs offered by The Art Institute of Tucson.

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. With the core of our philosophic approach to the provision of library services 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.” The Library is located on the first floor, offering a wide variety of materials including books, magazines, DVDs, and a CD collection including royalty-free, sound effects, and video clips for students to use in assignments and portfolio development.

AUXILIARY RESOURCES
Integral to the library resources at The Art Institute of Tucson are several auxiliary departmental resource areas located throughout the facility. The Art Institute of Tucson emphasizes and provides these resources for specific skill development and independent work. For example, the resource area in the Video Department includes the cameras, tripods, studio lighting, meters, stands, etc., that may be checked out by students. Master tapes, demonstration
tapes, and audio and video equipment are available for student checkout in the Video Cage. Other principal programs have similar resource areas specifically dedicated to their career fields.

OFFICE OF THE REGISTRAR
The Registrar’s Office is part of the Academic Affairs Department. This office is responsible for student information and grades, attendance records, schedules, transcripts, and certification of Veterans’ benefits. Additionally, the Registrar’s Office monitors each student’s academic progress and compliance with The Art Institute of Tucson’s Satisfactory Academic Progress Policy (SAPP).

ONLINE COURSES
The Art Institute of Tucson offers selected online courses through a consortium agreement with The Art Institute of Pittsburgh - Online Division. Online courses are 5 ½ weeks in length. They are delivered in an asynchronous electronic mode, which means that students can work on the course anytime. Students are required to log in to the course four out of each seven days in the class week (each of the four log-ins must be during a separate 24-hour period). Students are able to access assignments, lectures, study questions; participate in discussions; and post assignments. Student participation in the course is required in addition to submitting formal assignments for the course. Because only the delivery modes of the courses differ, students will use textbooks or ebooks and other supplementary learning materials just as if attending the same class on-ground at The Art Institute of Tucson. However, Online courses may use different textbooks and/or software than on-ground courses. As in traditional on-ground classes, students are expected to complete all work and submit assignments within the time periods given by the instructor as listed on the course syllabus.

The online courses have similar course and exit competencies as the on-ground versions of the same course. Online courses are specifically designed to take advantage of technology, make the learning environment more efficient, and maximize relevance to prior learning and experiences. The Art Institute of Tucson charges the same tuition for online courses as it charges for on-ground ones.

PREREQUISITES FOR PARTICIPATION IN ONLINE COURSES
Before registering for an online course, students should speak to their Academic Directors to discuss interests and the type of learning activities available. The Academic Director will be able to recommend the most appropriate course types and course load. In order to participate in online classes, students must have computer hardware and software equivalent to the specifications indicated by The Art Institute of Tucson and by The Art Institute of Pittsburgh-Online Division, as well as a reliable connection to the Internet. Prior to registration each quarter, The Art Institute of Tucson provides students with a list of courses to be offered online and the technology requirements specified for each course. These listings are available through the Plus Lead in the Academic Affairs Department. Students are advised of resources where they may purchase their own equipment through an outside vendor. Online course codes are different than on-ground course codes. Students should ensure they have the correct course by referring to the online course code located on the quarterly published list available through Academic Affairs.

REGISTRATION FOR ONLINE COURSES
Prior to registration each quarter, The Art Institutes provide students with a list of online courses to be offered online. Students register for online courses during the regular registration period for the upcoming academic quarter. Because The Art Institute of Pittsburgh – Online Division needs additional lead time to set up the courses, registration for online courses ends prior to the start of a quarter (see Academic Affairs for deadlines). Students who are new to online are required to complete an online orientation. Online courses are offered in two sessions within the academic quarter calendar. The first session will begin at the same time the on-ground course work begins (5.5 weeks/7 days per week). The second session will begin prior to the end of the first session online class (5.5 weeks/7 days per week).

Students must register for all sessions during the registration process. Students who are new to online are required to complete an online orientation. Orientation for all sessions of online courses will be offered prior to the start of the
next quarter. Students not completing the orientation will be removed from the online class with ample time to register for the on-ground equivalent or deferred to the next time the course is offered. Students must register for online courses through The Art Institute of Tucson.

ONLINE SCHEDULE ADJUSTMENT POLICY
The first seven academic days (including Saturday) of each quarter constitute the Schedule Adjustment Period. During this time, students may drop an online course without financial penalty. The second session courses have an extended Schedule Adjustment Period; these courses may be dropped up to four academic days after the start of the second session without financial penalty. Students who drop all of their courses, either online or on ground, will have their enrollment terminated and should refer to the Refund Policy for more information.

Once the Schedule Adjustment Period ends, a student may receive permission from their Academic Advisor or Academic Department Director to withdraw from an online course. A student choosing to withdraw from a first session online course must do so by 4 PM Friday of the fourth week of the quarter and will receive a “W” (withdrawal) grade for the course(s). Students who choose to withdraw from a second session online course by 4 PM Friday of the ninth week will receive a “W” (withdrawal) grade for their course(s). A student withdrawing from either session after these deadlines will receive a “WF” (withdrawal failure) grade in their respective course(s). A “WF” grade is calculated into the CGPA as an “F” grade. Please note no refunds will be given for any online course withdrawals initiated after the designated Schedule Adjustment Period. Students who choose to take only online courses during a particular quarter are considered “virtual” students. Virtual students who register for two online courses, one each session, are not permitted to withdraw from an individual course. Doing this would cause the student to no longer be in attendance. Therefore, virtual students who wish to withdraw must withdraw from both courses which will withdraw them from enrollment for the quarter. Students in this situation must apply for readmission into The Art Institute of Tucson.

Students withdrawing from school before the end of their online course will either receive a “W” or “WF” grade based upon the same deadlines stated above. However, if a student withdraws after their first session online course ends, they will receive a final letter grade in that course.

ACADEMIC & SOFTWARE ORIENTATION FOR ONLINE COURSES
All students new to taking online courses are required to take an academic orientation to online learning prior to the beginning of their course(s). This orientation reviews the expectations, policies, and procedures associated with taking courses online. The software orientation is planned to begin prior to the beginning of classes. During the week of software orientation, students will log on to the site that hosts the courses.

There are several exercises to complete to demonstrate knowledge and comfort before the class begins. It is absolutely necessary to make sure students are ready to begin working on the class when it begins. Students will not have the time to orient themselves once classes are underway. Students will have access to 24-hour software support via a toll-free number throughout the class to assist should they have any problems.

Students will also have access to e-mail through The Art Institute of Pittsburgh — Online Division to address any questions or concerns that arise. Some courses may also require knowledge of software used in the class. This tutorial will need to be completed and a test of software competency demonstrated prior to taking the class.

FACULTY OF ONLINE COURSES
Faculty who teach online courses possess the same subject matter credentials and experience as faculty who teach the same course on ground. In addition, all faculty who teach online courses are required to successfully complete a six-week online training course. In many cases, faculty who teach online courses teach the same courses on-ground in The Art Institutes system.
STUDENT SERVICES FOR STUDENTS TAKING ONLINE COURSES
The Art Institutes provide a wide variety of support services to students in order to assist them in completing their educational programs and reaching their career goals. Every student is encouraged to take advantage of these support services. Advising and other student services are the same for all programs regardless of on-ground or online delivery. Student Services are available on-ground at The Art Institute of Tucson for all students who reside locally or via email and telephone at 800.474.2479 for students who do not reside in the immediate area or do not wish to meet face-to-face.

TEXTBOOKS FOR ONLINE COURSES
Textbooks for online courses are listed in the syllabi located at The Art Institute of Pittsburgh- Online Division and located at the online class resources link. Textbooks can be purchased through The Art Institute of Pittsburgh -Online Division's textbook partner. It is your choice to choose any search engine you would like by searching for the new or used textbooks by title, author, and ISBN, if available. They provide a secure site and 48-hour delivery for most books.

EQUIPMENT FOR ONLINE COURSES
Students are advised of resources available where they may purchase their own equipment through an outside vendor made available through The Art Institute of Tucson. Students are not, however, required to purchase or lease any hardware or software through The Art Institute of Tucson. The listing of hardware and software requirements for courses is available through the online class resources link.

RETENTION
According to regulations published by the Department of Education the retention rate of certificate or degree seeking first time, undergraduate students must be made available to all enrolled students and prospective students. You may obtain this information in the Admissions Office.
ACADEMIC ASSISTANCE

DEVELOPMENTAL STUDIES COURSES
Developmental studies courses are designed for students whose scores indicate that they need additional preparation in order to be successful in completing college-level courses in English. All developmental studies courses must be completed with a passing grade of “C” or better. These courses will be charged at the current per-credit hour charge. Students enrolled in developmental studies courses may be required to take three credits in addition to their normal program of study requirements. Developmental studies courses are not calculated in the total credits needed for graduation; however they are included when calculating the maximum time frame and incremental completion rate. Qualifying applicants may be exempt from these tests with appropriate transfer of previous college credit, or by submission of acceptable ACT or SAT scores. Developmental studies courses may be individually attempted no more than three times. Failure to successfully complete Essentials of Composition with a passing grade within three attempts will result in termination.

TUTORING SERVICES
Faculty or peer tutors are available to students through The Art Institute of Tucson. Students should contact their Program Director or the Dean of Academic Affairs for tutor availability. Each department offers extra help by request through the Academic Director. Various academic and professional workshops are conducted from time to time by the Academic Affairs Department as well as the Student Services Department to assist students in their learning experience.

ENRICHMENT PROGRAMS

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

EXTERNSHIPS FOR ACADEMIC CREDIT
An important element in The Art Institute of Tucson curriculum is the Externship Program. 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 studied 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.

QUALIFYING REQUIREMENTS FOR EXTERNSHIPS:
• Bachelor’s degree program students must have completed at least nine quarters, associate’s degree program students must have completed five quarters.
• Must be a full-time student (unless the student is graduating that quarter).
• Must have CGPA of 3.0 or higher for Graphic & Web Design;, a 2.8 CGPA of 2.8 or higher and two letters of recommendation for Fashion Marketing and Media Arts & Animation.

Detailed information can be found in the Externship Guidelines and Requirements Packet and an externship course syllabus is available from the Career Services Department.
STUDENT SERVICES AND RESOURCES

GENERAL INFORMATION
The mission of the Student Services Department is to supplement The Art Institute’s educational processes and to support its stated purpose by providing assistance and services to the student body in the areas of advocacy, disability, student development, counseling, international advising, housing, foodservice, and bookstore supplies. The department actively encourages the involvement of students, faculty, and staff in activities that stimulate cultural awareness, creativity, social interaction, and professional development. To fulfill its mission, the Student Services Department has established the following objectives:

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

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

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

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

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

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

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

STUDENT ASSISTANCE PROGRAMS
The college provides confidential short-term counseling, crisis intervention, and community referral services through the Talk One2One Health 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, at 1.888-617-3362. The Student Services office also offers programs on mental health-related topics each quarter. If you have any questions regarding counseling services, please contact the office of Student Services.
The Student Support Coordinator provides assistance utilizing a wellness approach for the student population, including:

- Special events/workshops on health or wellness related areas
- Information on human services in the local area
- Assistance with study habits, time management, stress management, communication, problem solving, transition to college, and many other college success topics
- Coordination of disability services for students that qualify in compliance with the Americans with Disabilities Act
- Referrals to short term counseling provided by the Student Assistance Program for students in need of emotional support or guidance.

MILITARY AND VETERAN STUDENT ADVISING POINT OF CONTACT
Military students are encouraged to ask about academic support, financial aid advising, disability services or career counseling that is made available by the school. Students should contact the Student Services department on campus for further guidance and information.

STUDENT HOUSING DEPARTMENT
The Housing Department is dedicated to helping meet your housing needs throughout your stay at The Art Institute of Tucson. The living arrangement you choose is important to your well-being and academic success.

- Independent Housing:
  For more information on independent housing, please contact the Student Services Department or 520-318-2703.

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

Students who seek reasonable accommodations should notify the Office of Disability Support Services at 1-855-855-0567 or via email at _TheCenterDSS@edmc.edu of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Office of Student Conduct and Resolution at studentresolution@edmc.edu. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

PART-TIME EMPLOYMENT
Student Services has a network of local companies that depend on our students as part-time employees. Students seeking part-time employment should contact Student Services for assistance. Seminars are available on various topics to instruct students on developing a resume, completing an application, interviewing, and professional phone skills.

As students progress through their program, part-time field related opportunities can be available, such as externships and freelance work. Externship opportunities allow students to gain on-the-Job skills. Students are encouraged to meet with Career Services to discuss the steps necessary to pursue that first experience in the industry.
GRADUATE ASSISTANCE
Once students are ready to graduate, it’s time to search for that full-time entry-level industry position. The first step in achieving this goal is participating in the quarterly Graduate Portfolio Show hosted by The Art Institute of Tucson. Graduates work closely with both the Career Services and Academic Affairs Departments to ensure the quality of work is at the graduate level. This venue allows graduates the opportunity to show potential employers their portfolio of work. What’s more, the guidance continues after graduation. Graduates work closely with Career Services staff to match their skills to the needs of prospective employers. Each program has an advisor that provides a personalized, comprehensive service tailored to the needs of the graduate.

Although Career Services does not guarantee employment or a particular level of compensation following graduation, the Career Services staff works hard to cultivate entry-level employment opportunities for students and match job leads with qualified graduates.

LOST AND FOUND
The Art Institute of Tucson offers a lost and found service. Most lost items are taken to the Front Desk (first floor). Please check there first for lost items. If an item was lost in one of the labs, first check with the Lost and Found, and then double-check with The Cage.
POLICIES & PROCEDURES

STUDENT HANDBOOK
The Student Handbook contains policies, regulations, and procedures governing attendance, conduct, disciplinary, and grievance procedures. The purpose of the Student Handbook is to provide students with a comprehensive outline of The Art Institute of Tucson’s policies and procedures.

HOMEWORK
In addition to regular attendance at scheduled classes, the student will be required to devote additional time each week outside the classroom for studying and working on assigned projects.

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 (WF) grade after week 9 of an 11 week term for that course (after week 4 of a 5.5 week Mid quarter ground term**) unless the student submits an appeal to remain in class that is accepted by the instructor and department director/dean. A student is allowed only one appeal per class. In other words, if a student submits an appeal and it is approved, the next absence will initiate a non-appealable withdrawal from the course. The Attendance Appeal Request Form may be found in the registrar office.

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

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

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

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

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 or registrar. 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, or taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orientation, reading the courses or programs syllabus or activity prior to the start date of the course.

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

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

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

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

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

In the specific case where a student has a current course grade of F and fails to meet positive attendance in the last week of the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.

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. A campus can also hold additional or make-up orientation sessions to accommodate students who aren't able to attend the regularly scheduled orientation.

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

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

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

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

The Satisfactory Academic Progress Policy contains the following information:

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

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

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

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

Criteria for Honors Designations

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

Quarter Honors Designations (at the completion of a quarter)

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

<table>
<thead>
<tr>
<th>Quarter GPA</th>
<th>Honors Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>President's Honor List</td>
</tr>
<tr>
<td>3.7-3.99</td>
<td>Dean's Honor List</td>
</tr>
<tr>
<td>3.5-3.69</td>
<td>Honor Roll</td>
</tr>
</tbody>
</table>
Honors Designation at Graduation
Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates. Transitional studies courses are not considered when evaluating honors designations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Degree Programs:**

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

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

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

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

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

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

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

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

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

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

### DEGREE PROGRAMS

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

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal. Unless otherwise noted, Academic/Financial Aid Dismissals may be appealed. Please see the Appeal Process below.

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

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

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

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

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

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

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

Students should understand that by having a mitigating circumstance it does not automatically mean the appeal will be approved. The Appeals 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.

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

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

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

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

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

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

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

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

The Metrics of SAP
Academic Grading System
The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

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

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

Other Grade Codes worth Zero Quality Points:
CR = Credit through examination
Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.

I = Incomplete
Affects ICR/MTF/CGPA (Computes as an F)
This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which “IPA” grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as “F” on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.

IPA = Incomplete Pass
This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which “IPA” grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as “F” on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.

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)
This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ICR/MTF.

NC = No Credit
This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course

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

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

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

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

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

TR = External Transfer Credit
Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.
**U = Unsatisfactory**
Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.

Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project.

If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course’s instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.

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

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

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

**WV = Waiver**
Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA

**WX = Course was registered for but never attended**
Self-explanatory and does not affect ICR/MTF/CGPA

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

**Repeating Courses**
Grades earned in repeated courses will replace grades of ‘F’, “UF”, ‘W’, or ‘WF’. Course credits with grades of ‘F’, “UF”,’W’, or ‘WF’ are included in the maximum time frame (MTF) and incremental completion rate (ICR) requirements as credits attempted but not earned. Students with incomplete grades will receive an ‘F’ if a grade change is not submitted by the end of the second week of the following term. The grade ‘I’ indicates Incomplete and is calculated as if it is an ‘F’ until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations.
**Changed Grade**
When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the Academic Department Director and the Dean of Academic Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.

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

In this example:
A = 4 grade points x 4 credit hours = 16 grade points earned
B = 3 grade points x 3 credit hours = 9 grade points earned

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

16 grade points + 9 grade points = 25 total grade points
25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.571 which is rounded to 3.57. Rounding occurs after the 4 digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower it is rounded down.

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

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

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

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

**The 150% MTF is determined as follows:**

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

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

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

The 150% MTF is determined as follows:

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

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.

ACADEMIC DISHONESTY POLICY
The Academic Affairs Team of The Art Institute of Tucson 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 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 Tucson.

APPROPRIATE ATTIRE
Students should dress appropriately for their profession while attending The Art Institute of Tucson.

CLASS SIZE
The maximum number of students per lab is 30. The maximum number of students per lecture is 60.
CLASSROOM RECORDING POLICY
The use of audio, video, web or image/capture to mechanically, electronically or digitally record classroom, lecture, lab 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 Student Services for reasonable accommodations authorized under the American Disabilities Act will be exempted from this policy. Student shall notify instructor of these said permissions. Violation of the policy will result in a conduct review hearing.

CLOCK HOUR/CREDIT HOUR CONVERSION
All course work at The Art Institute of Tucson is measured in quarter credit hour. One quarter credit hour is awarded for 10 classroom contact hours of lecture, 20 classroom contact hours of laboratory instruction, or 30 contact hours of externship. One classroom contact hour is defined as 60 minutes; 50 minutes of instruction for every 10 minutes of break.

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.

CURRICULUM AND SCHEDULING
Program and courses are periodically revised to keep pace with the changing industry needs, standards, equipment, supplies, and resource materials. The Art Institute of Tucson reserves the right to change course titles, content, or sequencing of courses, subject to regulatory approval, anytime it deems such action is necessary to enhance the educational program.

The Art Institute of Tucson also reserves the right to reschedule students at any time to accommodate classroom needs.

The information in this catalog is based on the most current information available at the time of publication. All information, data, policies, and procedures are subject to change. The Art Institute of Tucson, whenever possible, will give advanced notification of these changes.

DOCUMENTATION AND EXHIBITION OF STUDENT WORK
Every quarter The Art Institute of Tucson documents student work, student achievement, and campus activities. Exhibiting student work is very important at The Art Institute of Tucson because it benefits faculty and students and demonstrates the nature and value of the programs. The Admissions Department uses student work to show applicants what they can learn, and The Art Institute of Tucson publishes student work in the catalog and other publications. The Art Institute of Tucson reserves the right to use student art work for such purposes, with student permission.

ILLNESS OR INJURY
In the event of illness or injury to a student on Art Institute of Tucson premises or at a sponsored function of The Art Institute of Tucson, the student may request to be transported by an emergency vehicle to a local hospital emergency
INDEPENDENT STUDY
In cases of extreme mitigating circumstances, such as imminent graduation when a particular course is not offered, students may be allowed to fulfill the competencies of that course through independent study under the Academic Director's supervision. The Academic Director and the student develop a contract that specifies how the student will demonstrate the competencies of the course.

INSTRUCTIONAL EQUIPMENT
Use of instructional equipment will be made available to students according to the program curriculum to allow students to acquire basic understanding of such equipment as the student would be expected to encounter in an entry-level position in the field. Such equipment must be shared by students; accordingly, The Art Institute of Tucson cannot guarantee students hands-on usage of such equipment beyond that called for in the curriculum. To complete the requirements of his/her program, the student may have to schedule use of the equipment outside normal class hours.

PROPERTY OF THE ART INSTITUTE OF TUCSON
The student is responsible for any Art Institute of Tucson 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.

PROPERTY RIGHTS
The Art Institute 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.

INTELLECTUAL PROPERTY POLICY
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 The Art Institute of Tucson’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 The Art Institute of Tucson.

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

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

I. Definitions (if applicable)

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

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

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

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

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

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

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

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

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

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

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

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

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

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties
expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.
Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

II. Policy Provisions

A. Faculty, Staff and Student Works


   Subject to the exceptions noted in this Policy, as a general rule, The Art Institute of Tucson 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 Tucson 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 Tucson to create the Intellectual Property.
   (f) The Intellectual Property is developed under a grant, program or agreement which provides The Art Institute of Tucson 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 Tucson or by The Art Institute of Tucson 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 Tucson under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Art Institute of Tucson's President, and to execute any document deemed necessary by The Art Institute of Tucson to perfect legal rights in The Art Institute of Tucson and enable The Art Institute of Tucson 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 Tucson. 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 Tucson.
   (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 Tucson as Works Made for Hire or otherwise.
   (c) If any Intellectual Property to be owned by The Art Institute of Tucson 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 Tucson 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 Tucson.

(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 Tucson 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 Tucson 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 Tucson 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 Tucson 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 Tucson to a perpetual, worldwide license (exclusive or non-exclusive, as The Art Institute of Tucson 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 Tucson will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Art Institute of Tucson 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 Tucson 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 Tucson 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 Tucson. Where practicable, The Art Institute of Tucson will use best efforts to cite the creator of the Work if The Art Institute of Tucson exercises such usage rights.

V. Institution's Marks

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

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

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

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

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

REQUESTING A TRANSCRIPT
Official copies of transcripts may be obtained by students and alumni upon written request to the Registrar’s Office. Requests must contain the student's signature, which authorizes the release of this information. All financial and educational obligations must be met in order to obtain transcript copies. To receive an official transcript from The Art Institute of Tucson, your request needs to include the following information:

• Full name while attending The Art Institute of Tucson
• Dates you attended The Art Institute of Tucson
• Program of study or major while attending The Art Institute of Tucson
• Your school ID number or
• Social Security Number
• Your home address and telephone number
• Your email address (if available)
• Address where you want your transcript to be mailed, including the person's name to whom it will be mailed
• Student Signature releasing information

Students may also send a completed and signed transcript request form directly to the following coordinates for processing: aigtranscript@edmc.edu (email) or 480-999-8981 (fax).
REQUIREMENTS FOR GRADUATION

The Art Institute of Tucson awards an Associate of Applied Science degree to graduates of its Baking & Pastry, Culinary Arts and Graphic Design degree programs, and a Bachelor of Arts degree to graduates of Culinary Arts, Digital Filmmaking & Video Production, Fashion Design, Fashion Marketing, Graphic and Web Design and Media Arts & Animation programs. To graduate, students must have a cumulative grade point average of 2.0 or higher. Graduates are also required to complete the credit requirements for their program of study: 180 quarter-hour credits are required for the twelve-quarter programs, and 90 quarter-hour credits for six quarter degree programs.

To qualify to graduate, participate in the graduation ceremony, and receive a degree, all students must:

1. Maintain satisfactory attendance in scheduled classes;
2. Receive a passing grade or credit for all required course work;
3. Accumulate the total credit requirements for a program through coursework, advanced placement, proficiency assessment or transfer credit;
4. Earn no more than 75 percent of the total required credits through advanced placement, proficiency assessment and/or transfer credit from another institution;
5. Achieve a minimum CGPA of 2.0;
6. Satisfy all financial obligations with The Art Institute of Tucson;
7. Meet portfolio and other requirements as outlined by the student's program; and
8. Students in the Digital Filmmaking & Video Production, Fashion Design, Fashion Marketing, Graphic & Web Design, and Media Arts & Animation degree programs must compile a portfolio of their work, receive a portfolio grade of “C” or higher, and exhibit their portfolio in an Art Institute of Tucson Graduate Portfolio Show.

An outline of portfolio standards, projects, and general criteria is provided separately to students by the academic departments. These portfolio requirements are periodically reviewed and updated; The Art Institute of Tucson reserves the right to alter or modify these requirements at any time to enhance graduate employment potential. The development of student portfolios is a continuing process beginning early in the student's academic career.

VISITORS AND MESSAGES

The Art Institute of Tucson welcomes visitors to its school facility as long as the visitors' purposes are consistent with the educational mission and climate of The Art Institute of Tucson and their presence does not compromise their own safety and the safety of others. Children, visitors, or family are not permitted in the classrooms or labs at any time without the prior permission of the instructor or Dean of Academic Affairs. The Art Institute of Tucson cannot deliver messages for the student body. Only in the case of an emergency will a message be taken for a student (death or hospitalization of a family member, sick child or dependent). The caller will be asked to describe the nature of the emergency and the Registrar’s Office personnel will make a determination of necessity. If the call is determined to be a true emergency, a reasonable attempt will be made to locate the student, either by Registrar personnel, counselor, or by the Academic Director.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

I. Procedure to Inspect Education Records

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

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

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

II. Disclosure of Educational Records

The Art Institute of Tucson 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 Tucson 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 Tucson 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 Tucson 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.

II. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Art Institute of Tucson officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Art Institute of Tucson 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.

III. Directory Information

The Art Institute of Tucson 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 Tucson 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 Tucson, 5099 E Grant Rd Tucson, AZ 85712. 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.

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

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

2. The Art Institute of Tucson 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 Tucson 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 Tucson. 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 Tucson 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 Tucson 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 Tucson 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 Tucson 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 Tucson 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

NO HARASSMENT POLICY
The Art Institute of Tucson 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 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 (Student Services Coordinator, 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.
  o 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
- Wilfully providing college officials with false, misleading or incomplete information.
- Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.

Abuse of the College’s Disciplinary System, including but not limited to:
- Failure to obey the summons of a disciplinary body or college official.
• Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
• Disruption or interference with the orderly conduct of a disciplinary proceeding.
• Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
• Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
• Failure to comply with the sanction(s) imposed under the student conduct policy.
• Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

Unauthorized Use or Misuse of College Facilities

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

Violation of Federal or State Laws

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

Insubordination

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

Violations of College Rules

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

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

Section VI - Sanctions

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

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

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

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

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

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

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

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

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

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

Section VII – Disciplinary Procedures

Complaint

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

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

2. The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim, offender and any witness/s may be included.
3. Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

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

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

Search of Student’s Property

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

Notification and Determination of Violations that Warrant Disciplinary Meeting

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

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

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

Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

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

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

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

3. Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.
4. The student may be accompanied by one person (family member, friend, etc.) to provide support. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

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

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

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

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

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

Disciplinary Panel

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

Administrative Interim Suspension

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

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

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

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

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

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

THE ART INSTITUTE OF TUCSON ANTI-HAZING POLICY

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

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

Individuals and/or student clubs that force, require, and/or endorse violations will be held directly responsible through the College’s student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Dean of Academic Affairs, Mark Hinrichs: 520 318 2748, mhinrichs@aii.edu. The negligence or consent of a student or any assumption of risk by
the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the College community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

GENERAL STUDENT COMPLAINT PROCEDURE

If you have a complaint or problem you are encouraged to follow the Student Complaint Procedure. You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.

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

The appropriate The Art Institute of Tucson staff member or department will be notified of the complaint. A follow-up meeting with you and the Dean of Academic Affairs will be held within ten school days of the date of the written complaint in an effort to resolve the issue.

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

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

Arizona State Board for Private Postsecondary Education
1400 West Washington, Room 260
Tucson, AZ 85007
602.542.5709

or you may contact:

The Accrediting Council for Independent Colleges and Schools
750 First Street N.E., Suite 980
Washington DC 20002-4223
202.336.6780

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

NON-DISCRIMINATION POLICY

The Art Institute of Tucson 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 Tucson provides reasonable accommodations to qualified individuals with disabilities. The Art Institute of Tucson will not retaliate against persons bringing forward allegations of harassment or discrimination. Dean of Academic Affairs,
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 The Art Institute of Tucson 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 Dean of Academic Affairs, Mark Hinrichs, 520-318-2748, mhinrichs@aii.edu. 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 The Art Institute of Tucson 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 Tucson's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.

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

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

5. The Art Institute of Tucson 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.

JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION

Student and The Art Institute of Tucson 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 Tucson (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 Tucson ("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
Tucson/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 Tucson.

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 TUCSON.

SMOKE-FREE POLICY
It is the philosophy of The Art Institute of Tucson to provide an environment that offers the opportunity and resources to optimize the personal health and well-being of the school community. Therefore, the building adheres to a smoke-free policy. In accordance with federal and state regulations, a designated smoking area is located over 25 feet from the northwest side of the building. Signs are posted for ease in identifying the designated smoking area to ensure the health and safety of all Art Institute of Tucson employees, students, and visitors. This policy applies to electronic smoke-less devices also.

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

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

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

SEXUAL MISCONDUCT & RELATIONSHIP VIOLENCE POLICY; PROCEDURES FOR HANDLING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE COMPLAINTS
The Art Institute of Tucson 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 Tucson 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 Tucson 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 Tucson is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

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

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

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

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

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

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

Different employees on campus have different abilities to maintain confidentiality:

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

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

The School will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School’s responsibility to provide a safe and nondiscriminatory environment to all members of its community.
The School will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.
In addition to internal reporting, the School strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the School’s review and investigation of any complaint covered by this Policy. The School will honor a Complainant’s request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the School will endeavor to notify a Complainant or Reporter of the institution’s intent to report the matter to law enforcement in advance of any such report.

The School does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the School’s ability to take certain actions.

Other Code of Conduct Violations: The School encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in School housing. Therefore, the School has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. Response Procedure
Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Services, or the Campus President. If a report is made verbally, the School will request a written statement by the student.

Upon receipt of a report, the School will generally proceed as described below.

A. Investigation Commencement
The School will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response
Once the School is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention
Pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization’s access to certain School facilities or activities pending resolution of the matter. The School may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the School determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation
If the Complainant is willing to participate in the review and investigation process, the School will proceed as described below in Section III (E).
If the Complainant requests a confidential investigation, the School will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community. If a confidential investigation is requested and agreed to, the School will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant. If the Complainant asks that the report of sexual misconduct not be pursued, the School will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The School, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly. In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

E. Investigation Procedure
Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents. The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence. The Investigation will generally be conducted by the Director of Student Services for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation. The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

F. Determinations
1. For cases where the Respondent is a student.
The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases. The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.
The School reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member.
The investigator will present all evidence to the Ethics Committee of EDMC. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

G. Standard of Proof
In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions
If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 business days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

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.

THE ART INSTITUTE OF TUCSON 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 Tucson'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 Tucson's policies prohibit use of The Art Institute of Tucson 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.
## ADMINISTRATION, STAFF & FACULTY LISTING

### Administration Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credential Held</th>
<th>Institutions Awarding the Credential</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly Ream</td>
<td>Bachelor of Arts – Advertising</td>
<td>Art Institute of Tucson</td>
<td>Career Services Advisor</td>
</tr>
<tr>
<td>Jacqueline Murphy</td>
<td>Master of Business Administration – Business Administration</td>
<td>Argosy University</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science – Business Administration</td>
<td>University of Phoenix</td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td></td>
<td></td>
<td>Academic Director, Culinary Arts, Baking &amp; Pastry Arts</td>
</tr>
<tr>
<td>Neil Diamente</td>
<td>Master of Library and Information Science</td>
<td>Indiana University</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>Master of Fine Arts – Creative Writing</td>
<td>University of Arizona</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science – Chemistry</td>
<td>Butler University</td>
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<tr>
<td>Open</td>
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<td>Human Resources Generalist</td>
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<tr>
<td>Open</td>
<td></td>
<td></td>
<td>Program Coordinator, Fashion Design, Fashion Marketing,</td>
</tr>
<tr>
<td>Mark Hinrichs</td>
<td>Master of Arts – English</td>
<td>Rutgers University</td>
<td>Dean of Academic Affairs, Interim Campus Director</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts – English</td>
<td>Amherst College</td>
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### Administration Members

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<tr>
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<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Deb Pageau</td>
<td>n/a</td>
<td></td>
<td>Culinary Storeroom Manager</td>
</tr>
<tr>
<td>Carol Shinners</td>
<td>Associate of Applied Science – Business Administration</td>
<td>Kalamazoo Valley Community College</td>
<td>Student Accountant</td>
</tr>
<tr>
<td>Matthew Van Oosbree</td>
<td>Master of Business Administration</td>
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<td>Registrar</td>
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<tr>
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<td>Bachelor of Science – Accounting / Business</td>
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<td>Associate of Arts – Liberal Arts</td>
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<tr>
<td>Wayne Vlcan, Ed.D.</td>
<td>Doctorate of Education – Educational Leadership</td>
<td>Argosy University</td>
<td>Program Coordinator, Media Arts &amp; Animation, Digital Filmmaking &amp; Video Production</td>
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<tr>
<td></td>
<td>Master of Arts – Theatre/Speech</td>
<td>University of Cincinnati</td>
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<tr>
<td></td>
<td>Bachelor of Fine Arts – Theatre/TV</td>
<td>Ohio University</td>
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Full Time Faculty Members

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<thead>
<tr>
<th>Name</th>
<th>Academic Credential Held</th>
<th>Institutions Awarding the Credential</th>
<th>Area of Teaching Specialization</th>
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<tbody>
<tr>
<td>Robert Loomis</td>
<td>Master of Arts – Media Arts</td>
<td>University of Arizona</td>
<td>Digital Filmmaking &amp; Video Production</td>
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<tr>
<td></td>
<td>Bachelor of Arts – Art History/Media</td>
<td>University of Arizona</td>
<td></td>
</tr>
<tr>
<td>Daniel Sèman</td>
<td>Master of Fine Arts – Animation and Visual Effects</td>
<td>Academy of Art University</td>
<td>Game Art &amp; Design and Animation</td>
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<tr>
<td></td>
<td>Bachelor of Fine Arts – Media Studies</td>
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Part Time Faculty Members

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<tr>
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<tbody>
<tr>
<td>Rainy Day</td>
<td>Master of Applied Geography – Geography &amp; Environmental Management</td>
<td>Texas State University at San Marcos</td>
<td>General Education</td>
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<tr>
<td></td>
<td>Master of Science – Clinical Mental Health Counseling</td>
<td>Prescott College</td>
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<tr>
<td></td>
<td>Bachelor of Arts – Sociology</td>
<td>University of Texas (Austin)</td>
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Part Time Faculty Members

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<tbody>
<tr>
<td>Margot Dinardi</td>
<td>Bachelor of Fine Arts – Painting</td>
<td>Indiana University of Pennsylvania</td>
<td>Media arts &amp; Animation</td>
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<tr>
<td></td>
<td>Master of Education – Instructional Design &amp; Technology</td>
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<tr>
<td>Larry Foster</td>
<td>Master of Education – Educational Media</td>
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<td>Matthew Gadziala</td>
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<tr>
<td>Holly Griffith</td>
<td>Master of Arts – English Literature</td>
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<td>English composition</td>
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<tr>
<td>J. Randall Harris</td>
<td>Bachelor of Science – Theatre/Speech</td>
<td>Ball State University</td>
<td>Graphic Design, Typography</td>
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<td>Martin Heinritz</td>
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<td>Bachelor of Fine Arts – Studio Art</td>
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<tr>
<td>Elizabeth Heuisler</td>
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<td>William Hogan</td>
<td>Bachelor of Fine Arts – Visual Communication</td>
<td>University of Arizona</td>
<td>Graphic Web Design</td>
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<td>Jorgiana Jake</td>
<td>Master of Arts – Media Arts</td>
<td>University of Arizona</td>
<td>Digital Filmmaking &amp; Video Production</td>
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<td>Bachelor of Arts – Media Arts</td>
<td>University of Arizona</td>
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<tr>
<td>Jim Lienhart, Lead Instructor</td>
<td>Bachelor of Fine Arts – Illustration</td>
<td>Kansas City Art Institute &amp; School of Design</td>
<td>Graphic Design and Advertising</td>
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<tr>
<td>Michele Lopez</td>
<td>Master of Science – Acquisitions &amp; Contract Management</td>
<td>Florida Institute of Technology</td>
<td>Culinary Arts</td>
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<td>Master of Science – Business Information Systems</td>
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<td>Bachelor of Science – Culinary Arts</td>
<td>University of Phoenix Art Institute of Tucson</td>
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<tr>
<td>Anna Mentzer</td>
<td>Bachelor of Arts – Psychology</td>
<td>Our Lady of the Lake University</td>
<td>Culinary Arts</td>
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<td></td>
<td>Associate of Occupational Science – Culinary Arts</td>
<td>Scottsdale Culinary (Le Cordon Bleu)</td>
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<tr>
<td>Klee Miller</td>
<td>Master of Fine Arts – Film and Television</td>
<td>University of California at Los Angeles</td>
<td>Game Art Design and Animation</td>
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<tr>
<td></td>
<td>Bachelor of Arts – Graphics, Photography</td>
<td>Western Washington State College</td>
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**Part Time Faculty Members**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Thomas Plazibat</td>
<td>Master of Arts – Philosophy</td>
<td>California Institute of Integral Studies</td>
<td>General Education</td>
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<td></td>
<td>Master of Arts – Art History</td>
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<tr>
<td>Nanalee Raphael</td>
<td>Master of Arts – Costume Design</td>
<td>Syracuse University</td>
<td>Fashion Design</td>
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<td>Bachelor of Arts – Drama</td>
<td>Syracuse University</td>
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<tr>
<td>Saydee Ruiz</td>
<td>Master of Arts – Spanish Language, Literature and Culture</td>
<td>Universidad de Alcala de Henares (Madrid, Spain)</td>
<td>Spanish Language &amp; Culture</td>
</tr>
<tr>
<td></td>
<td>in the Hispanic World</td>
<td></td>
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<tr>
<td></td>
<td>Bachelor of Arts – Sociology and Spanish Literature</td>
<td>University of Arizona</td>
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<tr>
<td>Wan-Chung (Bill) Sy</td>
<td>Certified Master Chef (China)</td>
<td>American Culinary Federation</td>
<td>Culinary Arts</td>
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<tr>
<td></td>
<td>Master of Business Administration</td>
<td>Golden Gate College</td>
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<td></td>
<td>Bachelor of Education</td>
<td>National Taiwan Normal University</td>
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<tr>
<td>Rosalind Tao</td>
<td>Master of International Management</td>
<td>Thunderbird Graduate School of International Management</td>
<td>Fashion Marketing, Business</td>
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<tr>
<td></td>
<td>Bachelor of Science in Business Administration – Finance/</td>
<td>University of Arizona</td>
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<tr>
<td></td>
<td>Real Estate</td>
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</tbody>
</table>
Rohan Wirasinha
Diploma – Culinary Arts
Richmond College (Columbo, Sri Lanka)
Diploma – Hotel Management and Culinary Arts (Pastry and Cake Making)
World Class Institute of Tourism (Columbo, Sri Lanka)

Paula Taylor
Master of Science-Environmental Education
Lesley University
Bachelor of Arts-Social and Behavioral Science
University of Arizona
Fashion Marketing

Board of Directors of Education Management Corporation

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

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

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

**ACADEMIC CALENDAR**

**Fall 2017**
All scheduled dates are subject to change.

**FALL 2017**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Day of Class</td>
<td>Monday 10/2</td>
</tr>
<tr>
<td>Last Day of Add/Drop</td>
<td>Monday 10/9</td>
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<tr>
<td>Veteran’s Day Observed</td>
<td>Friday 11/10</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>Thursday 11/23</td>
</tr>
<tr>
<td>Day After Thanksgiving Day</td>
<td>Friday 11/24</td>
</tr>
<tr>
<td>Last Day to Drop w/o “WF”</td>
<td>Friday 12/1</td>
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<tr>
<td>Portfolio Show</td>
<td>Wednesday 12/13</td>
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<tr>
<td>Last Day of Class</td>
<td>Saturday 12/16</td>
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<tr>
<td>December Holiday</td>
<td>Friday 12/22</td>
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<tr>
<td>Christmas Day</td>
<td>Monday 12/25</td>
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<tr>
<td>Student Winter Break</td>
<td>Sunday 12/17–Sunday 1/7</td>
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</table>
**TUITION AND FEES**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Degree</th>
<th>Credit Hours</th>
<th>Program Length [Qtrs]</th>
<th>Instructional Weeks</th>
<th>Tuition per Credit Hour</th>
<th>Lab Fee</th>
<th>Digital Textbooks</th>
<th>Starting Kit</th>
<th>Approx. Total Cost / Program†</th>
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<tbody>
<tr>
<td>Associate of Applied Science (AAS)</td>
<td></td>
<td></td>
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<tr>
<td>Baking &amp; Pastry</td>
<td>AAS</td>
<td>90</td>
<td>6</td>
<td>66</td>
<td>$481</td>
<td>$2,400</td>
<td>$1,050</td>
<td>$774</td>
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<tr>
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<tr>
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<tr>
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<td>Fashion Design</td>
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<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,800</td>
<td>$328</td>
<td>$89,708</td>
</tr>
<tr>
<td>Fashion Marketing</td>
<td>BA</td>
<td>180</td>
<td>12</td>
<td>132</td>
<td>$481</td>
<td>$0</td>
<td>$2,800</td>
<td>$328</td>
<td>$89,708</td>
</tr>
<tr>
<td>Graphic &amp; Web Design</td>
<td>BA</td>
<td>180</td>
<td>12</td>
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<td>$2,800</td>
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<td>$89,708</td>
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<tr>
<td>Media Arts &amp; Animation</td>
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<td>12</td>
<td>132</td>
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<td>12</td>
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<td>$481</td>
<td>$0</td>
<td>$2,800</td>
<td>$328</td>
<td>$89,708</td>
</tr>
</tbody>
</table>

The Art Institute of Tucson is no longer enrolling new students. Questions should be addressed to the academic dean or the dean’s designee.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the 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.