

T H E  
**LOS ANGELES**<sup>®</sup>  
F I L M S C H O O L



# ACADEMIC CATALOG

## Online Degree Programs

6363 Sunset Blvd | Hollywood, CA | 90028 | 323.860.0789 | [www.lafilm.edu](http://www.lafilm.edu)

August 2015

## **OUR HISTORY**

In the spring of 1999, a group of Hollywood professionals founded The Los Angeles Film School. Their goal was to establish an institution where industry professionals can share their knowledge of film production with a new generation of filmmakers. The Los Angeles Film School expanded its offerings in 2004 with the addition of the Los Angeles Recording School recording engineering certificate program. Today, the school offers associate and bachelor degrees in multiple disciplines across the entertainment and media industry including, animation, game, entertainment business, film production, music production and recording arts.

## **OUR MISSION**

The mission of The Los Angeles Film School is to inspire students with an inventive method of education that concentrates on preparation for career opportunities in the entertainment industry. We do this with a curriculum that integrates technical knowledge with artistic exploration and creativity, taught by a staff of industry professionals. Our education is delivered through reflective teaching methods and hands on learning in the heart of Hollywood, the world's entertainment capital. Our programs are designed to immerse aspiring talent in industry practices and current technologies, enabling them to discover their individual voices through collaboration and realize their career goals in the entertainment industry.

## **Our Campus**

The campus currently occupies over 250,000 square feet of space in the heart of Hollywood, California with instructional facilities located in the historic RCA building (6363 Sunset Boulevard), the iconic Ivar Theatre (1605 Ivar Avenue), the professional quality recording studios at the Los Angeles Recording School (6690 Sunset Boulevard), and the main headquarters at 6353 Sunset Boulevard, Hollywood, CA, 90028.

## **ACCREDITATION, LICENSING AND APPROVALS**

The Los Angeles Film School is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The Los Angeles Recording School is a Division of The Los Angeles Film School.

The Los Angeles Film School's approval to operate as a private postsecondary school in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which became effective January 1, 2010. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs.

The Los Angeles Film School is approved to train veterans by the California State Approving Agency for Veterans Education (CSAAVE). CSAAVE operates under contract with the US Department of Veterans Affairs. Under the authority of federal law, Title 38 U.S.C. CSAAVE operates as part of the government of the State of California.

The Los Angeles Film School is approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S government tuition assistance through the DOD MOU. The Los Angeles Film School is a member of the Service Members Opportunity College Consortium.

This catalog is effective September 1, 2015 – September 1, 2016.

# DEGREE PROGRAMS



# Digital Filmmaking

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# Digital Filmmaking

## Bachelor of Science

The Digital Filmmaking Bachelor of Science degree program is a 120 semester credit hour degree program that is delivered 100% online through our unique Learning Management System (LMS)—a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Our online learning environment utilizes the combination of interactive and web-based media to create a variety of instructional materials in support of dynamic, self-directed, and collaborative learning activities. These activities can provide students with a more diverse range of learning options and promote more meaningful collaboration between students and instructors.

### PROGRAM DESCRIPTION & OBJECTIVES

The Digital Filmmaking degree program immerses students in the art of digital video and film production for a variety of outlets. By utilizing the latest tools available to today's media developers, students learn how to create professional content for broadcast television, online media, mobile applications, and independent films. Throughout the program students take courses that help them build a comprehensive understanding of digital content creation and storytelling, with a curriculum that strikes a balance between traditional film foundations and the latest production and postproduction techniques. Students learn how to master essential visual communication and video production methods for digital photography, HD video production, lighting, audio mixing, and nonlinear editing. Supporting classes also cover complementary career skills in computer business applications, finance management, production budgeting, and networking. Class projects will help students apply this knowledge as they craft their own visual and narrative pieces for different media. Students learn to take a story through the entire creative process, including developing a script, planning the logistics of production, working on location to capture their story on camera, as well as file management, editing, and distribution. To help students make the transition into their career after graduation, we've also got a team of Career Development professionals that can help students polish their interviewing skills and get them ready to enter the industry.

### PROGRAM REQUIREMENTS

The Bachelor of Science in Digital Filmmaking is 120 credit hours and 36 months in length. Students must successfully complete all required coursework with a minimum cumulative grade point average of 2.0.

### CHRONOLOGICAL COURSE ORDER BY MONTH

1	2	3	4	5	6	7	8	9
Digital Literacy	Psychology of Play	Industry Overview for Digital Filmmakers	English Composition	Cinema History	Digital Image Making Popular Culture in Media	College Mathematics	Aesthetics & Culture	Storytelling
10	11	12	13	14	15	16	17	18
Composition & Visual Design	Digital Film Lighting I	Digital Audio Production I	Introduction to Editing & Visual Effects	Film Criticism Project Planning & Development	Creative Writing	Digital Cinematography I	Digital Film Lighting II	Directing I
19	20	21	22	23	24	25	26	27
Website Design	Intellectual Property	Design For Location Shooting Survey of Time-Based & Convergent Art	Digital Cinematography II	The Art of Oration	Directing II	Postproduction & Story Development	Digital Audio Production II	Screenwriting
28	29	30	31	32	33	34	35	36
Documentary Production	Documentary Postproduction	Funding & Distribution Contract Negotiations	Contemporary Art	Producing Independent Film	Advanced Preproduction	Advanced Digital Filmmaking	Advanced Postproduction	Creative Portfolio Development

## CORE COURSE DESCRIPTIONS

### DFM 101 Industry Overview for Digital Filmmakers (3 credits)

This course examines the various sectors of the digital filmmaking industry, providing students with a view of the industry from the perspective of a business professional. Students will be introduced to the industry's fundamental business terminology, prevalent business models, current trends, and variety of available career paths.

### DFM 105 Cinema History (3 credits)

This course explores motion picture as an art form, as a business, and a representation of society. Students examine how film has become a dominant force in American culture through the study of subjects like the birth of film, the golden age of silent film, World War II, non-Hollywood films, the New Cinema of the 1960s era, and the Hollywood Renaissance.

### DFM 120 Digital Image Making (3 credits)

The Digital Image Making course introduces students to the use of the computer as an image-making tool used across all art and design disciplines. Students are introduced to Photoshop and Illustrator tools and techniques, basic typography, and graphic design. At the conclusion of this course, students demonstrate their ability to solve visual, compositional and technical problems for print, web and motion media applications.

### DFM 170 Composition and Visual Design (3 credits)

The Composition and Visual Design course is an introduction to the art and craft of designing powerful photographic imagery for effective digital storytelling. Emphasis is placed on integrating classical design fundamentals into student work. Students learn the basics of composition and framing, and the impact of designing with light, movement and space for motion media. Additionally, they learn to recognize and employ the visual qualities of the lens through an exploration of depth of field, lens selection and exposure control. Students will edit imagery using Adobe applications, create a photographic portfolio, and engage in peer critiques.

### DFM 190 Project Planning and Development (3 credits)

Project Planning and Development provides a guided experience for the development of student film projects. In this course, students plan, schedule and budget a digital film production. Successful completion of the course requires students to create a preproduction manual that includes a lined script, breakdown sheets, storyboards, cast, and crew, along with a production schedule and budget.

### DFM 200 Digital Film Lighting I (3 credits)

The Digital Film Lighting I course teaches basic lighting for digital film production. Students learn industry light sources, mounting devices, various methods of light control, and the safe use of electricity. Additionally, this course covers the basics of color correction and camera filtration when using tungsten, fluorescent, and daylight sources. Emphasis is placed on essential lighting design and working within a production budget.

### DFM 201 Digital Film Lighting II (3 credits)

The Digital Cinematography Lighting II Course builds upon the topics introduced in Lighting I. It covers the visual and emotional qualities of light, and how to employ different strategies in lighting for character, commercial products, and narrative-style scenarios. Students are challenged to apply their lighting skills and sharpen their critical thinking in producing original images. Students learn to understand client requirements and how to apply them using professional production guidelines.

### DFM 202 Digital Cinematography I (3 credits)

The Digital Cinematography I course is an introduction to the art and operation of digital film cameras. The course provides in-depth and practical knowledge of lens and digital image control from prep through post. Digital image control attributes, such as focus and depth of field, color management and scene profiles, will be explored and evaluated.

### DFM 220 Digital Audio Production I (3 credits)

In the Digital Audio Production I Course, students analyze and acquire dialogue, natural sound, ambience and sound effects for production. Consideration is given to microphone placement and ambient control, as well as creating audio elements for a scene. Students learn the fundamentals for enhancing the visual story in the edit with realistic and emotive representations of sound.

### DFM 230 Film Criticism (3 credits)

Through an introduction to classical and contemporary film and media theory, the Film Criticism course explores critical approaches to the study and analysis of film, in order for students to gain an understanding of how filmmakers create meaningful experiences for their audiences. Issues relating to production, audience reaction, aesthetics and ethics are explored. Students analyze the films that have contributed to critical debate and challenged the existing theoretical suppositions of their time. Focus is also given to the ways aesthetics of film and digital imagery draw context from and add context to the cultural, social, and political climate in which they are made.

### DFM 240 Directing I (3 credits)

The Directing I course introduces students to the role of the director in guiding the story from idea through completion. In addition, students study techniques for preparation, directing strategies, and the art of evaluating performance in the context of the shot and scene.

### DFM 260 Introduction to Editing and Visual Effects (3 credits)

The preliminary post-production course of the degree program. In this course, students are introduced to the concepts of aesthetic editing and the role of the editor as a storyteller. Students are also introduced to many post-production concepts, including dialogue editing, scene transitions, time and space perception, tempo, sound effects, visual effects, editing with music, and mood changes.

### DFM 301 Digital Cinematography II (3 credits)

The Digital Cinematography II course focuses on the digital cinema techniques necessary for the creation of independent shorts. Students learn more advanced concepts of cinematography, including shutter and speed control, visual style, movement and sequence design. Students create a short film from concept to completion.

### DFM 305 Design for Location Shooting (3 credits)

The artistic considerations of using location venues as scene backdrops for production. The focus of the course is to align scenic script and/or production requirements with the process of location scouting and art direction decisions. This course challenges students to examine location options through a camera's view to serve as sets or production venues.

### DFM 307 Directing II (3 credits)

The Directing II course engages students in practical directing exercises, and is aimed at building a deeper understanding of the craft from a technical and artistic perspective. Students learn to analyze scripts from the director's point of view, to effectively communicate with actors and crew, and methods to employ in controlling story. A short narrative project is designed to sharpen their directing skills, with the goal of deepening and enhancing both visual storytelling and control of time, space, performance, mood and pace in the finished edit.

#### DFM 315 Digital Audio Production II (3 credits)

The Digital Audio Production II course builds upon the topics introduced in the Digital Audio Production I. Students learn more advanced techniques for audio postproduction and sound design. Students delve into specific applications of audio in digital filmmaking and explore how these apply to the final product. The course also provides a survey of audio, computer, and synthesis fundamentals as applied to film, television and other digital media content.

#### DFM 320 Screenwriting (3 credits)

Students in the Screenwriting course explore the art, craft and business of creating producible stories with credible dialogue, appealing characters, expert structure and style, solid formatting and skillful visualizations. By examining the writing for past and present motion picture and television films, dramatic series, advertising, new media and nonfiction entertainment, students learn the structural and stylistic methods of successful screenwriters across a variety of entertainment markets. Finally, students create a believable vehicle for their characters and settings, while developing a quality and production-ready short narrative screenplay.

#### DFM 330 Website Design (3 credits)

In the Website Design Course, students explore interactive website creation as a medium for communications and a form of art. While learning the fundamentals of web design, including a basic understanding of page construction and technical skills, students explore how to use the Internet as a medium for promotion, production, and distribution. Students create outcomes by producing interactive media narrative projects and social media artwork.

#### DFM 380 Postproduction and Story Development (3 credits)

The second editing class in the program includes advanced editing techniques such as asset consideration, nesting video, creating unique transitions, compositing, and timeline management. The course also covers story techniques that take into consideration proper audio placement and the mood and pacing of a story. Successful completion of Advanced Post and Story Development will prepare the student for the Final Project Postproduction course.

#### DFM 420 Documentary Production (3 credits)

The Documentary Production course examines various techniques necessary to direct and produce documentary films. While course topics include directing, producing, preproduction, history, writing, genres, and interviews for documentary films, students also delve into ethical and research practices for the production of nonfiction stories.

#### DFM 421 Documentary Postproduction (3 credits)

In the Documentary Postproduction course, students learn editing techniques used in documentary filmmaking as they edit and complete a short nonfiction film. Students learn both aesthetic and practical approaches to editing their film, along with basic engineering and media management for long form projects. The Documentary project incorporates sound design and titling into the finished edit.

#### DFM 440 Funding and Distribution (3 credits)

The Funding and Distribution course introduces students to current and emerging fundraising strategies and distribution channels. Students will apply their knowledge to create project proposals and business plans.

#### DFM 450 Producing Independent Film (3 credits)

Producing Independent Film explores the world of creative and line producing, production management, and the infrastructure of various forms of production. Students examine the range of development, preproduction and production skills required for executing a successful production. In addition, they learn how to navigate the regulatory and legal aspects of film and television production.

#### DFM 480 Advanced Digital Filmmaking (3 credits)

The Advanced Digital Filmmaking course provides a practical implementation of the learning objectives of the degree program through the production of a capstone project. The capstone project reflects students' understanding of key principles such as producing, screenwriting, production management, directing, cinematography, audio, editing and post graphics.

#### DFM 475 Advanced Preproduction (3 credits)

In the Advanced Preproduction course, students begin work on their capstone project. Students complete a script breakdown, storyboards, scheduling, budgeting, casting, crewing and locations. They apply a range of planning skills and forms in preparation for production of their capstone project.

#### DFM 485 Advanced Postproduction (3 credits)

The Advanced Postproduction course provides students with a greater understanding of the imaginative and technical side of editing. In this course, students demonstrate their knowledge of the post processes from the previous post-production courses and create a final edit of their capstone project, including picture, sound and graphics. The capstone project is evaluated on the strength of its story, style, and clarity of vision.

#### DFM 490 Creative Portfolio Development (3 credits)

The Creative Portfolio Development course is a final component of students' capstone project and requires students to work independently on completing a creative project. The course helps students address specific creative challenges they will face in all aspects of their career going forward. Students create a portfolio and business plan, with a final promotional presentation of their developing identity.

#### EBS 411 Intellectual Property (3 credits)

The Intellectual Property course provides an examination of trade secrets, trademarks, patents, and copyrights in connection with methods of protecting creative works. Students explore acquisition, licensing, sale, and transfer of rights as they relate to music, digital media, animation, interactive entertainment, film, and show production. Rights and issues related to independent contractors and work-for-hire employees are also addressed.

#### EBS 480 Contract Negotiations (3 credits)

The Contract Negotiations course revisits and further expands on entertainment law as it relates to the music business industry. Students are introduced to contract to writing strategies as they examine strengths and weaknesses of real world contracts. Students are given the opportunity to learn and practice various negotiating skills and tactics specific to the music business. Finally, the role of lawyers, business managers, and agents in the music business is addressed.

#### FMP 223 Storytelling (3 credits)

An exploration of the fundamentals of various storytelling techniques, including lyric, epic, and dramatic forms, poetry and prose, a wide array of narrative structures, and various approaches to thematic content. Through the historical examination of selected works of fiction, poetry, drama, and cinema, the student will become familiar with key strategies in the creation of effective and engaging narratives. Special emphasis will be placed upon the manner in which both narrative and thematic content is communicated through the image.

## GENERAL EDUCATION COURSE DESCRIPTIONS

### DGL 101 Digital Literacy (3 credits)

The Digital Literacy Course offers a fundamental understanding of the critical and practical aspects of digital tools, technologies, and resources. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. Through applying their knowledge to their academic studies and professional development, students will recognize digital literacy's significance in information sharing, community building, citizenship, and education.

### ENG 101 English Composition (3 credits)

The English Composition course is designed to help students refine their own writing processes while developing an in-depth personal and intellectual inquiry into a subject of their choosing. The course connects personal reflection with critical analysis, providing varied opportunities for writing and for strengthening language skills. As the course unfolds, a series of assignments leads students through a continually deepening creative research process, which then develops into a complex and detailed written project.

### ENG 226 Creative Writing (3 credits)

The Creative Writing Course trains students to explore writing in a variety of genre forms. Building on the knowledge gained in English Composition, students in this course incorporate common literary devices and narrative structures into creative endeavors. The course covers topics such as, Brainstorming, Narrative Structure and Causality, Literary Devices, Criticism and the Editing Process and Final Revisions.

### ENG 305 The Art of Oration (3 credits)

In the Art of Oration, students develop skills in framing and articulating ideas through formal and informal speeches of varying length and audience. Throughout the course, strategies for impromptu speaking, formulating persuasive arguments, refining clarity of thought and enhancing confidence in oral self-expression are learned. Students prepare and deliver presentations, plan for an effective introduction and inclusion of data, and combine expressive ideas with a strategic use of visual and verbal vocabularies.

### HUM 222 Aesthetics and Culture (3 credits)

Aesthetics and Culture is designed as a chronological survey of the social organizations, systems of government, intellectual/philosophical traditions, aesthetic assumptions, art and architecture, theatre, music, and literature of a wide array of historical periods and geographical regions. While examining important artists, cultural figures, theorists, critics, genres, and experimental forms, Aesthetics and Culture will attempt to illustrate how fluid cultural values have affected the various manners of artistic conception, creation, and reception.

### HUM 223 Popular Culture in Media (3 credits)

The Popular Culture in Media Course examines the role and importance of popular culture, providing a rich background for students to understand the historical and social impact of popular culture. Students are introduced to media milestones in popular culture history, and they explore the influence of popular culture on social trends. Course topics include genre studies, the uses of celebrity, the power of the audience, the effects of new technology and new media, and much more. Students develop a critical approach to analyzing broadcasts, advertisements, films, print, audio recordings, games, and web sites that make up and shape our popular culture.

### HUM 420 Contemporary Art (3 credits)

The Contemporary Art course provides an in-depth study of key modern artwork. A study of contemporary art's succession of contending and often conflicting ideas, styles, and movements such as pop, minimalism, and conceptualism are examined. The course provides an overview of the impulses, interests, and innovations that have driven the art world from the middle of the 20<sup>th</sup> century to the present. Students who successfully complete the Contemporary Art course will be able to identify themes and stylistic movements in modern art, employ the language commonly used to describe the works, and demonstrate knowledge of the most significant artists of the period through their work.

### HUM 430 Survey of Time-Based and Convergent Art (3 credits)

The Survey of Time-Based and Convergent Art course is a survey of the origin and development of art that derives its form through the intersection of emerging technologies and art, and art that has a temporal relationship to its audience. The course explores the relationship of this work and its unique forms of expression within contemporary culture. Students explore the increasing role that technology plays in present and emerging art forms, analyze recent works, and develop a broader understanding of contemporary issues in the photographic, performance, installation, sound, web, interactive, and digital or electronic arts.

### MAT 121 College Mathematics (3 credits)

The College Mathematics course is designed to enable students to build skills and confidence in algebra that are required to succeed in math and core courses. First-time algebra students or those needing a review will begin with basic concepts and build upon these ideas by completing work that uses algebra in practical situations.

### SBS 113 Psychology of Play (3 credits)

In the Psychology of Play Course, students explore how the field of psychology values the concept of play as a mechanism that allows a person to apply game strategies to accomplish life goals. Students will be introduced to how the action of play shapes the brain, develops critical-thinking skills, and strengthens the ability to collaborate with others in social and professional settings. By exploring the key works of Jean Piaget, William James, Sigmund Freud, Carl Jung, and Lev Vygotsky, students will learn about the value of play and how to apply techniques of play in developing cognitive strategies to complete creative, professional, and social tasks. Students will utilize the psychology viewpoint of play to examine how this relates to their life, their education, and their chosen creative field.



# Entertainment Business

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# Entertainment Business

## Bachelor of Science

The Entertainment Business Bachelor of Science degree program is a 120 semester credit hour degree program that is delivered 100% online through our unique Learning Management System (LMS)—a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Our online learning environment utilizes the combination of interactive and web-based media to create a variety of instructional materials in support of dynamic, self-directed, and collaborative learning activities. These activities can provide students with a more diverse range of learning options and promote more meaningful collaboration between students and instructors.

### PROGRAM DESCRIPTION & OBJECTIVES

The Entertainment Business Bachelor of Science degree program is designed to provide students with the knowledge and understanding of the fundamentals of business needed to qualify for entry-level, industry positions. The program provides a well-rounded study of business administration and management principles with a focus on how that knowledge can be applied to the entertainment industry. Students receive training in management, leadership, marketing, accounting, finance, intellectual property, and other aspects of business. The program emphasizes business ethics, corporate social responsibility, communication skills and the role personal values play in the professional life of a business leader. Students also explore topics that are specific to the business of entertainment – artist management, distribution, and more – providing insight into the inner workings of the industry. Throughout the degree program, students work in a professional, project-based environment, designed to recreate the challenges and opportunities typical in the world of entertainment business.

### PROGRAM REQUIREMENTS

The Entertainment Business Bachelor Degree is 120 credit hours and 36 months in length. Students must complete all required program coursework with a minimum cumulative grade point average of 2.0.

#### CHRONOLOGICAL COURSE ORDER BY MONTH

1	2	3	4	5	6	7	8	9
Digital Literacy	Psychology of Play	Intro to Business in the Media & Entertainment Industries	English Composition	Introduction to Management	Introduction to Marketing Popular Culture in Media	College Mathematics	Aesthetics & Culture	Introduction to Economics
10	11	12	13	14	15	16	17	18
Excel & Data Reporting	Principles of Business Finance	New Media Distribution Channels	International Business	Audience Metrics	Human Resources Management Business Project Management	Professional Selling	Media Communications & Public Relations	Business Storytelling & Brand Development
19	20	21	22	23	24	25	26	27
Website Design	Intellectual Property	Business Ethics & Social Responsibility Professional Writing	Statistical Applications	The Art of Oration	Business Law	Strategic Planning	Leadership & Organizational Behavior	Venture Capital & Finance
28	29	30	31	32	33	34	35	36
Business & Entrepreneurship	Entertainment Business Models	Contract Negotiations Digital Marketing	Contemporary Art	Information Systems & E-Commerce	Accounting Principles	Artist Management	Event Management	Strategic Business Management

## CORE COURSE DESCRIPTIONS

### EBS 101 Introduction to Business in the Media and Entertainment Industries (3 credits)

This course explores the evolving infrastructures within the industry's various sectors. Students will examine the innovative business methods that reinforce the importance of monetizing the emotional connections fostered within these creative industries, as well as the industry's current business trends. Students will also identify the variety of careers available for business professionals in these industries and their respective skill sets, with an eye toward developing the abilities that relate to their chosen fields.

### EBS 110 Introduction to Management (3 credits)

The Introduction to Management Course analyzes the management principles that lead to a successful company, as well as the nature of business decisions. Students learn about creating and maintaining organizational structure within leadership and legal contexts, and further examine human resource principles. The course also contains an introduction to risk management principles and practices, provides different types of risks and the strategies used to minimize them in relation to physical assets, legal liability, employee benefit programs, taxes, and retirement costs.

### EBS 120 Introduction to Marketing (3 credits)

The Introduction to Marketing Course explores general marketing concepts as they relate to the nuances of the entertainment business field. Students construct strategic plans in the selection and development of media products, and are introduced to entertainment licensing concepts and promotional avenues, such as trade shows, trade publications, and the Internet. In addition, this course strengthens students' understanding of analytical tools and strategic analysis of the entertainment business, knowledge that can facilitate the success of their creative work. Consumer behavior and its effect on the success of entertainment products are also examined.

### EBS 141 Excel and Data Reporting (3 credits)

The Excel and Data Reporting Course teaches students to use Microsoft Excel for common business purposes, including analysis and reporting. Course topics include: working with formulas and functions, formatting spreadsheets for effective analysis, creating charts, selecting appropriate chart types, and analyzing entertainment business data. Students identify trends in data and leverage data to convey various business messages.

### EBS 160 Principles of Business Finance (3 credits)

The Principles of Business Finance Course provides students with the skills needed to make financial decisions in a business environment. Students examine the process of financial analysis, financing operations and growth, and the concept of risk versus return. In addition, fundamental financial topics are covered, such as the time value of money, capital budgeting, business valuation, risk management, and personal finance.

### EBS 200 New Media Distribution Channels (3 credits)

The New Media Distribution Channels course teaches students how to analyze new media distribution channels to determine how to market and deploy their products or services over a multitude of platforms. Students will examine a variety of advanced media components, assess which distribution channels can best help them to accomplish their marketing goals, and then integrate their product/service into those channels, making alterations as needed. The course takes students through the following new media distribution channels: Web 2.0, mobile devices, video games, virtual worlds, web mash-ups, blogs and wikis, email, social media, interactive TV, and podcasting.

### EBS 220 International Business (3 credits)

The International Business Course addresses the complexity and the diversity of business practices in the international business marketplace. A variety of related topics are addressed, including: consumer differences across key international markets; international marketing strategies; economic policies; political and cultural environments and their effect on international business; the impact of geography on business transactions and distribution; and laws, treaties and international labor issues that affect international business.

### EBS 240 Audience Metrics (3 credits)

The Audience Metrics Course examines how companies in the entertainment industry use key measurements and data sources to make business decisions. Students assess how audience data is used for content development and media buying. Students also learn how companies collect, analyze, summarize, and interpret real-world data related to media.

### EBS 250 Business Project Management (3 credits)

The Business Project Management Course is a direct study of business management organizational structures through the creation of a project that allows an interactive examination of the principles of organizing, operating, financing, and employing single- and mixed-use projects from the perspectives of a business executive. Students construct strategic plans in the selection and development of entertainment business initiatives and strengthen their understanding of analytical tools and strategic analysis of the industry.

### EBS 270 Professional Selling (3 credits)

The Professional Selling Course teaches students the importance of the business development and client relationship management roles in both large and small companies, which are critical to the success of a business. Students learn best practices in a professional sales environment and develop methods to overcome common hurdles in meeting sales objectives. Course topics include building the customer relationship, distinguishing types of sales, the relationship and differences between sales and marketing, and methods of sales forecasting and reporting. Students also learn how to deliver an effective sales presentation and explore the multitude of related career opportunities within the industry.

### EBS 280 Media Communications and Public Relations (3 credits)

In the Media Communications and Public Relations Course students will explore the arranging, handling, and evaluating of public relations and media communications programs. The course will convey to students how the effective use of media can strengthen a public relations strategy. Students will work with relevant case histories and deal with contemporary topics using media in public relations.

### EBS 290 Business Storytelling and Brand Development (3 credits)

This course covers the two main aspects to building a strong presence in the business and consumer market: storytelling and brand development. In this course, students learn how to implement brand development strategies that help companies become icons within their industry. Students also learn how to use storytelling principles to strengthen a business and deliver a superior customer experience.

### EBS 304 Human Resources Management (3 credits)

The Human Resources Management Course teaches students the strategic role of human resource management. The objective is to apply knowledge of human behavior, labor relations, and current laws and regulations to a working environment. Topics include employment laws and regulations, diversity in a global economy, total rewards management, and training and development for organizational success.

### EBS 302 Accounting Principles (3 credits)

The Accounting Principles course examines the accounting cycle, accounting terminology, the collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements. This course will focus on introductory accounting as it relates to the entertainment business world.

### EBS 303 Business Ethics and Social Responsibility (3 credits)

The Business Ethics course affords an examination of the complex, real-world ethical problems associated with the management of a business. Through the study of historical and current case studies, students will debate the responsibilities of managers, broaden their awareness of personal, professional, and business ethics, and address the social responsibility of the entertainment industry.

#### EBS 410 Business Law (3 credits)

The Business Law course offers an overview of general business practices, including entity formation, insurance, taxes, accounting, the laws protecting intellectual property in relation to protecting one's own work and legally incorporating the works of others, and the law and practices of contracts and negotiations. All concepts are explored through legal case studies and applied business projects.

#### EBS 411 Intellectual Property (3 credits)

The Intellectual Property course provides an examination of trade secrets, trademarks, patents, and copyrights in connection with methods of protecting creative works. Students explore acquisition, licensing, sale, and transfer of rights as they relate to music, digital media, animation, interactive entertainment, film, and show production. Rights and issues related to independent contractors and work-for-hire employees are also addressed.

#### EBS 416 Strategic Planning (3 credits)

Strategic Planning is an exploration of marketing concepts as they relate to the nuances of the entertainment business industry. Students construct strategic plans in the selection and development of media products and are introduced to entertainment licensing concepts and promotional avenues such as trade shows, trade publications, and the Internet. In addition, this course strengthens students' understanding of analytical tools and strategic analysis of the entertainment business industry, knowledge that can facilitate the success of their creative work. Consumer behavior and its effect on the success of entertainment products are also examined.

#### EBS 420 Venture Capital and Finance (3 credits)

The Venture Capital and Financing course provides students with essential knowledge to start and finance an entertainment business. Core business concepts, such as obtaining business licenses and insurance, securing business assets, hiring employees, and signing employee agreements and non-disclosures, are covered. Students examine financing avenues, create capital and operating budgets, and explore principles of investing, returns, and risk.

#### EBS 440 Artist Management (3 credits)

The Artist Management course explores the career path of the manager. This position plays a significant role in the music business community and in the career of an artist/band. Coursework includes the artist-manager relationship, launching an artist's career, management contracts, and career path management.

#### EBS 425 Business and Entrepreneurship (3 credits)

The Business and Entrepreneurship course delivers an overview of the principles and practical aspects of entrepreneurship as they relate to the entertainment business industry. Students explore the differences between legal entities, such as sole proprietorships, partnerships, corporations, limited liability corporations, and limited partnerships. At the same time, they begin to develop an entrepreneurial state of mind through the study of starting new ventures, acquiring other businesses, and making existing enterprises profitable.

#### EBS 441 Event Management (3 credits)

The Event Management course delivers an examination of the business of event management, including researching the product and company brand, identifying the target audience, creating an event concept, and developing a project management plan. The application of project management tools for successful event planning and management.

#### EBS 445 Entertainment Business Models (3 credits)

The Entertainment Business Models Course is a detailed study of the various ways that entertainment organizations operate and generate profit from operations. Students analyze traditional and emerging business models in various segments of the industry. Students explore career opportunities based on current and evolving models.

#### EBS 460 Information Systems and E-Commerce (3 credits)

The Information Systems and E-Commerce addresses emerging technologies and their impacts on business management within the music entertainment industry. In this course, students explore the proliferation of new technologies and how they are utilized to achieve business goals. Students also learn how to leverage new technologies to reach customers, manage customer relationships, increase revenue and profitability, and optimize their business practices.

#### EBS 470 Digital Marketing (3 credits)

The Principles of Digital Marketing Course examines the role of marketing in the 21st century. Students explore digital and mobile marketing, discussing the most prevalent types of tools, their purposes and their effectiveness in relation to the entertainment industry. Comparison to traditional marketing tactics and examples of current marketing mixes are addressed. In addition, this course builds student understanding of search engine optimization and social media marketing tools.

#### EBS 480 Contract Negotiations (3 credits)

The Contract Negotiations course revisits and further expands on entertainment law as it relates to the music business industry. Students are introduced to contract to writing strategies as they examine strengths and weaknesses of real world contracts. Students are given the opportunity to learn and practice various negotiating skills and tactics specific to the music business. Finally, the role of lawyers, business managers, and agents in the music business is addressed.

#### EBS 491 Strategic Business Management (3 credits)

The Strategic Business Management Course presents students with complex, real-world business scenarios related to the entertainment industry. Students analyze the scenarios, assess potential action steps, and develop strategic plans to address the scenarios. Through this process, students evaluate the management, marketing, financial, legal, and ethical decisions that affect real-world business decisions. Students also assess external entrepreneurial opportunities that these scenarios could generate.

#### DFM 330 Website Design (3 credits)

In the Website Design Course, students explore interactive website creation as a medium for communications and a form of art. While learning the fundamentals of web design, including a basic understanding of page construction and technical skills, students explore how to use the Internet as a medium for promotion, production, and distribution. Students create outcomes by producing interactive media narrative projects and social media artwork.

## **GENERAL EDUCATION COURSE DESCRIPTIONS**

#### DGL 101 Digital Literacy (3 credits)

The Digital Literacy Course offers a fundamental understanding of the critical and practical aspects of digital tools, technologies, and resources. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. Through applying their knowledge to their academic studies and professional development, students will recognize digital literacy's significance in information sharing, community building, citizenship, and education.

#### ENG 101 English Composition (3 credits)

The English Composition course is designed to help students refine their own writing processes while developing an in-depth personal and intellectual inquiry into a subject of their choosing. The course connects personal reflection with critical analysis, providing varied opportunities for writing and for strengthening language skills. As the course unfolds, a series of assignments leads students through a continually deepening creative research process, which then develops into a complex and detailed written project.

#### ENG 326 Professional Writing (3 credits)

The Professional Writing course is designed to introduce students to a variety of factors that contribute to strong and well-organized writing skills. The course provides an opportunity for students to develop and sharpen personal writing skills that will be essential for writing projects throughout the program. Students identify different styles, forms, and purposes of writing that are critical to becoming a successful communicator in a professional setting. Students who successfully complete Professional Writing will be able to organize their thoughts in a logical manner and present their ideas effectively, identify and utilize the appropriate style of writing for a given situation, and efficiently convey concepts.

#### ENG 305 The Art of Oration (3 credits)

In the Art of Oration, students develop skills in framing and articulating ideas through formal and informal speeches of varying length and audience. Throughout the course, strategies for impromptu speaking, formulating persuasive arguments, refining clarity of thought and enhancing confidence in oral self-expression are learned. Students prepare and deliver presentations, plan for an effective introduction and inclusion of data, and combine expressive ideas with a strategic use of visual and verbal vocabularies.

#### HUM 222 Aesthetics and Culture (3 credits)

Aesthetics and Culture is designed as a chronological survey of the social organizations, systems of government, intellectual/philosophical traditions, aesthetic assumptions, art and architecture, theatre, music, and literature of a wide array of historical periods and geographical regions. While examining important artists, cultural figures, theorists, critics, genres, and experimental forms, Aesthetics and Culture will attempt to illustrate how fluid cultural values have affected the various manners of artistic conception, creation, and reception.

#### HUM 223 Popular Culture in Media (3 credits)

The Popular Culture in Media Course examines the role and importance of popular culture, providing a rich background for students to understand the historical and social impact of popular culture. Students are introduced to media milestones in popular culture history, and they explore the influence of popular culture on social trends. Course topics include genre studies, the uses of celebrity, the power of the audience, the effects of new technology and new media, and much more. Students develop a critical approach to analyzing broadcasts, advertisements, films, print, audio recordings, games, and web sites that make up and shape our popular culture.

#### HUM 420 Contemporary Art (3 credits)

The Contemporary Art course provides an in-depth study of key modern artwork. A study of contemporary art's succession of contending and often conflicting ideas, styles, and movements such as pop, minimalism, and conceptualism are examined. The course provides an overview of the impulses, interests, and innovations that have driven the art world from the middle of the 20th century to the present. Students who successfully complete the Contemporary Art course will be able to identify themes and stylistic movements in modern art, employ the language commonly used to describe the works, and demonstrate knowledge of the most significant artists of the period through their work.

#### MAT 121 College Mathematics (3 credits)

The College Mathematics course is designed to enable students to build skills and confidence in algebra that are required to succeed in math and core courses. First-time algebra students or those needing a review will begin with basic concepts and build upon these ideas by completing work that uses algebra in practical situations.

#### MTH 310 Statistical Applications (3 credits)

The Statistical Applications course introduces statistics as a tool for decision-making. The first part of this course reviews how to collect, present, and organize data. It explores measures of central tendency and dispersion and how to calculate them. The course concentrates on representing data visually by creating and interpreting charts and graphs, exploring relationships found in data through correlation analysis, and assigning probability and calculating the likelihood of the occurrence of events. This knowledge is applied in solving problems and making decision based on quantifiable data. By successfully completing Statistical Applications, students will be able to quantify and measure intangibles, collect, organize, analyze, and graphically represent data, calculate probability, and make decisions based on risk analysis.

#### SBS 113 Psychology of Play (3 credits)

In the Psychology of Play Course, students explore how the field of psychology values the concept of play as a mechanism that allows a person to apply game strategies to accomplish life goals. Students will be introduced to how the action of play shapes the brain, develops critical-thinking skills, and strengthens the ability to collaborate with others in social and professional settings. By exploring the key works of Jean Piaget, William James, Sigmund Freud, Carl Jung, and Lev Vygotsky, students will learn about the value of play and how to apply techniques of play in developing cognitive strategies to complete creative, professional, and social tasks. Students will utilize the psychology viewpoint of play to examine how this relates to their life, their education, and their chosen creative field.

#### SBS 250 Introduction to Economics (3 credits)

The Introduction to Economics Course examines the principles of economics that influence decision-makers, both consumers and producers, within the global economic system. Students examine the features of and reasons for different economic systems throughout the world. Supply and demand, fiscal and monetary policies, and international trade benefits and costs are discussed. The course provides a solid understanding of economics and how economics affects the entertainment business industry.

#### SBS 305 Leadership and Organizational Behavior (3 credits)

The Leadership and Organizational Behavior Course consists of an inquiry into the characteristics essential for inspiring others to action. Students identify their personal strengths and weakness through self-assessment, expanding their awareness of these qualities to include their effect on other individuals and on group behavior. The course provides strategies for decision-making and building effective teams and encourages students to explore the difficulties, compromises, and rewards of the collaboration process. At the successful conclusion of the Leadership and Organizational Behavior course, students will be able to identify the major leadership strengths and weaknesses, examine personal leadership strengths and weaknesses, and analyze factors that contribute to the success of organizations.

# Graphic Design

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# Graphic Design

## Bachelor of Science

The Graphic Design Bachelor of Science degree program is a 36 month, 120 semester credit hour degree program that is delivered 100% online through our unique Learning Management System (LMS)—a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Our online learning environment utilizes the combination of interactive and web-based media to create a variety of instructional materials in support of dynamic, self-directed, and collaborative learning activities. These activities can provide students with a more diverse range of learning options and promote more meaningful collaboration between students and instructors.

### PROGRAM DESCRIPTION & OBJECTIVES

The demand for well-designed graphics has never been so high. From print publishing and package design to graphic web design, clients expect and demand that their company's branding will help move their product and elevate their company's status. The Graphic Design online degree program gives students hands-on experience that will prepare them for entry-level careers in the field of design. Students learn how to meet hard deadlines and work within specific creative demands while producing high-end design projects in a variety of different formats. By working with the same tools and software used by professionals, students will sharpen their design skills and forge ahead with a career in this in-demand industry. This program focuses on traditional art and design as well as interactive media design and motion graphic skills, which are increasingly integral for successful designers.

### PROGRAM REQUIREMENTS

This program is 120 credit hours and 36 months in length. Students must complete all required program coursework with a minimum cumulative grade point average of 2.0.

#### CHRONOLOGICAL COURSE ORDER BY MONTH

1	2	3	4	5	6	7	8	9
Digital Literacy	Psychology of Play	Overview of the Graphic Design Industry	English Composition	Drawing	Visual Design	Design & Art Theory	Color Theory Popular Culture in Media	Digital Image Making
10	11	12	13	14	15	16	17	18
Rapid Visualization	Composition & Visual Design	Advanced Digital Image Making	College Mathematics	Design with Type	Digital Publishing	Portfolio I: Design Principles Aesthetics & Culture	User Prototyping	Logos & Symbols
19	20	21	22	23	24	25	26	27
The Art of Oration	Visual Sequencing	Storytelling & Video I	Client Communications	Motion Design	Title Design Professional Writing	Interactive Editorial Design	Portfolio II: Motion Design	Storytelling & Video II
28	29	30	31	32	33	34	35	36
Contemporary Art	Interactive Media Design	Website Design	Design Systems	Concepts in Advertising Survey of Time-Based & Convergent Art	Experience Design	Advanced Website Design	Professional Practices in Graphic Design	Portfolio III: Graphic Design

## CORE COURSE DESCRIPTIONS

### GRD 100 Overview of the Graphic Design Industry (3 credits)

In the Overview of the Graphic Design Industry course students explore the various sectors of the industry from the perspective of a graphic design professional. Students are introduced to the industry's fundamental terminology, business models, current trends, and technologies. Students explore the range of available career paths and how to prepare for various types of careers in this creative field. They explore important websites and other resources used by graphic design professionals, which will provide support in future courses and throughout their career.

### GRD 110 Drawing (3 credits)

This course introduces students to methods of structural-based drawing through rigorous observational practices. With an emphasis on composition, ideas such as light, shade, value contrast, proportion, texture, mass, volume, and technique are introduced. Utilizing the study of natural and man-made objects, students become familiar with one-, two-, and three-point perspective. Students demonstrate improved knowledge and skills in translating what is observed from life into a 2D picture plane.

### GRD 120 Visual Design (3 credits)

Students learn the language, theories, and practices of color and two-dimensional design in the visual arts. Focus is given to the basic relationship between color and compositional aspects such as space, unity, emphasis, balance, rhythm, and proportion.

### GRD 130 Design and Art Theory (3 credits)

The Design and Art Theory course extends student understanding of composition, design, art, basic color, and graphics through a study of varied artistic styles and their sociological and psychological effects throughout history. This course provides essential perspective in the world of design, where traditional art forms are often blended with current imagery to create new and significant artistic genres.

### GRD 140 Color Theory (3 credits)

In the Color Theory course students learn the theories and application of color as it relates to both print and screen. Historical and geographical perspectives are discussed. Students review methods and techniques for using color to create impact as well as necessary color-correction practices for various delivery options. Students learn how color can impact original design concepts across multiple media types.

### DFM 120 Digital Image Making (3 credits)

The Digital Image Making course introduces students to the use of the computer as an image-making tool used across all art and design disciplines. Students are introduced to Photoshop and Illustrator tools and techniques, basic typography, and graphic design. Students demonstrate their ability to solve visual, compositional and technical problems for print, web and motion media applications.

### GRD 210 Rapid Visualization (3 credits)

The Rapid Visualization course facilitates conceptual thinking, research methodologies, and problem solving. Using rapid visualization and prototyping processes, students solve a series of contemporary problems that address environmental, social, political, cultural, and commercial topics as addressed in professional practice. Students gain understanding in the significance of rapid visualization and conceptual thinking as it applies to targeted audiences and demographics.

### DFM 170 Composition and Visual Design (3 credits)

The Composition and Visual Design course is an introduction to the art and craft of designing powerful photographic imagery for effective digital storytelling. Emphasis is placed on integrating classical design fundamentals into student work. Students learn the basics of composition and framing, and the impact of designing with light, movement and space for motion media. Additionally, they learn to recognize and employ the visual qualities of the lens through an exploration of depth of field, lens selection and exposure control. Students edit imagery using Adobe applications, create a photographic portfolio, and engage in peer critiques.

### GRD 220 Advanced Digital Image Making (3 credits)

In the Advanced Digital Image Making course students learn advanced levels of graphics creation through the use of software programs employed by design, animation, and interactive-media companies such as Adobe Photoshop and Illustrator. This course emphasizes advanced graphic design from a production point of view and expands students' knowledge of digital color models and image-compositing techniques.

### GRD 240 Design with Type (3 credits)

In this course, students learn elements and principles of typography as well as electronic page layout using Adobe InDesign. Through a series of exercises and projects, students study letterforms, type classification, legibility, organization, hierarchy, grids, and multi-page composition. Students demonstrate an understanding of basic typography as an integrated graphic element in electronic page layout.

### GRD 250 Digital Publishing (3 credits)

In the Digital Publishing course students learn a progressive approach to advanced design through a hybrid of print fundamentals, breakthrough digital technology, and inspired research. Students develop their understanding of form, function, and structure through context and technique. Students embrace the creative process through curated discussions and relevant case studies and gain practical approaches to creative organization, preproduction, time management, and other workflows commonly used in professional practice.

### GRD 260 Portfolio I: Design Principles (3 credits)

The Portfolio I: Design Principles course combines hands-on learning experiences with formative and summative portfolio assessments. This course reinforces students' understanding and application of design principles and gives students the opportunity to review and assess their graphic skills. Students research and develop preproduction techniques that will become the foundation of their graphic design portfolio.

### GRD 270 User Prototyping (3 credits)

The User Prototyping course establishes a set of best practices allowing the student to approach digital media through a user-centered lens. Students research and explore a variety of pre-visualization methods that are inherent in the online digital environment, merging new tools like user interface, interactivity, visual sequencing and storytelling into their projects. Students gain a thorough understanding of prototyping, user testing, and pre-visualization methods for onscreen environments creating a user-centered design foundation for digital media.

### GRD 280 Logos and Symbols (3 credits)

The Logos and Symbols course builds upon design principles and concepts and introduces students to the work of notable graphic designers as they learn the advanced techniques used in creating these iconic pieces of visual communication. Students explore what makes a logo or symbol effective and instantly recognizable. The design concepts reinforced in this course can be applied across all types of media.

### GRD 310 Visual Sequencing (3 credits)

The significance of design research, analysis, and demographics is addressed in this course. Students research and explore complex multi-page visual communication problems. Principles and elements include: conceptual development, grid systems, sequencing, typographic hierarchy, and text/image integration. Students are introduced to written, verbal, and visual presentation techniques in order to articulate why specific solutions have been employed to solve graphic design problems. Students demonstrate the ability to conceptualize, design, and execute more complex communication projects.



#### GRD 320 Storytelling and Video I (3 credits)

In this course, storytelling is explored in-depth as a communication tool. Stories are written, analyzed, spoken, and delivered. Writers, storytellers, songwriters and filmmakers are researched with the focus on their creations and their craft. Students experiment with a variety of forms from documentary, to narrative, poetic, and comedic. Point of view—both as storytelling device, and as a device in capturing the story—is considered. Video is used extensively throughout the course with sound design, imaging, and editing. Students demonstrate digital video production skills, a deep appreciation of storytelling, and the skills to create powerful visuals to convey meaning.

#### GRD 330 Client Communications (3 credits)

Effective management of the client relationship is essential for success as a designer and is dependent on an understanding of effective communications practices between designer and client. In the Client Communications course, students explore the designer-client relationship and investigate strategies and methods for developing and delivering effective products and services. Students learn how to define customer requirements, expectations and priorities; present proposals that meet or exceed customer needs; refine ideas with customers using an iterative process; and respond to challenging customer situations for positive results.

#### GRD 340 Motion Design (3 credits)

This course explores advanced processes in designing and developing 2D motion graphics. Students create and composite sequences for various formats. Students demonstrate an enhanced knowledge of the processes for designing and creating digital media projects through the use of scripting, animation, sequencing, titling, and final production.

#### GRD 350 Title Design (3 credits)

In the Title Design course students learn how to apply design and graphic techniques in the creation of print and media title design. Students examine the production timeline and graphical requirements within a motion-graphics project and demonstrate the manipulation of designed assets. Students explore special effects, compositing, and motion graphics related to title design.

#### GRD 360 Interactive Editorial Design (3 credits)

In the Interactive Editorial Design course students learn to combine theories and skills applied in previous courses with usability concepts in order to lay out information across multiple types of media. Students explore how designs translate between various print and interactive media.

#### GRD 370 Portfolio II: Motion Design (3 credits)

The Portfolio II: Motion Design course combines hands-on learning experiences with formative and summative portfolio assessments. This course builds upon skills learned in Motion Design and Title Design and gives students the opportunity to research and apply new technologies to their Motion Design projects. Students develop prototypes that demonstrate the application of new technologies and techniques.

#### GRD 420 Storytelling and Video II (3 credits)

This course builds upon storytelling and research methodologies explored in Storytelling and Video I. Students transform their previous research and print media into real-time nonlinear editing for video and sound. Technical proficiencies include script refinements, storyboarding, editing, and the poetics of time. Students demonstrate high-level skills in storytelling via digital pre- and postproduction techniques.

#### GRD 430 Interactive Media Design (3 credits)

The Interactive Media Design course introduces students to the tools and concepts of user-interface (UI) design combined with a method of project development that utilizes an industry proven production process. The course explores both behavioral and structural patterns of UI design along with information architecture for interactive deployment, user navigation techniques, and page layout for the interactive medium. Students gain knowledge of usability patterns and production methodologies as they implement project documentation for the milestones of a user-interface design.

#### DFM 330 Website Design (3 credits)

In the Website Design course, students explore interactive website creation as a medium for communications and a form of art. While learning the fundamentals of web design, including a basic understanding of page construction and technical skills, students explore how to use the Internet as a medium for promotion, production, and distribution. Students create outcomes by producing interactive media narrative projects and social media artwork.

#### GRD 440 Design Systems (3 credits)

This course focuses on the principles and elements of brands and identity systems. Students engage in projects that address the significance of brand design, applications, and identity management, with a focus on contemporary branding systems. Company mission, goals, and objectives are researched, analyzed, and presented. Content hierarchy, complex grid systems, typographic hierarchy, text/image integration, and color identification are explored. Students demonstrate the conceptual and technical ability to establish, define, and create an integrated brand design system.

#### GRD 450 Concepts in Advertising (3 credits)

The Concepts in Advertising course provides an exploration of advertising, from concept to distribution of multi-format media campaigns. Students assume the role of creative director and create content for all aspects of an advertising campaign.

#### GRD 460 Experience Design (3 credits)

Moving beyond traditional graphic design concepts, students learn current methods of creating experiences that advance customer products and services. Students work on multifaceted projects that address topics such as way-finding, environmental graphic design, information architecture, and fabrication connections and resources. Students address product or service life cycles, user interfaces, and the creation of environments that connect on an emotional or value level to customers.

#### GRD 470 Advanced Website Design (3 credits)

In Advanced Website Design students continue to build upon topics learned in Website Design. Exploration of web technologies such as content management systems, dynamic content, and JavaScript are provided. Students learn how to design across multiple devices and screens. At the conclusion of this course students combine their skills into a final website design.

#### GRD 480 Professional Practices in Graphic Design (3 credits)

The Professional Practices in Graphic Design course prepares students for successful employment in the field of graphic design, whether pursuing freelance work, self-employment, employment within a company large or small in various industries, or agency work. Benefits, drawbacks, and considerations for each potential career choice are examined. Students learn real-world skills in self-marketing strategy, how to determine the value and reasonable pricing of their work, and legal and ethical considerations when working with clients. Students develop a strategy and self-marketing materials to foster career success.

#### GRD 490 Portfolio III: Graphic Design (3 credits)

The designer's portfolio of work is the employer's primary tool for assessing the skills and talents of a prospective employee and is the student's most important asset in successfully gaining employment upon graduation. This course explores these topics as well as what constitutes a professional-looking portfolio, who should see it, how to present it, and how to arrange appointments. Instructors assist students in selecting artwork for refinement and inclusion in the portfolio and in assembling the portfolio for maximum effect.

## GENERAL EDUCATION COURSE DESCRIPTIONS

### DGL 101 Digital Literacy (3 credits)

The Digital Literacy Course offers a fundamental understanding of the critical and practical aspects of digital tools, technologies, and resources. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. Through applying their knowledge to their academic studies and professional development, students will recognize digital literacy's significance in information sharing, community building, citizenship, and education.

### ENG 101 English Composition (3 credits)

The English Composition course is designed to help students refine their own writing processes while developing an in-depth personal and intellectual inquiry into a subject of their choosing. The course connects personal reflection with critical analysis, providing varied opportunities for writing and for strengthening language skills. As the course unfolds, a series of assignments leads students through a continually deepening creative research process, which then develops into a complex and detailed written project.

### ENG 305 The Art of Oration (3 credits)

In the Art of Oration, students develop skills in framing and articulating ideas through formal and informal speeches of varying length and audience. Throughout the course, strategies for impromptu speaking, formulating persuasive arguments, refining clarity of thought and enhancing confidence in oral self-expression are learned. Students prepare and deliver presentations, plan for an effective introduction and inclusion of data, and combine expressive ideas with a strategic use of visual and verbal vocabularies.

### ENG 326 Professional Writing (3 credits)

The Professional Writing course is designed to introduce students to a variety of factors that contribute to strong and well-organized writing skills. The course provides an opportunity for students to develop and sharpen personal writing skills that will be essential for writing projects throughout the program. Students identify different styles, forms, and purposes of writing that are critical to becoming a successful communicator in a professional setting. Students who successfully complete Professional Writing will be able to organize their thoughts in a logical manner and present their ideas effectively, identify and utilize the appropriate style of writing for a given situation, and efficiently convey concepts.

### HUM 222 Aesthetics and Culture (3 credits)

Aesthetics and Culture is designed as a chronological survey of the social organizations, systems of government, intellectual/philosophical traditions, aesthetic assumptions, art and architecture, theatre, music, and literature of a wide array of historical periods and geographical regions. While examining important artists, cultural figures, theorists, critics, genres, and experimental forms, Aesthetics and Culture will attempt to illustrate how fluid cultural values have affected the various manners of artistic conception, creation, and reception.

### HUM 223 Popular Culture in Media (3 credits)

The Popular Culture in Media Course examines the role and importance of popular culture, providing a rich background for students to understand the historical and social impact of popular culture. Students are introduced to media milestones in popular culture history, and they explore the influence of popular culture on social trends. Course topics include genre studies, the uses of celebrity, the power of the audience, the effects of new technology and new media, and much more. Students develop a critical approach to analyzing broadcasts, advertisements, films, print, audio recordings, games, and web sites that make up and shape our popular culture.

### HUM 420 Contemporary Art (3 credits)

The Contemporary Art course provides an in-depth study of key modern artwork. A study of contemporary art's succession of contending and often conflicting ideas, styles, and movements such as pop, minimalism, and conceptualism are examined. The course provides an overview of the impulses, interests, and innovations that have driven the art world from the middle of the 20<sup>th</sup> century to the present. Students who successfully complete the Contemporary Art course will be able to identify themes and stylistic movements in modern art, employ the language commonly used to describe the works, and demonstrate knowledge of the most significant artists of the period through their work.

### HUM 430 Survey of Time-Based and Convergent Art (3 credits)

The Survey of Time-Based and Convergent Art course is a survey of the origin and development of art that derives its form through the intersection of emerging technologies and art, and art that has a temporal relationship to its audience. The course explores the relationship of this work and its unique forms of expression within contemporary culture. Students explore the increasing role that technology plays in present and emerging art forms, analyze recent works, and develop a broader understanding of contemporary issues in the photographic, performance, installation, sound, web, interactive, and digital or electronic arts.

### MAT 121 College Mathematics (3 credits)

The College Mathematics course is designed to enable students to build skills and confidence in algebra that are required to succeed in math and core courses. First-time algebra students or those needing a review will begin with basic concepts and build upon these ideas by completing work that uses algebra in practical situations.

### SBS 113 Psychology of Play (3 credits)

In the Psychology of Play Course, students explore how the field of psychology values the concept of play as a mechanism that allows a person to apply game strategies to accomplish life goals. Students will be introduced to how the action of play shapes the brain, develops critical-thinking skills, and strengthens the ability to collaborate with others in social and professional settings. By exploring the key works of Jean Piaget, William James, Sigmund Freud, Carl Jung, and Lev Vygotsky, students will learn about the value of play and how to apply techniques of play in developing cognitive strategies to complete creative, professional, and social tasks. Students will utilize the psychology viewpoint of play to examine how this relates to their life, their education, and their chosen creative field.

# Music Production

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# Music Production

## Associate of Science

The Music Production Associate of Science degree program is a 60 semester credit hour degree program that is delivered 100% online through our unique Learning Management System (LMS)—a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Our online learning environment utilizes the combination of interactive and web-based media to create a variety of instructional materials in support of dynamic, self-directed, and collaborative learning activities. These activities can provide students with a more diverse range of learning options and promote more meaningful collaboration between students and instructors.

### PROGRAM DESCRIPTION & OBJECTIVES

The Associate of Science Degree Program in Music Production provides an education track for individuals who would like to expand their passion for creating music into the production of music for diverse media applications using today's latest digital music technology. The demand for original music content in all media continues to increase as the entertainment industry expands the use of online delivery of content and multi-media programming. The Music Production Degree Program's curriculum presents the learner with comprehensive courses that focus on music theory, genres, composition, digital music production and music recording, and mixing and mastering for various media. Included with this focus on the creative aspects of music production are courses in entertainment business structure, industry conventions and intellectual property. General education courses round out the program. These courses build a foundation for the student as a working professional in the entertainment industry. The degree's content covers the many different procedures and applications found in the modern music production world.

The goal is to provide the student with the knowledge and understanding of music production technology and the skills and concepts needed to qualify graduates for entry-level industry positions such as music recording engineers, MIDI/digital audio workstation operators and programmers, music editors, music supervisors, music arrangers, and composers for film, video games, multimedia content, and a variety of other positions in the audio and entertainment industries. In addition to gaining technical proficiency, the students' education will help develop critical-thinking, problem-solving, and analytical and creative skills that contribute to lifelong learning. Students leave the program with tools to help sustain a long and productive professional career in the entertainment and media industry.

### PROGRAM REQUIREMENTS

Students must complete all required program coursework with a minimum cumulative grade point average of 2.0.

### CHRONOLOGICAL COURSE SCHEDULE BY MONTH

1	2	3	4	5	6	7	8	9
Digital Literacy	Psychology of Play	Intro to the Music Industry	English Composition	Musical Listening & Identification	Music Theory	Music Composition Programming	Sequencing Technologies	Musical Arrangement
10	11	12	13	14	15	16	17	18
Advanced Music Composition Programming	Songwriting & Development	College Mathematics	Digital Recording Principles	Mixing Concepts & Techniques	Music Copyright & Business	Music Production for Media	Music Business Management	Advanced Production & Industry Skills
					Interpersonal Communication			

## CORE COURSE DESCRIPTIONS

### MPR 100 Musical Listening and Identification (3 credits)

This course surveys the evolution of modern music from its roots through to the present. Students learn characteristics of a wide spectrum of musical genres and explore their transformative effects on music and culture. Using Apple's Logic software this course teaches an overview of essential song structure and digital audio workstation techniques.

### MPR 101 Introduction to the Music Industry (3 credits)

In the Introduction to the Music Industry course, students explore the various sectors of the music industry and develop an understanding of the industry from the perspective of a music business professional. Students examine current industry trends, leaders, resources and organizations, the variety of careers available, and the skills needed for success as a professional in the music industry.

### MPR 121 Music Theory (4 credits)

The goal of this course is to develop a solid basis in the language of music. Music Theory equips the student with the tools needed to effectively use and communicate musical concepts. Topics include note identification, interval recognition, major scale construction, rhythmic notation and ear training.

### MPR 130 Music Composition Programming (3 credits)

Students expand on their understanding of music theory through study of melody and accompaniment using music composition software. The course further explores song form analysis and chord movement, along with techniques in subtractive synthesis and sound design.

### MPR 132 Sequencing Technologies (3 credits)

Students explore the principles and theory of MIDI (Musical Instrument Digital Interface). Topics include: MIDI, software based sequencing, synthesis techniques, advanced musical and rhythmic programming, digital audio editing, and applications in musical content creation.

### MPR 201 Songwriting and Development (3 credits)

Students apply and expand the concepts of music theory into songwriting, developing a strong sense of form, melody, harmony, and rhythm. Topics include: lyrical considerations, meter, rhyme and song analysis.

### MPR 221 Musical Arrangement (3 credits)

Through the use of modern production software, this course addresses instrumentation and arranging techniques covering a variety of traditional and modern instrument families and their applications in contemporary music production.

### MPR 231 Advanced Music Composition Programming (3 credits)

This course explores the creative use of digital audio workstation software by composers and producers. Students learn advanced composition techniques using automation, processing, and plug-ins, developing new compositional perspectives through listening, analysis, and creation.

### MPR 240 Digital Recording Principles (3 credits)

This course teaches the application of live recording and production techniques used in the modern digital studio environment. Students explore microphone application and placement techniques needed to obtain professional-sounding results from the laptop-based project studio to the modern commercial studio environment. Additional content includes signal flow and techniques of vocal production.

### RCA 235 Mixing Concepts and Techniques (4 credits)

Students learn industry-standard mixing and mastering techniques in the digital audio workstation environment. Students gain practical experience assessing musical content, using current plug-in technologies, and developing and implementing mix strategies.

### MPR 250 Music Copyright and Business (3 credits)

Students explore the business mechanisms affecting the commercial use of musical compositions. Topics include intellectual property rights, copyright registration, licensing, songwriter agreements, publishing companies, and performance rights organizations.

### MPR 260 Music Production for Media (4 credits)

Students focus on the creation and production of music for film, television, advertising and other media. Topics include industry workflow, conventions of spotting and scoring for picture, and music production techniques used in marketing and advertisement for traditional and online environments.

### MPR 255 Music Business Management (3 credits)

Students learn music industry structure and business practices. Topics include industry money flow, record label structure, record and production contracts, management configuration, and support companies that assist in the development and distribution of music.

### MPR 270 Advanced Production and Industry Skills (3 credits)

This course helps to develop students' understanding of industry standards, workflow, protocol, and etiquette. Students use the creative and technical skills developed throughout the program to build content to showcase their abilities to the industry. Additional topics include resume building, freelancing and personal branding.

## GENERAL EDUCATION COURSE DESCRIPTIONS

### DGL 101 Digital Literacy (3 credits)

The Digital Literacy Course offers a fundamental understanding of the critical and practical aspects of digital tools, technologies, and resources. Students will learn how to navigate, evaluate, create, and critically apply information by using a wide variety of digital technologies. Through applying their knowledge to their academic studies and professional development, students will recognize digital literacy's significance in information sharing, community building, citizenship, and education.

### ENG 101 English Composition (3 credits)

The English Composition course is designed to help students refine their own writing processes while developing an in-depth personal and intellectual inquiry into a subject of their choosing. The course connects personal reflection with critical analysis, providing varied opportunities for writing and for strengthening language skills. As the course unfolds, a series of assignments leads students through a continually deepening creative research process, which then develops into a complex and detailed written project.

### SBS 113 Psychology of Play (3 credits)

In the Psychology of Play Course, students explore how the field of psychology values the concept of play as a mechanism that allows a person to apply game strategies to accomplish life goals. Students will be introduced to how the action of play shapes the brain, develops critical-thinking skills, and strengthens the ability to collaborate with others in social and professional settings. By exploring the key works of Jean Piaget, William James, Sigmund Freud, Carl Jung, and Lev Vygotsky, students will learn about the value of play and how to apply techniques of play in developing cognitive strategies to complete creative, professional, and social tasks. Students will utilize the psychology viewpoint of play to examine how this relates to their life, their education, and their chosen creative field.

### MAT 121 College Mathematics (3 credits)

The College Mathematics course is designed to enable students to build skills and confidence in algebra that are required to succeed in math and core courses. First-time algebra students or those needing a review will begin with basic concepts and build upon these ideas by completing work that uses algebra in practical situations.

### SPC 214 Interpersonal Communication (3 credits)

This course is designed to provide the strategies and skills necessary for a lifetime of effective career-related communication. Students engage in a variety of activities that develop their mastery of spoken and written communication, active listening, image management, and stress and conflict management.

# POLICIES & PROCEDURES

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## ADMISSIONS INFORMATION

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Prospective Students are also encouraged to review the School Performance Fact Sheet, which must be provided to them prior to signing an enrollment agreement.

### REQUIREMENTS FOR ADMISSION

Applicants must submit the following to be considered for admission:

- Application for Admission – Applicants must submit the completed application and fulfill all the requirements therein.
- \$75.00 Application Fee – The application fee must be submitted with the application.
- Documentation of High School Graduation, General Educational Development (GED) scores, or other equivalent, state-approved diploma examination – All applicants must have completed high school and received a standard high school diploma or have passed the GED or other equivalent state-approved diploma examination. Applicants who hold a GED or other equivalent state-approved diploma examination must submit an official copy of their test score results and/or their diploma.
- Government Issued Photo Identification – Applicants must submit a government issued photo ID. Such as:
  - » Copy of a Valid State Issued Driver's License or Identification Card
  - » Copy of a Valid Passport
- Applicants to online-only degree programs will be required to complete a technology assessment and orientation module. The assessment module confirms that the applicant has received sufficient instruction and information from the orientation module. The module explains the best practices for conducting online learning, overall operation of the online platform, procedures for troubleshooting problems and contacting the technical support team, and general college policies as they apply to the online format.
- Applicants to online degree programs are required to have access to a reliable computer capable of running multimedia applications and navigating media-rich websites. Applicants are also required to have access to a reliable high-speed Internet connection.

The school reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success. The school may reject any applicant whose records indicate that they are not reasonably capable of successfully completing and benefiting from the program, inadequate preparation and/or interest for its programs.

**\* ALL REQUIRED DOCUMENTATION THAT IS NOT IN ENGLISH MUST BE ACCOMPANIED BY A CERTIFIED ENGLISH TRANSLATION. IF NATIVE LANGUAGE IS OTHER THAN ENGLISH, VERIFICATION OF LANGUAGE PROFICIENCY IS REQUIRED.**

REQUIREMENTS FOR ADMISSION APPLY EQUALLY TO ALL APPLICANTS WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, DISABILITY, AGE, SEXUAL ORIENTATION, OR MARITAL STATUS.

### INTERNATIONAL APPLICANTS

International applicants must provide the following to be considered for admission:

- Application for Admission – Applicants must submit the completed application and fulfill all the requirements therein.
- \$75.00 application fee – The application fee must be submitted with the application. The application and application fee may be submitted prior to submission of the following supporting documents.
- Language Proficiency – Applicants whose native language is not English must demonstrate the required level of language proficiency by providing documentation of one of the following:
  - » Presenting the Level 112 certificate of completion of ELS coursework; or
  - » A minimum score of 79 on the Test of English as a Foreign Language (TOEFL) internet-based (iBT).
  - » A minimum score of 6 on the International English Language Testing System (IELTS).
  - » Additional language proficiency exams may be accepted. Contact your admissions representative for more information.
- Financial Guarantee – Must be provided to verify available funding for tuition and related expenses for the first academic term of the chosen degree program.
- Documentation of High School Graduation – Applicants who have completed high school at a foreign institution must provide official documentation to determine U.S. equivalency.
- Foreign School Credentials – Must be submitted to an official third-party National Association of Credential Evaluators (NACES) member foreign credential evaluation agency (such as World Education Services, [www.wes.org](http://www.wes.org)).
- English Translation – Any documentation not in English must be accompanied by a certified English translation.
- Complete the Technology Assessment for your program of study.

Nonimmigrant applicants residing in the United States at the time of application in either F, M, or J nonimmigrant classification must submit written confirmation of nonimmigrant status at the previous school. The college is authorized under Federal law to admit nonimmigrant students. In an effort to minimize costs due to international currency exchange and bank surcharges, a wire transfer or a credit card is recommended for payment of all fees, deposits and tuition for International applicants and students. Regardless of payment method, all fees must be paid in United States currency.

### ACCESS STATEMENT

Students with disabilities are invited to apply for admission to the LA Film School. The school recommends that students who are requesting accommodations for equal access to educational programs notify Student Services prior to the start of their first course to ensure their needs are met in a timely manner. To be eligible for accommodations, recent documentation from a medical doctor, psychologist, psychiatrist or learning specialist is required. Contact the Office of Student Services for information on the policies regarding accommodations for students with disabilities.

## TRANSFER OF CREDIT POLICY

Students who have applied to the college may request credit for previous education. To be eligible for transfer credit, applicants must have successfully completed courses from another accredited postsecondary educational institution recognized by the U.S. Department of Education with a grade of C or better. Students may transfer up to a maximum of 75% of the credits required for their degree program, which includes credit earned at an institution or through challenge examinations and standardized tests such as CLEP for specific academic disciplines.

Students must request that official transcripts be sent to the LA Film School from the institution awarding the credit. Official transcripts must be received prior to the first day of class in order to be considered for transfer towards the program of enrollment. Students with degrees from international colleges and universities must submit official translation and an evaluation from an official third-party National Association of Credential Evaluators (NACES) member foreign credential evaluation agency (such as World Education Services, [www.wes.org](http://www.wes.org)).

The School may also accept credit for test scores that meet established benchmarks for the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), or other examinations recognized by the American Council on Education (ACE) College Credit Recommendation Service of the Center for Adult Learning and Educational Credentials, for the award of college-level credit. Students must submit an official score report showing that the student earned scores at or above established benchmarks. The School does not provide credit for experiential learning.

The college has an articulation agreement with Full Sail University, Pierce College, Santa Monica College, Glendale Community College.

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Los Angeles Film School is at the complete discretion of the institution to which you may seek transfer.

Acceptance of the degree you earn in the program is also at the complete discretion of the institution to which you may seek transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Los Angeles Film School to determine if your credits or degree will transfer.

## DISCLOSURES

At the time of this printing, The Los Angeles Film School does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and does not have a bankruptcy filed against it that resulted in reorganization under Chapter 11 of the United States Bankruptcy code (11 U.S.C. Sec. 1101 *et seq*).

The Los Angeles Film School reserves the right to vary the sequence of courses and revise and/or update services, curriculum content, textbooks (if applicable), and tool sets as needed, with or without notification to students. All information in this catalog is true and correct at the time of printing.

## ACADEMIC CALENDAR

Term	Term Start	Term End
SEP2015	8/31/2015	9/27/2015
OCT2015	9/28/2015	10/25/2015
NOV2015	10/26/2015	11/22/2015
Thanksgiving Holiday: 11/26/2015-11/27/2015		
DEC2015	11/23/2015	12/20/2015
Winter Break: 12/21/2015-1/3/2016		
JAN2016	1/4/2016	1/31/2016
FEB2016	2/1/2016	2/28/2016
MAR2016	2/29/2016	3/27/2016
Spring Break: 3/28/2016-4/3/2016		
APR2016	4/4/2016	5/1/2016
MAY2016	5/2/2016	5/29/2016
Memorial Day Holiday: 5/30/2016		
JUN2016	5/31/2016	6/26/2016
Summer Break: 6/27/2016-7/4/2016		
JUL2016	7/5/2016	7/31/2016
AUG2016	8/1/2016	8/28/2016



## TUITION & FEES

### July – September 2015

Degree	Cost per Credit Hour*	Semesters	Tuition	Institutional Techkit Fee	Total Tuition & Fees
Digital Filmmaking, B.S.	\$483	9	\$58,000	\$4,500	\$62,500
Entertainment Business, B.S.	\$416	9	\$50,000	\$2,500	\$52,500
Graphic Design, B.S.	\$475	9	\$57,000	\$4,200	\$61,200
Music Production, A.S.	\$492	5.5	\$29,500	\$3,450	\$32,950

### October – December 2015

Degree	Cost per Credit Hour*	Semesters	Tuition	Institutional Techkit Fee	Total Tuition & Fees
Digital Filmmaking, B.S.	\$475	9	\$57,000	\$10,000	\$67,000
Entertainment Business, B.S.	\$475	9	\$57,000	\$3,800	\$60,800
Graphic Design, B.S.	\$475	9	\$57,000	\$4,200	\$61,200
Music Production, A.S.	\$492	5.5	\$29,500	\$3,450	\$32,950

\*Credit hour costs are provided for comparison only. Tuition is not charged on a per credit hour calculation.

Tuition amounts are subject to change. For the most up-to-date tuition information, contact an Admissions Representative or visit [www.lafilm.edu](http://www.lafilm.edu).

### WHAT'S INCLUDED

The cost of tuition for a degree program includes all course materials, textbooks, manuals, media, production materials, lab sees, technology fees, and other associated costs except as noted.

### INSTITUTIONAL FEE

All students are required to purchase a computer and software in addition to tuition. The primary component of the institutional fee is an Apple MacBook Pro computer\* that serves as a personal workstation throughout their education. This notebook computer comes with degree-specific software that allows students to work on their projects on and off-campus and maintains their personal portfolio of work wherever they may be. The choice of Apple hardware has allowed the school to develop our curriculum to a high and specific standard of computer capability, while giving students maximum flexibility for their creativity.

### OTHER FEES

Graduation Fee: \$20.00

### COMPARATIVE PROGRAM INFORMATION

Comparative program information related to tuition and program length is available from:

Accrediting Commission of Career Schools and Colleges  
2101 Wilson Boulevard, Suite 302  
Arlington, VA 22201  
(703) 247-4212  
[www.accsc.org](http://www.accsc.org)

### STUDENT TUITION RECOVERY FUND

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

As of January 1, 2015, the BPPE has set the STRF assessment at \$0.00 for each \$1,000 in tuition charges.

*Questions regarding STRF may be directed to:*  
California Department of Consumer Affairs  
Bureau for Private Postsecondary Education  
2535 Capital Oaks Drive, Suite 400  
Sacramento, California 95833  
(800) 370-7589

## **METHODS OF PAYMENT**

Payments may be made in the form of cash, check, major credit cards, money order, and/or through scheduled disbursements of federal financial aid programs. Students will only be required to pay tuition for one payment period or semester. However, at the student's option, the school will accept payment for tuition and fees for an academic year or the full program once the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.

## **RETURNED CHECK POLICY**

Each personal check that is accepted by any unit of the school and is returned by the bank is subject to a \$25.00 returned check fee.

## **DELINQUENT STUDENT ACCOUNTS**

If a student's account is determined to be delinquent, the student will be placed on a financial hold. If the student fails to clear their hold within 30 days, they may be administratively withdrawn from their program. Students on a financial hold are not eligible to receive official transcripts or their diploma until the HOLD status is removed.

## **DISCLOSURES MADE PURSUANT TO TRUTH-IN-LENDING ACT**

All charges on student accounts are due and payable on or before the due date on the Billing Statement. Monthly billings will be issued for any account with an outstanding balance.

Conditions Under Which A Service Charge May Be Imposed: Service charges are imposed on all unpaid billing charges.

Conditions Under Which Interest Charges May be Imposed: Balances over 30 days past due will be subject to interest charges at the rate of 1.5% per month (18% APR).

## **REFUND POLICIES**

### **STUDENT'S RIGHT TO CANCEL**

Students have the right to cancel the Enrollment Agreement and obtain a refund of tuition (0% tuition charged) through attendance at the first class session, or the seventh (7<sup>th</sup>) day after enrollment, whichever is later.

Students who are rejected by the school, cancel their application within five (5) business days of the school's receipt of the application fee, or cancel their enrollment within five (5) business days of signing an enrollment agreement are entitled to a 100% refund of tuition (0% tuition charged) and a refund of the application fee.

Students who have not visited the school prior to enrollment will have the opportunity to cancel all courses without penalty (0% of tuition charged and a refund of the application fee) within three (3) business days following either the regularly scheduled orientation or following a tour of the school. Students should contact their Enrollment Guide or Student Advisor to cancel their enrollment.

### **Refunds Due to Withdrawal**

Students shall be deemed to have withdrawn from the school when any of the following occurs: (1) a student notifies the Student Services Department of his or her intent to withdraw or as of the effective date of Student's withdrawal, whichever is later; (2) the school terminates a student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the school including, the Student Code of Conduct; failure to meet financial obligations to the school; and/or for cause determined within the school's sole discretion; (3) a student fails to return from an authorized leave of absence.

Student may withdraw from the school and receive a pro-rata refund of tuition charges paid as long as student has completed 60 percent or less of the scheduled days for the payment period. For the purpose of calculating the pro-rata refund amount, the amount owed is determined by calculating the cost per credit hour in the payment period and multiplying this tuition amount by the number of credit hours attempted. If Student has received federal financial aid funds, Student is entitled to a refund of moneys not paid from federal student financial aid program funds.

### **Repayment of Government Program Funds**

If a student is terminated, withdraws, or otherwise fails to complete an enrollment period and received financial aid while enrolled, the Federal Government dictates how refunds (if applicable) are repaid.

Students on Trial Periods: Once a student has successfully completed the Trial Period and becomes a regular student, otherwise eligible trial period students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period, and the Title IV Refund Policy and Institutional Withdrawal Policy applies.

The return of financial aid is dictated by The Return of Title IV Funds calculation policy. If a refund results from this calculation, federal policy requires that these unearned funds be returned to the applicable Title IV financial aid fund source.

Funds are refunded to the Title IV Programs in the following federally mandated order:

1. Unsubsidized Federal Stafford loans
2. Subsidized Federal Stafford loans
3. Federal PLUS loans
4. Federal Pell grants
5. Academic Competitiveness Grant (ACG)
6. National Science and Mathematics Access to Retain Talent (SMART)
7. Federal Supplemental Education Opportunity Grant (FSEOG)
8. Other grant or loan assistance authorized by Title IV of the HEA, as amended

When a student withdrawal involves the repayment of Title IV funds, the school returns these funds based semesters. If a student withdraws on or before completing sixty (60) percent of the semester, a portion of the total Title IV funds awarded will be returned. The Return of Title IV Funds calculation may result in the student owing a balance to the Federal Government and, in some cases, to the school. Refunds are made within forty-five (45) days of termination or withdrawal.

## FINANCIAL AID

The Financial Aid Department is here to provide assistance with tuition and/or living expenses for those who qualify. Students need to make informed decisions regarding the types and amounts of financial aid available. The Financial Aid Department is staffed and organized with our students' needs in mind, dedicated to making the financial aid process understandable and valuable.

The Financial Aid Department encourages all applicants who apply for financial aid to begin the process early. Those seeking "federal" financial aid are required to complete a Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). After the FAFSA is submitted, the U.S. Department of Education notifies applicants of their results and our Financial Aid advisors will be available to discuss the available options for funding the selected degree program.

Eligibility for Federal Financial Aid Programs requires that a student be a U.S. citizen or eligible non-citizen [Alien Registration Receipt Card (Form I-151) or Permanent Resident Card (Form I-551), commonly known as a green card].

Financial aid is only available to students enrolling in a degree program. Individual course students are not eligible for financial aid. On a case-by-case basis, the school reserves the right to decline the certification of any educational loan.

While attending the school, students must maintain Satisfactory Progress and meet specific credit hour requirements in order to receive their financial aid (see specific policies below). Students not actively attending due to a Leave of Absence, Suspension, Termination or Withdrawal may not receive award disbursements.

A Trial Period of 30 calendar days from the program enrollment date may be granted on a defined degree program basis. Trial Period of attendance is a four week period of time where a student attends an eligible program without incurring program charges (except for the application fee) or receiving Federal Student Aid Funds. Once a student is admitted as a regular student after successfully completing the trial period, the student is eligible to receive Federal Student Aid funds for the entire payment period. Trial period students are required to pay a non-refundable application fee to participate. Students who are enrolled in a Trial Period program may withdraw at any time during this period without financial obligation. The student will not be eligible to receive Title IV, HEA program funds until the successful completion of the trial period.

### GRANTS AND SCHOLARSHIPS

#### Federal Pell Grant

The Federal Pell Grant Program is designed to assist undergraduates with education expenses. Under this program, an undergraduate is one who has not earned a bachelor's or first professional degree. Awards for the 2013-2014 year range up to \$5,645. The U.S. Department of Education uses a standard formula, established by Congress, to determine eligibility.

#### Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) is also designed to assist undergraduates with education expenses. Under this program, an undergraduate is one who has not earned a bachelor's or first professional degree. Amounts are determined by application of the federal formula regarding a student's need as determined by the information provided on the Free Application for Federal Student Aid (FAFSA) and Pell Grant eligibility.

#### Cal Grants

The school participates in the Cal Grant program through the California Student Aid Commission. This is a state-based program for California resident that are recent high school graduates and demonstrate need as evidenced on the FAFSA application.

#### Institutional Scholarships

The school has a variety of institutional scholarship opportunities to assist students in meeting their financial needs while attending one of our degree programs. Each scholarship is unique and eligibility is dependent on type of program and eligibility. Please contact a Financial Aid representative for more information.

## FEDERAL LOANS

### Stafford Loans

A Stafford Loan is a low-interest loan made to a student enrolled in an Undergraduate Degree Program. Annual loan limits increase each subsequent year a student attends. Repayment terms and conditions are flexible in order to meet the needs of students after graduation.

### Parent PLUS Loans

A Parent PLUS Loan is a credit-based loan made to either parent of a dependent child enrolled in an Undergraduate Degree Program. Available to credit-worthy parents, these loans provide funds for a student's educational expenses and may also provide additional money for living expenses. The interest rate is determined by Congress and compares favorably to other education financing options.

### Private Education Loans

Many private lenders offer alternative education loans to supplement the federal programs after maximum limits are reached. These non-federal education loans have differing fees, interest rates and repayment options. They are credit-based and students may often secure a more favorable interest rate by using a co-signer. Students are strongly encouraged to maximize their eligibility for federal aid prior to applying for any private education loan. Contact the Financial Aid Department for more information.

Students acquiring an educational loan to finance tuition and related educational expenses will be obligated to repay such loans and interest thereon. Defaulting on educational loans may have an adverse effect on a student's ability to qualify for future credit, loans, grants and governmental assistance programs. Information regarding the rights and responsibilities of federal/private loan borrowers can be obtained during the online entrance interview as well as in the promissory note from the lending institution.

## SPECIAL PROGRAMS

### Federal Work Study

The school participates in the Federal Work-Study Program. The Federal Work-Study Program is designed to provide jobs to qualified students with financial need allowing them to earn money to help pay education-related expenses. The program encourages community service work and work related to the student's course of study. Students are awarded Federal Work Study funds based on a federally-prescribed formula. The school is an equal opportunity employer.

### Veteran's Education Benefits

The school is authorized to train student's receiving Veteran's Education Benefits as approved by the Department of Veteran's Affairs. Awards are determined by application with the Veteran's Education Department and funding is disbursed directly to the institution for the Post 9/11 G.I. Bill and the Yellow Ribbon Program (all other Chapters disburse funding directly to the student).

### Vocational Rehabilitation Programs

Various states offer funding in the form of Vocational Training Benefits for designated applicants.

### Financial Aid on the Web

U.S. Department of Education - [www.ed.gov](http://www.ed.gov)

Federal Aid Programs - [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

Free Application for Federal Student Aid - [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

National Student Loan Data System - [www.nslds.ed.gov](http://www.nslds.ed.gov)

## CREDIT BALANCES

The LA Film School receives financial aid funds for each student in two disbursements for each academic year of study. If a student borrows more than tuition to cover additional education-related costs, the student will be requested to sign an authorization form to hold a federal student aid credit balance. Upon receipt of borrower signature on the form, the school will refund the credit balance owed. The school receives disbursements each semester based on packaged and guaranteed financial aid. If a student borrows more than tuition to cover additional education costs within the confines of the Cost of Attendance (e.g., final project or living expenses), a stipend check will be issued to the student based on the following credit balance policy: All tuition for the semester in which a credit balance is scheduled must be received before a student can receive a stipend check. Any delays in providing documentation to financial aid or adjustments due to verification changes may result in a delay of the stipend check.

Due to circumstances outside the institution's control, there are instances when a scheduled disbursement does not occur as the result of a processing error with the lender or the Department of Education. When this happens, the funds do not post to the student's account on the expected date. This situation will result in a delay of the stipend check as funds must be received in order to issue any credit balances to the student. The school will do everything possible to ensure that the matter is resolved as quickly as possible so as not to result in a lengthy delay.

Schools must disburse credit balances to students within 14 days as a requirement of the U.S. Department of Education. Credit balances only occur after a disbursement is made on a student account. Once funds are received, the school can guarantee that a stipend check will be issued within 14 days between the date of disbursement to the institution and the issuing of a stipend check to a student. We encourage students to plan accordingly.

If a student is using Stafford Loans as part of their total Financial Aid package, please note that there is a 30-day waiting period for the initial disbursement of loans to first time borrowers (this only applies for stipends issued in the first semester of the freshman academic year of study). Depending on the amount of funds borrowed above tuition and fees, this delay in Stafford loans will result in one of the following scenarios:

- If the projected stipend is less than net award of Stafford loan(s), there will be a delay of the entire stipend check until federal loans have disbursed and generated a credit balance on the student account.
- If the projected stipend is more than the net award of Stafford loan(s), there will be two stipend checks issued. The first will be based on a credit balance from funding not subject to the 30-day Stafford loan delay. The second check will be based on the additional credit balance that occurs as a result of the Stafford loan disbursement(s) following the 30-day rule.

Per U.S. Department of Education regulations, the institution is required to issue credit balances for PLUS loans directly to the parent borrower unless we receive authorization in writing from the parent borrower (prior to loan disbursement) to release the check to the student. Please contact Financial Aid for more information and a copy of this form. If a student takes a leave of absence or does not attend one or more terms, a stipend in a subsequent semester may be reduced based on a change in enrollment status (this particularly impacts federal aid recipients).

For students utilizing Post-9/11 G.I. Bill benefits and planning to use federal aid towards a credit balance on the student account, please note that disbursements of VA funding occurs at monthly intervals based on certification of attendance. The school must wait until all tuition and fees for a semester are paid for before a stipend check can be issued. This may mean that the student will have to wait until the end of the semester before all monthly payments from the VA have been received before a credit balance shows up on the account and a check can be processed. Additionally, the Department of Veterans Affairs can take up to three months to issue disbursements to an institution upon certification of attendance, which may also result in delays of any potential credit balances to the student account. We encourage all post-9/11 GI Bill students to utilize their monthly BAH stipend from the Veteran's Administration and budget accordingly until all funding has been received for a semester of study.

If a student borrows a private loan to cover living expense costs, all tuition and fees for a semester must be paid before a stipend check can be issued.

All students must meet Satisfactory Academic Progress in order to receive timely disbursements of federal financial aid and subsequent stipend checks. Any students who are in a probationary status and fail to meet the terms of their Academic Improvement Plan will no longer be eligible to receive disbursements of federal or state assistance. Any stipends attached to these funds will be delayed until such time that the students regain eligibility. Please see the "Satisfactory Academic Progress" policy for further details.

It is important to note that students who are academically dismissed or withdraw from the program may end up owing a balance to the school based on stipends issued for federal funding not yet earned (i.e., student attempted less than 60% of their semester).

Stipend checks are disbursed on Fridays in the Business Office. If you have questions about your loan disbursements, please contact Financial Aid. Otherwise, if you have questions about the date and time to pick up stipend checks, please contact the Business Office directly.

All fees for tuition, security deposit, and laptop/software package are deducted from the first stipend check. There is no option to defer these deductions from any future disbursements. The security deposit is refundable upon graduation and is contingent upon the student returning the equipment undamaged, cleared of all outstanding fees with Business Office, and receiving proper clearance from the Library, Student Development, and Operations. Laptop costs are non-refundable.

## FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS

Students are advised that a conviction for any offense, during a period of enrollment for which the student was receiving Title IV program funds, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any Title IV, HEA grant, loan or work-study assistance.

## SATISFACTORY ACADEMIC PROGRESS

Students must maintain Satisfactory Academic Progress (SAP) to be eligible to receive financial aid funds. Students must attain a minimum cumulative grade point average of 2.0 and complete at least 67% of credits attempted. Satisfactory academic progress is checked at the end of each Semester. Students not meeting SAP requirements will be placed on SAP Warning during the following semester of enrollment and will be notified of their SAP Warning status through their student email account. SAP Warning status will not prevent the student from receiving financial aid. Students on SAP Warning status must meet with a Student Advisor to develop a plan for improving their academic performance. The semester during which the student is in a SAP Warning status is meant to inform the student of academic problems and provide time for corrective action. At the end of the warning period in the current semester and at the beginning of the next semester the student will: (1) be removed from the warning status if student has regained satisfactory academic progress; or (2) deemed ineligible for Financial Aid and will not receive federal, state or institutional financial aid. Students may appeal this status.

When students lose FSA eligibility because they failed to make satisfactory progress, they may appeal that result on the basis of injury or illness, the death of a relative, or other special circumstances. Unexpected employment or work issues beyond the student's control may be considered on a case by case basis. Students in an extraordinary situation may appeal their loss of eligibility by submitting an Appeal form to the Financial Aid Appeal Committee. Appeal forms are available from and are submitted to the Student Development Department. Appeal must include:

- An explanation of why student failed to make SAP.
- A description of what has changed that will allow the student to make SAP at the next evaluation.
- Supporting documentation.

The FA Appeal committee will review all SAP appeals and a final decision will be communicated to students within 5 days of receipt.

When a student successfully appeals their Financial Aid Ineligibility he/she will be placed on Financial Aid Probation and is eligible to receive aid under federal/state programs. If determined, based on the approved appeal that the student should be able to meet SAP by the end of subsequent semester, student may be placed on probation without an academic plan. However, if determined that the student will require more than one payment period to meet progress standards, school may place student on probation and develop an Academic Improvement Plan.

The School must review the student's progress at the end of one payment period as is required of a student on probation status, to conclude if the student is meeting the requirements of the academic plan. If student is meeting the criteria defined by their academic advisor, he/she will remain in this status until the plan expires or are meeting SAP standards. When students do not meet the standards outlined in their Academic Improvement Plan, they will be placed back into FA Ineligibility. Students are allowed to appeal the loss of eligibility for financial aid twice while in pursuit of a degree.

If the student's appeal is approved, the student will be placed on Satisfactory Academic Progress Probation. While on Satisfactory Academic Progress Probation, certain conditions for academic performance will be set and monitored through an Academic Improvement Plan. The probationary conditions will continue each term until the student meets the minimum standard(s) or fails to meet the probationary conditions. When the student fails to meet the probationary conditions the probation status may revert to a Hold indicating that the student is ineligible for aid. Students are allowed to appeal the loss of eligibility for financial aid twice while in pursuit of a degree.

## MILITARY & VETERAN STUDENTS

The Los Angeles Film School's Military Services Department supports veterans and active-duty servicemembers who want to pursue their education in the field of entertainment and media arts.

We offer:

- Military advisors who understand the culture and lingo because most have military backgrounds;
- Yellow Ribbon tuition contributions with no maximum cap;
- Help navigating the application process for GI Bill® benefits and other financial aid;
- Credit for applicable military training and education;
- Career transition resources such as the Veteran Immersion Program (V.I.P.) and 6Call Mentorships

Additional information regarding specific policies and procedures as well as special services and events for military and veteran students is available on our website at: <http://www.lafilm.edu/military> or by contacting the team at [military@lafilm.edu](mailto:military@lafilm.edu).

### EDUCATION BENEFIT PROGRAMS

In some cases military educational benefits will not cover the entire cost of tuition. All military students with a gap in tuition will need to secure their enrollment in congruence with school policies prior to starting class. Veteran students applying for military benefits are encouraged to speak with a military admissions representative or military transition manager at The Los Angeles film School prior to enrolling for any benefit. To do so, please call or send an email to [military@lafilm.edu](mailto:military@lafilm.edu).

### MILITARY TUITION ASSISTANCE

Eligibility and the amount of active duty or reserve tuition assistance is determined by the branch of service. Students must independently apply for tuition assistance through their command/on base. Tuition assistance is paid directly to the institution.

### CHAPTER 30, THE MONTGOMERY G.I. BILL – ACTIVE DUTY

Veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty. Also includes Chapter 32 active duty persons with eligibility as of October 1, 1996 who elected to participate in the Montgomery G.I. Bill. Eligibility is decided by the VA. Benefits are paid directly to the student.

### CHAPTER 31, VOCATIONAL REHABILITATION AND EMPLOYMENT

Veterans with a service-connected disability, or who are rated 10 percent or more disabled according to the Department of Veterans Affairs. Eligibility is decided by a VA caseworker. Tuition is paid directly to the School; other benefits may be paid to the student.

### CHAPTER 32, VETERANS EDUCATIONAL ASSISTANCE PROGRAM

Veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty.

### CHAPTER 33, THE POST-9/11 G.I. BILL

Veterans who accumulated at least 90 days of aggregate service on or after September 11, 2001 with an honorable discharge, or those who received a service-connected disability after 30 days of service may be eligible for Chapter 33, as determined by the VA. Tuition and fees are paid directly to the School, with BAH and book stipends paid directly to the student. All payments are proportionate to Chapter 33 eligibility rating, with BAH payments based on DoD calculator (use school zip code for an E-5 with dependents). This benefit is frequently revised. Please refer to the VA for comprehensive changes to this benefit.

### CHAPTER 33/TEB, THE POST-9/11 G.I. BILL TRANSFER

This option is for Chapter 33-eligible service members to transfer unused benefits wholly or in increments to spouses and/or children.

### THE YELLOW RIBBON PROGRAM, A COMPONENT OF CHAPTER 33, THE POST-9/11 GI BILL

The School is a proud participant in this joint tuition grant-matching program with the VA for students who are entitled to the 100% eligibility rate. Yellow Ribbon amounts are applied solely and directly to tuition.

### CHAPTER 35, SURVIVORS AND DEPENDENTS ASSISTANCE PROGRAM

For spouses or children of veterans who died on active duty, whose death was caused by a service-connected disability, or who are rated by the VA as 100 percent permanently disabled.

### CHAPTER 1606, THE MONTGOMERY G.I. BILL – SELECTED RESERVE

Benefits are paid directly to eligible individuals who have committed to the required length of enlistment in the Selected Reserve.

Chapter 1607, Reserve Educational Assistance Program

Chapter 1607 is potentially payable for individuals in the reserves who were recalled for active duty for at least 90 days beginning September 11, 2001 or later. Eligibility is determined by either DoD or DHS.

### MYCAA, MILITARY SPOUSE CAREER ADVANCEMENT ACCOUNT

MyCAA is available to spouses of active duty service members in pay grades E1-E5, W1-W2, and O1-O2, including the spouses of activated Guard and Reserve members within those ranks. Spouses of Guard and Reserve members must be able to start and complete their courses while their sponsor is on Title 10 orders.

### BENEFIT RECIPIENT RESPONSIBILITIES

Veterans receiving Veteran Administration funding for any portion of their program are responsible to directly notify the campus certifying official or military benefits officer of any change of status in their program to include:

- Transferring credits to program from another institution
- Testing out of a class
- Receipt of a failing grade for an entire class
- Modifications to the original program sequence as outlined in the catalog
- Change of program
- Switching from an accelerated program track to an extended track or vice versa
- Exiting the program

Students are expected to contact the military benefits officer by visiting in person, speaking with them over the telephone, or emailing: [military@lafilm.com](mailto:military@lafilm.com). Failure to communicate program changes may cause overpayment or underpayment of tuition and/or fees, which may result in debt collection practices from the VA's Debt Management agency or BAH withholding. VA instructs institutions to cut refund checks to students who are issued overpayments for these reasons only, in accordance with The School's refund policy. All other monies will be returned to the issuing agency.

#### **VA REFUND POLICY**

The School complies with The Department of Veteran Affairs standards, which defers to institutional refund policy (outlined in the Refund Policies section). Military education benefits received for students who cancel their enrollment prior to matriculation will be sent directly back to the issuing agency.

#### **VA STUDENT ACADEMIC FAIL DEBT ACCRUAL**

In situations in which a class is not satisfactorily completed, VA reserves the right to debt the student for some or all of the costs associated with the class, including tuition, fees, book/supplies, yellow ribbon, and Basic Allowance for Housing (BAH). In certain situations, VA will pay for multiple attempts at classes, as long as student is still maintaining satisfactory progress through VA's Satisfactory Academic Progress Policy.

#### **CHANGE OF STATUS/AVOIDING BAH DEBT ACCRUAL**

Students who neglect to inform the military benefits officer of a change of status in program may find their BAH has been withheld from the VA. In order to assist students in this situation, we highly suggest students immediately share any paper correspondence with the campus certifying official/military benefits officer.

#### **BENEFIT DISQUALIFICATION AND APPEAL PROCESS**

Veterans wishing to appeal a loss of certification (loss of benefits) must file an appeal with the Student Services Office within 15 business days of notification of loss of certification. The appeal will be considered in a non-arbitrary manner for mitigating or extenuating circumstances. The burden to document the appeal in a reasonable timeframe is on the Veteran. The appeal will be adjudicated by a panel composed of 1) the Director of Military Affairs or his/her designee, 2) The Vice President of Education or his/her designee, and 3) the Vice President of Student Services or his/her designee. The decision of the Appeals Panel is final.

#### **VA SATISFACTORY ACADEMIC PROGRESS**

The VA maintains specific criteria that supersede institutional policy for Satisfactory Academic Progress. A veteran shall be subject to the loss of certification and the cessation of future funds from the U.S. Department of Veterans Affairs if the veteran's cumulative academic work falls into one of the following categories:

- The student has been academically dismissed.
- The student has had more than 50% of units attempted with an "F," or "Incomplete," for three consecutive classes.
- The student has been on academic probation (below a 2.00 term GPA) for three consecutive classes.

Students who are in the (a) or (b) categories will be subject to dismissal as well as loss of certification. Students who are in the (c) category will lose certification and eligibility for the continuation of VA education benefits but will not be subject to dismissal (as long as the cumulative GPA remains at or above 2.0). Students may be dismissed for failure to maintain a 2.0 GPA if they are unable to raise the GPA up to 2.0 after a three month probation period. Students which are placed on academic or progress probation are required to obtain counseling through student services.

#### **BENEFIT ATTENDANCE NOTICE**

The Department of Veterans Affairs will not pay tuition for retaking courses if the failing grade is attributed to failure to meet class attendance requirements. If the campus certifying official is not informed of a break in attendance, the first day eligible for a "W" will be used as the reporting date to the U. S. Department of Veterans Affairs.

#### **BREAK PAY**

The VA does not pay BAH during school breaks.

#### **MILITARY LEAVE POLICY**

The School may grant more than one leave of absence in the event that unforeseen circumstances arise, such as military service requirements, provided that any combined leaves of absence do not exceed 180 days within the 12-month period. However, students who are issued military orders should communicate their obligation and activation dates as soon as possible to both the Student Services and Military Services Departments. The period of the leave of absence may not begin until the student has acknowledged the following:

A traditional leave of absence period may not exceed 180 days within any 12-month period and the School has approved a written and signed request for an approved leave of absence.

A military-service related leave of absence request that extends beyond 180 days must be accompanied with orders and the re-instatement to active student status. All school equipment loaned out to the student taking leave will need to be returned to the Equipment Room (ER) before the leave of absence is granted. Re-entry into the program of study requires that students check back into school through the Student Services Departments to co-ordinate scheduling and be directed to the appropriate departments to include the Military Services Department to re-instate program funding.

Upon submitting travel vouchers within the 180 day time frame and one month within the date on the approved travel voucher, military students will not be required to pay re-take fees for classes dropped due to the call to service using grants, VA monies, or cash. Further, military students will not be charged tuition for classes not yet taken. Official orders are required for consideration for an extended leave of absence beyond 180 days. Failure to return to school within the 180-day time-frame that are a result of extended military service leave will require approved military travel orders with no longer than one month between the military approval date and the re-instatement date. Every consideration to use existing credits will be exercised, however, extended absences may result in retakes or new classes that are part of a revised curriculum and will subject students to review by the Program Director.

## STUDENT SERVICES

### ONLINE EDUCATION

Online degree programs and courses are delivered over our Learning Management System (LMS), known as LA Film Online, which is a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. Online students use this system to view video content, receive and submit project work and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress. Online instructors are expected to respond to student questions within 24 hours and to provide feedback on assignments and tests within 48 hours, if possible.

The LA Film Online environment enhances the delivery of holistic learning experiences and allow opportunities for innovative learning experiences that harness digital media to develop the whole student. In online learning environments the combination of interactive and web-based media enable instructors to create a variety of instructional materials in support of dynamic, self-directed, and collaborative learning activities. These activities can provide students with a more diverse range of learning options and promote more meaningful collaboration between students and instructor.

### ACADEMIC SUCCESS DEPARTMENT

The staff of the Academic Success Department works with students, faculty and staff to create a positive learning environment and address any issues that may arise throughout a student's program. The Academic Success Department provides services through Student Advising, Student Records, Academic Success Seminars, the Library and Media Center. Student Advisors serve as a primary point of contact for students and they can assist with scheduling issues, leaves of absence, community referrals and tutoring resources. Contact information for the Academic Success Department may be found on your online learning platform portal.

### CAREER DEVELOPMENT SERVICES

With the help of the Career Development Department, our graduates are truly making their mark in the entertainment industry working with notable artists, studios and production companies on major feature films, small indie projects, television shows, record albums, concerts, music videos, video games, and animation projects. Staffed by entertainment industry professionals, the Career Development Team is available to advise students and graduates on successful career strategies to help prepare them to enter the professional workplace.

The Career Development Department provides additional opportunities for training and networking to help hone the skills necessary to succeed in the predominantly freelance entertainment industry. The Career Development Department does not make any representations or guarantees as to a student's employment potential or earning potential upon successful completion of the program.

### MEDIA CENTER

The Media Center is designed to support the needs of online students by providing relevant materials, a comprehensive collection of necessary publications, and digital research databases that are broad and varied in scope. Easily accessible from the online learning environment, the Media Center's documents and materials are constantly reviewed and updated to make sure students have access to significant research material for all courses of study.

### SERVICES FOR STUDENTS WITH DISABILITIES

The school is committed to providing equal access to all students, including those who qualify as persons with disabilities. While upholding this commitment, the school also expects all students to maintain the high standards of academic achievement and excellence that are essential to the integrity of the school's mission. By advancing these aims, the school ensures that its policies, practices, and procedures conform to federal, state, and local statutes and regulations.

Provide written documentation to the Student Disability Services Coordinator regarding the nature of your disability and any considerations/accommodations that may be necessary. Such documentation must: (1) be from an appropriate professional, (2) not be more than twelve months old and, (3) provide a clear understanding of how the student is presently functioning. The school's confidentiality policy provides that only the appropriate school personnel access this information and it is stored in separate, confidential files. Except in instances of health or safety, information concerning the disability, accommodations, or documentation will not be released without written consent. Provide ample time when requesting a reasonable accommodation(s). Requests must be evaluated and arrangements made prior to the anticipated need for service/support. The school cannot guarantee that appropriate accommodations/services can be put in place without sufficient lead-time to make arrangements. Whenever possible, please provide at least 60 days advance notice. The Student Disability Services Coordinator makes determinations of reasonable accommodations for students with disabilities.

# ACADEMIC POLICIES

## ADVANCEMENT

An academic year consists of 32 weeks of instruction. In order to advance to the next grade level (freshman to sophomore, etc.), students must earn a minimum of 24 semester credits during that academic year.

## ANTI-HAZING POLICY

Hazing is any action taken or situation created intentionally that causes embarrassment, harassment or ridicule and that risks emotional and/or physical harm to members of a group regardless of the individual's willingness to participate. The LA Film School does not allow hazing for any reason whatsoever. Students engaging in any potentially harmful activities will be disciplined and may be subject to suspension or termination.

## ATTENDANCE POLICY

Specific daily attendance is not recorded for online courses, as it would be on campus. Students are required, however, to maintain weekly logins and timely submission of assignments or they may risk being withdrawn for lack of attendance. Students who fail to login to their courses during the first 5 days of the term will be administratively dropped from those courses. Students who are administratively dropped from all registered courses for 2 consecutive terms (each term being 1 month in length), will be administratively withdrawn from the school.

## CLASS SCHEDULE

Students can access their courses 24/7 through the online learning platform. Students are generally not required to log in to their classes on specific dates or times but they are expected to login on a regular basis and submit assignments in accordance with published deadlines.

## CAMPUS SECURITY

It is essential that all security incidents occurring on campus or in its vicinity be reported to uniformed security personnel. Security Incidents include criminal activity of all types, incidents that result in injury to a student, faculty or staff members, incidents that result in damage to school equipment or facilities other equipment or facilities used as part of the instruction, all losses of personal property, suspicious individuals on campus, persons on campus apparently under the influence of an intoxicating substances and any dangerous situations or activities likely to result in personal injury or property damage. All students are required to wear their student ID on a school-issued lanyard at all times when on campus. This is critical to maintaining a safe, secure, and comfortable learning environment. Students without ID will not be admitted to classes or labs and must obtain a temporary ID from the Security/Reception Desk. It is advised that students keep their personal belongings with them at all times. Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f))* requires colleges and universities across the United States to disclose information about crime on and around their campuses. This report is prepared in cooperation with the Police agencies surrounding our campus facilities. This report is available on the web site at <http://www.lafilm.edu/>, and may also be reviewed on the campus website: [www.lafilm.edu/](http://www.lafilm.edu/). Hard copies of this report may be obtained from the Student Records Department.

## CLASS SIZE

Our philosophy is to put students in environments with optimal student to instructor ratios. To achieve this, the student-to-instructor ratio is 25 to 1 in an online course section.

## CLOCK HOUR TO CREDIT HOUR CONVERSION

The conversion of clock hours to credit hours is calculated on a semester credit hour basis, which varies according to the content of the course. One semester credit hour is equivalent to any of the following:

- 15 clock hours of lecture time plus 30 hours of outside preparation time or the equivalent
- 30 clock hours of supervised laboratory instruction plus the appropriate outside preparation
- 30 clock hours of independent study with measured achieved competency relative to the required subject objectives or not fewer than 45 hours of internship

## COPYRIGHT INFRINGEMENT PROHIBITED

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing may subject students to civil and criminal liabilities. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

Students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the school's information technology system are subject to disciplinary action under the Student Code of Conduct up to and including dismissal from their program (see Student Standards of Conduct section below).

## COURSE MATERIALS

The institution uses a wide variety of materials to support the online learning experience. A combination of electronic books, custom course manuals created by the faculty, professional training materials, and online learning resources provide access to a wide range of information.

## CREDITS ATTEMPTED

Credits attempted are defined as all classes for which a student receives a passing grade, or an "F," "I," "W," or "P."

## CREDITS COMPLETED

Credits completed are defined as all classes for which a student receives a passing grade of "D" or better.

## DRUG-FREE SCHOOLS AND COMMUNITIES ACT STANDARDS OF CONDUCT

Students who violate the Drug-Free Schools and Communities Act Standards of Conduct subject themselves to disciplinary action which may include probation or termination. Students are subject to periodic testing in the event there is a reasonable suspicion of alcohol or drug use. Reasonable suspicion may emanate from a variety of circumstances including, but not limited to:

- Direct observation of alcohol or drug use
- Physical or behavioral symptoms
- Abnormal or erratic behavior
- Marked changes in behavior
- Evidence of drug or alcohol possession on the premises

A refusal to be tested, or tampering with a test, will be interpreted the same as a positive result. A positive test result will result in disciplinary action. Disciplinary action will take place within 30 days of notification, and may include a letter of admonishment, required enrollment in a rehabilitation program, termination from school or employment and/or referral for prosecution.



## EVALUATIONS

During courses, students are evaluated on their performance through a series of quizzes, exams, and project evaluations. They are evaluated on theory, technical and practical applications as well as standards of professionalism.

## FACULTY

All faculty have a minimum of four years of professional experience in the subject area taught and hold a degree equivalent to or higher than program in which they are teaching. Faculty teaching in online courses are also required to have prior online teaching experience and must complete a comprehensive training and orientation program.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords students certain rights with respect to their education records. FERPA rights apply to students who are in attendance at the institution, as well as former students. Students are "in attendance" the day they first attend a class. These rights include:

- The right to inspect and review education records within 45 days of the date the institution receives a request for access. Students should submit written requests to the Office of Student Records that identify the record(s) they wish to inspect. The Office of Student Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of their education records if the student believes them to be inaccurate. Students may ask the institution to amend a record that they believe is inaccurate. He or she should write the official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

### Exceptions:

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel); a person or company with whom the institution has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Directors; a student serving on an official committee, such as a disciplinary or grievance committee; or a student assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the institution may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The institution may release the educational records of a student to a parent, provided the student is claimed as a dependent for tax purposes and the individual seeking education records meets the definition of "parent" under FERPA. Under FERPA, a "parent" is defined as "a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian." Parents are required to submit a copy of their most recently filed federal income tax return. Copies must include the signature of one or both parents and the student's name must be indicated as a dependent on the return. A new release will be required each term.

In accordance with FERPA, the institution will disclose to third parties information from the educational records of a student, provided the information is disclosed due to an "articulable and significant threat to the health and/or safety of the student or other individuals."

The Student Records Department annually provides a notice to enrolled students about the right to review their education records, to request amendment of records, to consent to disclosures of personally identifiable information, and to file complaints with the Department of Education. The annual notice also includes procedures for reviewing education records and requesting amendment of the records and information about the institution's policy regarding disclosures to school officials with a legitimate educational interest in the education records.

## Disclosure of Directory Information

Under the terms of FERPA (Section 99.37) an educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:

- The types of personally identifiable information that the agency or institution has designated as directory information;
- A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and
- The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The institution has established the following as directory information: Student's name; Dates of attendance; Student's address; Awards/Honors; Student's phone number; Email address.

## Right to File a Complaint

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

*Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605*

## SECTION 952 PARENT/GUARDIAN CONTACT POLICY

If a parent or guardian contacts the institution seeking information regarding a student's alcohol or drug-related conduct record, and the student is under 21 years of age, information may be shared by an informed, full-time staff member in the Student Development Department or his/her designee. The designated staff member will share information regarding any alcohol or drug-related infraction in which a student, afforded due process through the conduct procedures, has been found responsible for the infraction. Parents seeking information regarding behaviors, for which charges are pending or in process, must have their student's written consent to the disclosure.

When the institution is aware of an alcohol or drug overdose requiring hospitalization, and the student is personally unable to make contact with family, an informed School staff member may notify the parents or guardians, regardless of whether or not an infraction occurred. Further, notification to parents/guardians is allowed when:

- The violation involved was of sufficient severity or related to a pattern of drug or alcohol related infractions which warrant a drug or alcohol evaluation; or
- The violation involved was of sufficient severity or related to a pattern of drug or alcohol related infractions which, should a further infraction occur, would likely result in suspension or expulsion from the institution; or
- The violation involved harm or threat of harm to self or another person; or
- There was a significant risk to the health or safety of the student as a result of consumption of alcohol or use of drugs.

Any student may request that information not be disclosed to parent/guardians, if the nondisclosure request is related to personal safety or other serious family circumstances. The request must be made in writing to the conduct officer, prior to the disposition of the case. The conduct officer may, at his or her discretion, honor the non-disclosure request. In order to best facilitate communication with parents/ guardians, conduct officers should encourage students to speak first to their parents/guardians regarding conduct issues.

## GRADE SYSTEM

The institution uses a standard 4.0 scale to calculate grade point averages.

Letter Grade	Point Value	Earned Score
A+	4.0 (Honors)	98-100
A	4.0	94-97
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
D+	1.3	67-69
D	1.0	60-66
F	0.0	0-59
P (PASS)*	0.0	
CR (Credit)*	0.0	
NP (Administrative Drop)*	0.0	
W (Withdraw)*	0.0	
I (Incomplete)*	0.0	

\*Not included in GPA Calculation

Grades will not be rounded until the final grade. To calculate the final grade percentage, the final total points are divided by the total points available for the course. If the final percentage is less than a whole number, the following rules are utilized to determine the score by a whole number:

- When the number is .50 or greater, the score is rounded to the next highest number. (i.e.: 79.50 = 80)
- When the number is .49 or less, the score is rounded to the next lowest number. (i.e., 92.49 = 92)

## GRADE OF "INCOMPLETE"

In extenuating circumstances, an Incomplete ("I") grade may be assigned at the instructor's discretion, and in accordance with the eligibility requirements set forth below. Students may request an "I" grade for more time to complete required course work, which s/he was prevented from completing in a timely way due to non-academic reasons. To be eligible for an "I" grade, students must have completed at least 50% of the term with a passing grade at the time of the request.

## GRADE OF PASS/FAIL

A grade of P (Pass) or F (Fail) may be reported for students in designated courses or by petition for courses that meet one or more of the following conditions:

- Require cooperation among students to the extent that individual performance cannot be graded apart from the ensemble or that quality grading will promote undesirable competition for grades of high quality (which may result in less learning for some students).
- Involve application of knowledge or skill in such a manner that a reliable differentiation of grades is quite difficult beyond noting effective participation.
- Other circumstances that cause the program faculty to find that P/F grading is the preferred system for academic quality reasons.

A "P" will not be used in calculating the student's GPA; an "F" grade will be used in calculating the GPA.

## GRADE APPEALS

Faculty members are responsible for clearly stating the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with the stated objectives. Students are responsible for maintaining standards of academic performance established in the syllabus for each course in which they are enrolled. The grade appeal procedure provides a formal process for students to request a review of final grades that they think were incorrectly awarded. The burden of proof rests with the student to demonstrate that the grade assigned for the course was made on the basis of any of the following conditions:

- A grading decision was made on some basis other than performance and other than as a penalty for academic dishonesty.
- A grading decision was based on standards unreasonably different from those that were applied to other students.
- A grading decision was based on a substantial, unreasonable or unannounced departure from the course objectives and assignments.

The student must submit a grade appeal, in writing, to the course instructor who issued the grade no later than 14 calendar days after the grade is posted and available for the student to see through their student portal account. If, after subsequent consultation with the course instructor, the student is not satisfied and wishes to pursue the issue, or if the instructor is not available or does not respond within 7 days, the student should submit the appeal in writing to the Program Director. Documentation supporting the grade change based on the appropriate category set forth above is to be submitted with the appeal. If no appeal is filed within this time period, the grade shall be considered final. The Program Director will discuss the matter with the student and with the course instructor, arrive at a decision, and will document the appeal and the Director's response. This decision is final.

## GRADE FORGIVENESS

Students may only repeat courses if they earned grades lower than a "C." A maximum of 12 semester units may be repeated for grade forgiveness. Grade forgiveness for a repeated course is by petition only. If the petition for grade forgiveness is approved, the new grade replaces the former grade in terms of GPA calculation. Petitions should be filed after the completion of the course used to discount the previous course. Students are strongly encouraged to speak with an advisor before repeating a course for grade forgiveness to ensure that the student is eligible to repeat that course to discount the grade. Grade forgiveness, as used in these guidelines, means that when computing grade point averages required for graduation with a degree, "units attempted," "units passed," and "grade points" for the first attempt shall be excluded. The first attempt will remain on the transcript with the repeat (discount) noted. Course repeats with discounting or "grade forgiveness" is permissible for students subject to the following provisions:

- Students may repeat a maximum of 12 semester units with grade forgiveness. This maximum includes any repeats taken at any time at the institution.
- Students may repeat an individual course for grade forgiveness no more than two times. In other words, if a student earns a grade of C- or lower in a first attempt at a class, the student may repeat that class to replace the grade. If the grade earned the second time is still lower than a "C," the student may repeat the course a final time. No subsequent attempts will be allowed.
- Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.
- Under unusual circumstances, a different but similar course may be used if the substitute course is approved by the program director.

## GRADUATION REQUIREMENTS

In order to receive a degree from an undergraduate degree program, a student must: Fulfill all coursework required within the degree.

Not accrue in excess of 1.5 times the credits required to complete the program.

Achieve an overall cumulative GPA of 2.0.

Fulfill all financial responsibilities to the institution.

## HONORS

Degree honors are awarded to students who graduate with the following enrollment cumulative GPA:

<i>Summa Cum Laude:</i>	3.80 to 4.0
<i>Magna Cum Laude:</i>	3.70 to 3.79
<i>Cum Laude:</i>	3.50 to 3.69

### **HOUSING NOT PROVIDED**

The institution does not have dormitory facilities available for its students. The institution has full-time, dedicated staff available to facilitate local and long-distance transitions for enrolled and active students. Our housing coordinators assist students in finding accommodations that fit a wide range of budgetary and lifestyle preferences, in addition to student roommate selection. We suggest that each student contact the housing coordinator to begin arrangements as early as possible before school starts. An Estimated Living Expenses for Financial Aid Students estimate is located in the Tuition, Fees and Related Costs section. Please call the main line to be connected to a housing coordinator, or [email: housing@lafilm.com](mailto:housing@lafilm.com).

### **INTERRUPTION OF TRAINING**

In the event of extenuating circumstances, students may be permitted to interrupt their training temporarily (IOT). Students must discuss eligibility and ramifications of an IOT with a Student Advisor. An IOT may be granted for a limited time to students who have maintained satisfactory progress. Those not returning to class at the scheduled end of the IOT are terminated using their last actual day of attendance as the date for processing the termination. Students not actively attending classes may not receive living expense disbursements.

### **LANGUAGE OF INSTRUCTION**

All courses of instruction are taught in English. The institution does not offer instruction in any language other than English.

### **LOCATION WHERE INSTRUCTION WILL BE PROVIDED**

Lecture classes, lab classes and other educational activities are held at instructional locations in Hollywood, California: 6363 Sunset Boulevard, 6353 Sunset Boulevard, 1605 North Ivar Avenue and 6690 Sunset Boulevard. In a hybrid class, academic technology is used to structure remote activities that replace some of the face-to-face class meetings. The remaining communication is face-to-face, similar to traditional classes. Courses and programs that are designated in this catalog as "online only" are offered using the institution's Learning Management System and do not meet face-to-face with other students or faculty members.

### **MAXIMUM TIME FRAME FOR PROGRAM COMPLETION / CREDIT STANDARD**

Students are expected to complete degree requirements after attempting a certain number of credits. The maximum attempted credits allowed for degree or certificate completion will be up to 150% of the credits needed to complete that degree.

### **RE-ENTRY**

Students who have been dismissed and wish to return to school must submit a written request for reentry. They may re-enter only at the discretion of the institution. Students receive financial credit for all previous courses completed at the correlated tuition. Any balance of tuition must be paid prior to reentry. Upon re-entry, students are placed on probation for one semester and must maintain satisfactory progress to continue.

### **REPEAT OF A COURSE/RETAKE POLICY**

Students with satisfactory attendance who fail a course for academic reasons are permitted to retake the course. Students must maintain satisfactory progress throughout the second attempt and complete all coursework given. There will be no charge for additional credits attempted in a program due to excused absences or poor academic achievement; however, if a student withdraws prior to graduation, all credits (even repeats for academic failure) will be counted toward the tuition owed. Students who fail a course due to poor attendance, or who retake a course for a third time, must repay the course tuition. There are some courses in degree programs that a student must complete within two attempts, or that student will be dismissed from the program. This information is provided to the students in the syllabus received on the first day of those classes.

### **SATISFACTORY ACADEMIC PROGRESS**

Students are required to meet the Satisfactory Academic Progress (SAP) standards detailed in the Financial Aid section of the Catalog (pages 28-29). Students placed on FA Ineligibility status pursuant to that policy will be administratively withdrawn from the school at the end of the then current term.

### **STUDENT ADA/SECTION 504 GRIEVANCE PROCEDURE**

The institution, in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA; as amended 2008) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students who feel that their rights under this policy have been violated may use these grievance procedures to file a complaint. Any person who wishes to file a complaint or who has questions regarding the institution's compliance with these regulations, should contact the following individuals who have been designated as school's ADA/ Section 504 compliance specialist:

Yacine Pezzan, Section 504/Student Disability Services Coordinator, 6353 Sunset Blvd., 1st Floor, Hollywood, CA 90028, Phone: 323.769.2276

#### Informal Resolution

Prior to initiating the formal complaint procedure set forth below, the student should, in general, first discuss the matter orally or in writing with the individual(s) most directly responsible. If no resolution results, or if direct contact is inappropriate under the circumstances, the student should then consult with a compliance specialist who will attempt to facilitate a resolution. If the compliance specialist is not successful in achieving a satisfactory resolution within seven calendar days, the compliance specialist will inform the student of his or her efforts and the student's right to file a formal complaint.

#### Formal Complaint

If the procedure set forth above for informal resolution does not yield a successful resolution, then the student may file a formal complaint in the following manner:

#### When to File a Complaint

Complaints must be filed as soon as possible, but in no event later than 14 days after the conclusion of the term in which the concern arose. A complaint must be in writing and include the following:

- Grievant's name, address, e-mail address and phone number.
- A full description of the problem.
- A description of what efforts have been made to resolve the issue informally.
- A statement of the remedy requested.

The complaint can be filed by email: [Disabilityservices@lafilm.edu](mailto:Disabilityservices@lafilm.edu); or in person at the Student Development Department, 6353 Sunset Blvd., 1st Floor, Hollywood, CA 90028.

#### Investigation

The compliance specialist or his or her designee (hereafter collectively referred to as the "grievance officer") will promptly initiate an investigation. In undertaking the investigation, the grievance officer may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the grievance officer believes to have relevant information, including faculty, staff, and students.

#### Findings and Notification

Upon completion of the investigation, the grievance officer will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings, and a proposed disposition. This transmission will be expected within 45 calendar days of the filing of the formal complaint. The final report may also be provided, where appropriate, to any school official whose authority will be needed to carry out the proposed disposition or to determine whether any personnel action is appropriate.

#### Final Disposition

The disposition proposed by the grievance officer will be put into effect promptly. The grievant or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the Vice President of Education (as set forth below) will not suspend the implementation of the disposition proposed by the grievance officer, except in those circumstances where the Vice President of Education decides that good cause exists, making the suspension of implementation appropriate.

### Appeal

Within ten calendar days of the issuance of the final report, the grievant or the party against whom the grievance is directed may appeal to the Vice President of Education the grievance officer's determination. An appeal is initiated by filing a written request for review by email: Disabilityservices@lafilm.edu; or in person at the Student Development Department, 6353 Sunset Blvd., 1st Floor, Hollywood, CA 90028. The written request for review must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. The appeal must be directed only to issues raised in the formal complaint that was originally filed or to procedural errors in the conduct of the grievance procedure itself and not to raise new issues. The compliance specialist will forward the appeal to the Vice President of Education and provide copies to the other party or parties. If the grievance involves a decision that is being challenged, the review by the Vice President of Education or his or her designee usually will be limited to the following considerations: Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant? Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant? Given the proper facts, criteria, and procedures, was the decision a reasonable one? The Vice President of Education will issue a written decision within 30 calendar days of the filing of the appeal. A copy of the decision will be sent to the parties, the compliance specialist and, if appropriate, to the official whose authority will be needed to carry out the disposition. The decision of the Vice President of Education on the appeal is final.

### Retaliation Prohibited

Filing an informal or formal complaint of discrimination is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis of another complaint under this policy and may subject the individual engaged in retaliation to discipline under the appropriate student, staff, or faculty disciplinary policies.

### **STUDENT COMPLAINT/GRIEVANCE PROCEDURE**

Any student who believes they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law should follow the ADA/Section 504 Grievance Procedures set forth above. Students are encouraged to discuss academic progress, career goals, suggestions, and/or concerns with faculty, staff or student advisors. Appointments with a Student Advisor, the Director of Academic Success, and/or any other staff member may be scheduled.

In the event of a concern, grievance or complaint that is not satisfactorily addressed in a meeting with the appropriate staff/faculty member, a student may acquire a complaint form from Yacine Pezzan, Senior Student Success Advisor at 323-960-3860 and submit in writing the concern to the Vice President of Education, Jenna Langer, 6353 Sunset Blvd, Hollywood, CA 90028. The Vice President of Education will review each complaint with all appropriate staff members and provide a written response to the student within 15 days of receiving the grievance.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the institution has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the institution for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to: Accrediting Commission of Career Schools and Colleges 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201 (703) 247-4212 [www.accsc.org](http://www.accsc.org).

A copy of the ACCSC Complaint Form is available at the institution and may be obtained by contacting Yacine Pezzan, Senior Student Success Advisor at 323-960-3860 or online at [www.accsc.org](http://www.accsc.org).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution, may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 toll-free or by completing a complaint form, which can be obtained by going to the bureau's Internet web site at [www.bppe.ca.gov](http://www.bppe.ca.gov).

### **STUDENT PROJECTS**

The content of student project work must not contain any pornographic material, any material that would be considered offensive by the general public, sexually explicit material, or profanity. A general rule of thumb is to follow a PG-13 rating. Students grant The Los Angeles Film School a perpetual license to any project work created as part of their academic program. This perpetual license does not require that students give up ownership to their work, but that they give the school the right to use the work for educational, marketing or promotional purposes.

### **STUDENT RECORDS**

Student records are kept on the premises for a period of five years after graduation. Student transcripts are retained indefinitely. Students may request copies of their academic transcripts by submitting a request with student's full name (maiden or former name if applicable), social security number, and dates of attendance to: The LA Film School, c/o Registrar, 6363 Sunset Blvd, Hollywood, CA, 90028.

### **VACCINATION POLICY**

The institution does not require any particular vaccinations as a prerequisite for enrollment.

### **VOTER REGISTRATION**

The institution makes voter registration forms available to students enrolled in our degree programs. The forms are available in the Student Advising Department.

### **WITHDRAWAL FROM THE PROGRAM**

Students who wish to withdraw from their program must notify the Student Services Department. To officially withdraw from the institution, students should:

- Obtain a Student Withdrawal Form from a student advisor or by emailing the Student Development Department at [advising@lafilm.com](mailto:advising@lafilm.com).
- Notify the Financial Aid Office and complete an Exit Interview, if applicable.
- Complete the withdrawal Form, including the accompanying questionnaire, and submit it to the Student Development Department.

Refunds, if any, will be paid in accordance with the Refund Policy in the Financial Policy section of the catalog.

Student shall be deemed to have withdrawn from the Institution when any of the following occurs: (1) Student notifies the Student Services Department of his or her intent to withdraw or as of the effective date of Student's withdrawal, whichever is later; (2) the Institution terminates Student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the Institution including, the Student Code of Conduct set forth in the catalog; failure to meet financial obligations to the Institution; and/or for cause determined within the Institution's sole discretion; (3) Student fails to return from an authorized leave of absence.

## STUDENT CODE OF CONDUCT

The Los Angeles Film School is a place that promotes responsibility, respect, civility, and academic excellence in a safe and professional learning and teaching environment. The Student Code of Conduct sets a clear standard of behavior and professionalism that is expected not only of our institution but of the industry for which we train. It specifies the mandatory consequences for student actions that do not comply with these standards.

### Prohibited Conduct

Conduct that threatens the safety or security of the school community, or substantially disrupts the functions or operation of the school is within the jurisdiction of this Student Code of Conduct regardless of whether the conduct occurs online or on/off campus.

Unacceptable conduct includes but is not limited to the following:

- Cheating, plagiarism or other forms of academic dishonesty.
- Forgery, alteration, or misuse of school documents, records, or identification or knowingly furnishing false information to the school or any of its faculty or staff.
- Forgery or identity theft including but not limited to alteration or illegal usage of school documents, student records, and/or admissions applications.
- Misrepresenting or falsely using student identification including misuse of Photo ID cards or posing as another individual.
- Conduct reflecting discredit on the professional ethical standards of the school.
- Harassment of any kind including, but not limited to, threats and sexual harassment.
- Physical abuse on or off campus of the person or property of any member of the campus community.
- Possession or usage of fireworks, explosives, dangerous chemicals or deadly weapons on school property or at a school-sponsored function.
- Abusive behavior including the use of profanity directed toward staff, faculty, students, guests or visitors.
- Obscene, lewd, or indecent behavior on campus or at a school-sponsored function.
- Hazing or false imprisonment.
- Possessing, distributing, manufacturing, or using illegal drugs or misusing legal pharmaceutical drugs on campus or at a school-sponsored event.
- Defacement, vandalism, tagging or using graffiti on campus buildings or property.
- Engaging in arson, blocking emergency exits, or falsely activating the fire alarm system.
- Breaking into or unauthorized use of any campus facility or building.
- Theft of school property, or assisting in storing or knowingly using stolen school property, as well as the non-return of school-owned equipment.
- Misuse of the computer system including hacking into academic or student records, or knowingly sending computer bugs or viruses electronically.
- Disruption of the educational process, administrative process, or other school-sponsored event.
- Refusal to follow instructions given by school personnel that results or may result in bodily harm to oneself, other students, faculty or staff; including but not limited to emergency evacuation and requests to disassemble and vacate premises.
- Violation of any published school rules and regulations now or later in effect.

### Disciplinary Proceedings

The focus of any disciplinary proceedings is to determine if an individual is responsible or not responsible for violating the standards set for in the Code of Conduct. Formal rules of evidence shall not be applicable in disciplinary hearings and minor deviations from these policies and procedures shall not necessarily invalidate a decision or proceeding.

Students may be accountable to both criminal and civil authorities and to the school for acts that constitute violations of the law and of this Code. Disciplinary proceedings may proceed even if criminal charges are still pending and sanctions imposed by the school will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

### Process

Alleged violations of the Student Code of Conduct should be reported to the Student Conduct Officer who will be responsible for investigating the incident/conduct. The Student Conduct Officer will conduct an investigation and meet with the student and any other individuals who were involved or who witnesses the alleged incident/conduct. After completing the investigation, the Student Conduct Officer may:

- Find the student not responsible for the alleged incident/conduct
- Find the student responsible for the alleged incident/conduct but determine that informal counseling or a verbal warning is appropriate under the relevant facts and circumstances.
- Find the student responsible for the alleged incident/conduct and impose formal disciplinary sanctions.
- Refer the matter for a hearing before the Conduct Review Board (CRB). The student may be asked to attend a CRB hearing and provide testimony regarding the alleged incident/behavior. The student may present supporting documentation and the testimony of other witnesses, if any, during the CRB hearing. The CRB may conduct its own investigation into the alleged incident/behavior before or after the conduct hearing. The CRB will make a determination as to whether the student is responsible for the alleged incident/behavior and what sanctions, if any, should be imposed.

### Sanctions

During the disciplinary process, every attempt will be made to foster student learning through a system of appropriate and escalating consequences. Student may be subject to the following sanctions and penalties as part of the school disciplinary process:

Warning: Written notice that continued or repeated violations of school policies or regulations may be cause for further disciplinary action. A permanent record of the violation(s) will be retained in the student's file.

Suspension: Termination of a student's enrollment for a specified period of time, including an academic term or terms with reinstatement subject to specified conditions; further violations of school policies or violation of the terms of the suspension will normally result in permanent dismissal from the school.

Dismissal: Termination of student status at the school.

Restitution: Reimbursement for damage to or misappropriation of either school or private property; may be imposed exclusively or in combination with other disciplinary actions. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages.

### Mandatory Sanctions

Suspension followed by a dismissal hearing, as well as police involvement, will be used for the following offenses:

- Possession of a weapon, including, but not limited to, firearms and knives
- Possession of illegal drugs or trafficking drugs or weapons
- Use of a weapon to cause bodily harm or to threaten serious harm
- Serious physical assault
- Sexual assault

Suspension followed by a penalty hearing will be used for the following offenses:

- Acts of vandalism causing damage to school property
- Threatening physical assault against any member of the faculty, staff, or student body
- Being under the influence of alcohol or illegal drugs

