



2025

SEPTEMBER

FLORIDA ACADEMIC
CATALOG

THE LOS ANGELES FILM SCHOOL®

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OUR MISSION

The Los Angeles Film School's mission is to inspire students with an inventive method of education that concentrates on preparation for career opportunities in the entertainment and media industries. We do this through an immersive curriculum that integrates technical knowledge with artistic exploration and creativity in a hands-on learning environment, taught by industry-experienced professionals in the heart of Hollywood, the premier entertainment capital of the world.

Our programs are designed around current technology and industry practices, enabling aspiring talent to discover their individual voices through collaboration and realize their career goals in entertainment and media.

The Los Angeles Film School received approval as a Distance Education Facility from its accrediting agency, The Accrediting Commission of Career Schools and Colleges ("ACCSC") for the facility located at 1265 S. Semoran Blvd., Ste. 4, in Winter Park, Florida. This facility supports online education at LAFS and can be reached by phone at (888) 688-5277.



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 could 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 a recording engineering certificate program at The Los Angeles Recording School, a division of The L.A. Film School.

Today, the school offers degree programs across multiple disciplines in the entertainment and media industries, including associate degrees in Film, Music Production, and Audio Production, as well as bachelor's degrees in Entertainment Business, Animation, Digital Filmmaking, Film Production, Graphic Design, Audio Production, Animation, Writing for Film and Television, Music Production, and Media Communications.

The Los Angeles Film School established the Los Angeles Film School Spotlight Academy in 2019 to honor its Graduates. The Spotlight Academy pays tribute to the heart, creativity, and dedication among The Los Angeles Film School's alumni. Outstanding alumni are nominated each year and inducted into the Spotlight Academy during a ceremony that recognizes their unyielding commitment to excellence in their professional careers and selfless contribution of time and connection to the students and community. The Los Angeles Film School celebrated its 25th anniversary in 2024.

The Los Angeles Film School received approval as a Distance Education Facility from its accrediting agency, The Accrediting Commission of Career Schools and Colleges ("ACCSC") for the facility located at 1265 S. Semoran Blvd., Ste. 4, in Winter Park, Florida. This facility supports online education at LAFS and can be reached by phone at (888) 688-5277.



CAMPUS, FACILITIES & EQUIPMENT

The Los Angeles Film School is located on Sunset Boulevard in the heart of Hollywood. Our urban campus includes over 250,000 square feet of classrooms, labs, and production stages. Our campus studios and stages are equipped with professional-grade gear and software used in real production environments. Students train using innovative technology from industry leaders including Avid, Sony, ARRI, Huion, SSL, Neve, and many more.

Our proprietary Learning Management System (LMS) is an all-inclusive online platform for students to access coursework, interact with instructors, and submit projects all from online. Students can access online learning resource materials anytime and anywhere through their portal at connect.lafilm.edu.



BUILDING 1

The center of The Los Angeles Film School campus is the historic RCA Building at 6363 Sunset Boulevard. This Hollywood landmark was home to the recording studios where Elvis Presley, the Rolling Stones, the Grateful Dead, and scores of other musicians recorded some of their most memorable music. The building currently houses the Main Stage, the 7th and 9th floor studio spaces, an Audio and Film Dub Stage and Foley Stage, the 330-seat Main Theatre and Lobby, the Campus Library, and classrooms. The building is also home to several historic Echo Chambers, notable for the distinctive “RCA Sound” that became synonymous with high quality audio production.



BUILDING 2

Adjacent to the RCA Building is the six-story building at 6353 Sunset, which was previously the home of the Klasky Csupo animation studio. This building houses the Chaplin Green Screen Stage, the Kurosawa/Bergman Stages, the Fellini Stage, the Hitchcock Stage, the Keaton Stage, the Selma backlot, the B2 Theatre and Lobby, the Admissions Theatre, the Film Production Equipment Room, and classrooms. The Los Angeles Film School’s main lobby is located here.



RECORDING SCHOOL

The Los Angeles Recording School is a division of The Los Angeles Film School. The Recording School building houses 14 recording studios, including two SSL Duality studios, two Foley/ADR suites, a Neve Genesys Black studio, an API 1608 Studio, two Avid S6 studios that allow mixing in surround and Dolby Atmos, and Music Production Studios. The building also houses classrooms and lecture halls.



IVAR THEATRE

The historic Ivar Theatre contains two performance spaces: a fully equipped 231-seat live event performance space and a smaller performance space in the rear of the building. These spaces are used for educational labs and special events throughout the academic year. These spaces have a rich history of hosting musical acts going back to the 1960s, including the Grateful Dead, Iron Butterfly, Machine Gun Kelly, and the Mothers of Invention.



ACCREDITATION, LICENSING & 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.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

The Los Angeles Film School is approved by the California State Approving Agency for Veterans Education (CSAAVE), a division of the California Department of Veterans Affairs, to train veterans and eligible persons under Title 38 U.S. Code. The Los Angeles Film School is approved for U.S. government tuition assistance for the Army, Air Force, Marine Corps, and Navy through the DOD MOU.



CATALOG POLICIES

It is the policy of The Los Angeles Film School to provide a copy of this catalog to all prospective students prior to signing an enrollment agreement. Students can access a digital copy through the school's website and may request a printed copy through the Enrollment Services Department. Prospective students are encouraged to review this catalog prior to signing an enrollment agreement.

The Los Angeles Film School catalog shall be updated annually. Annual updates may be made by the use of supplements or inserts accompanying the catalog. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

This catalog is effective September 1, 2025 – August 31, 2026.



ONLINE DEGREE PROGRAMS

Our online degree programs are 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.

ANIMATION, BACHELOR OF SCIENCE

CHARACTER ANIMATION CONCENTRATION

PROGRAM DESCRIPTION & OBJECTIVES

The Bachelor of Science in Animation with a concentration in Character Animation is designed to provide students the knowledge and understanding of storytelling using 3D character animation geared for both film and games within the Computer Animation industry. The Character Animation concentration is designed based on current industry trends and pipelines used in both films and games. The knowledge learned will qualify students for entry-level positions in the computer animation film and game industries as Character Animators or Character Technical Artists.

Besides the degree program's strong 3D character animation focus, students will build other skills from various other departments, such as asset creation and visual effects. In addition to the technical proficiency and creative development, the curriculum helps students develop critical thinking, problem-solving, and analytical skills that contribute to lifelong learning and provide tools that will help sustain a long and productive professional career in computer animation and the entertainment and media industry.

PROGRAM REQUIREMENTS

The Bachelor of Science in Animation with a concentration in Character Animation is 120 credit hours and 29 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

ANIMATION ONLINE, B.S. — CHARACTER ANIMATION		
MONTH	COURSE CODE / TITLE	CREDIT
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
	CAN PD1-O Animation Professional Development 1	1
3	CAN 101 Overview of Animation Production	3
	ENG 101 Foundations of Writing	3
4	CAN 115 Cameras and Lights	3

ANIMATION ONLINE, B.S. — CHARACTER ANIMATION		
MONTH	COURSE CODE / TITLE	CREDIT
5	CAN 110 Digital Painting	3
	SPC 214 Creative Communication	3
6	CAN 120 Surface Appearance	3
7	CAN 125 Modeling Fundamentals	3
	MAT 121 Quantitative Principles	3
8	AVE 190 Digital Sculpting 1	3
9	AVE 130 Storyboarding	3
10	AVE 241 Fundamentals of Animation	3
	CAN PD2-O Animation Professional Development 2	1
11	AVE 320 Virtual Production 1	3
12	CAN 210 Look Development 1	3
13	AVE 100 The Fundamentals of Surface Anatomy	3
14	AVE 230 Character Rigging 1	3
15	CAN 215 Visual Scripting and Tool Development	4
16	CAN 220 Look Development 2	3
	HUM 310 Art of Visual Narrative	3
17	AVE 290 Visual Effects 1	3
18	CAN 340 Character Visual Effects	3
	HUM 323 Cultural Studies	3
19	CAN 330 Character Rigging 2	3
20	CAN 365 Acting for Animators	3
	HUM 351 Historical Archetypes and Mythology	3
21	CAN 373 Animation for Games	4
22	CAN 425 Animating for Dialogue	4
23	CAN 405 Story-Driven Animation 1	4
24	CAN 406 Story-Driven Animation 2	4

ANIMATION ONLINE, B.S. — CHARACTER ANIMATION		
MONTH	COURSE CODE / TITLE	CREDIT
25	CAN 445 Crowd Animation	4
	CAN PD3-O Animation Professional Development 3	1
26	CAN 480 Portfolio Preparation	3
	SBS 305 Leadership and Organizational Behavior	3
27	CAN 481 Portfolio Content Creation 1	3
28	CAN 482 Portfolio Content Creation 2	3
29	CAN 483 Portfolio Content Creation 3	3
	ENG 326 Professional Writing	3
Total Credit Hours: 120		

ANIMATION, BACHELOR OF SCIENCE

ENVIRONMENT & CHARACTER DESIGN

Program Description & Objectives

The Bachelor of Science in Animation with a concentration in Environment and Character Design is designed to provide students the knowledge and understanding of 3D modeling, materials, textures, pipeline workflows, and integration so that they can design and develop the look of characters and environments for both film and games in the Computer Animation industry. The knowledge learned will qualify students for entry-level positions in the computer animation film and game industries, such as Character Modeling, Environment, and Look Development Artists. Besides the degree program's strong 3D asset creation, students will also build other introductory-level skills from various other departments in the animation industry, such as Visual Effects and Character Animation. In addition to the technical proficiency and creative development, the curriculum helps students develop critical thinking, problem-solving, and analytical skills that contribute to lifelong learning and provide tools that will help sustain a long and productive professional career in computer animation and the entertainment and media industry.

Program Requirements

The Bachelor of Science in Animation with a concentration in Environment and Character Design is 120 credit hours and 29 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

ANIMATION ONLINE, B.S. — ENVIRONMENT AND CHARACTER DESIGN		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
	CAN PD1-O Animation Professional Development 1	1
3	ENG 101 Foundations of Writing	3
	CAN 101 Overview of Animation Production	3
4	CAN 115 Cameras and Lights	3
5	CAN 110 Digital Painting	3
	SPC 214 Creative Communication	3
6	CAN 120 Surface Appearance	3

ANIMATION ONLINE, B.S. — ENVIRONMENT AND CHARACTER DESIGN		
MONTH	COURSE CODE / TITLE	CREDITS
7	CAN 125 Modeling Fundamentals	3
	MAT 121 Quantitative Principles	3
8	AVE 190 Digital Sculpting 1	3
9	AVE 130 Storyboarding	3
10	AVE 241 Fundamentals of Animation	3
	CAN PD2-O Animation Professional Development 2	1
11	AVE 320 Virtual Production 1	3
12	CAN 210 Look Development 1	3
13	AVE 100 The Fundamentals of Surface Anatomy	3
14	AVE 230 Character Rigging 1	3
15	CAN 215 Visual Scripting and Tool Development	4
16	CAN 220 Look Development 2	3
	HUM 310 Art of Visual Narrative	3
17	AVE 290 Visual Effects 1	3
18	CAN 340 Character Visual Effects	3
	HUM 323 Cultural Studies	3
19	CAN 330 Character Rigging 2	3
20	CAN 335 Advanced Modeling	3
	HUM 351 Historical Archetypes and Mythology	3
21	CAN 355 Character and Environment Design	4
22	CAN 370 Sculpting Characters for Film and Games	4
23	CAN 380 Texturing Characters for Film and Games	4
24	CAN 410 Environment Modeling for Production	4
25	CAN 440 Look Development for Environments	4
	CAN PD3-O Animation Professional Development 3	1
26	CAN 480 Portfolio Preparation	3
	SBS 305 Leadership and Organizational Behavior	3

ANIMATION ONLINE, B.S. — ENVIRONMENT AND CHARACTER DESIGN		
MONTH	COURSE CODE / TITLE	CREDITS
27	CAN 481 Portfolio Content Creation 1	3
28	CAN 482 Portfolio Content Creation 2	3
29	CAN 483 Portfolio Content Creation 3	3
	ENG 326 Professional Writing	3
Total Credit Hours: 120		

ANIMATION, BACHELOR OF SCIENCE

VISUAL EFFECTS

Program Description & Objectives

The Bachelor of Science in Animation with a concentration in Visual Effects is designed to provide students the knowledge and understanding of 2D and 3D visual effects asset creation and how to manipulate that imagery into a postproduction workflow for both film and games within the Computer Animation industry. The knowledge learned will qualify students for entry-level positions in the computer animation film and game industries, such as Visual Effects, Compositing, Rotoscoping, and Matchmoving Artists.

Besides the degree program's strong 3D computer graphics focus, students will build other skills in peripheral media and complete digital courses that will enhance their opportunities in related fields. In addition to the technical proficiency and creative development, the curriculum helps students develop critical thinking, problem-solving, and analytical skills that contribute to lifelong learning and provide tools that will help sustain a long and productive professional career in computer animation and the entertainment and media industry.

Program Requirements

The Bachelor of Science in Animation with a concentration in Visual Effects is 120 credit hours and 29 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

ANIMATION ONLINE, B.S. — VISUAL EFFECTS		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
	CAN PD1-O Animation Professional Development 1	1
3	CAN 101 Overview of Animation Production	3
	ENG 101 Foundations of Writing	3
4	CAN 115 Cameras and Lights	3
5	CAN 110 Digital Painting	3
	SPC 214 Creative Communication	3

ANIMATION ONLINE, B.S. — VISUAL EFFECTS		
MONTH	COURSE CODE / TITLE	CREDITS
6	CAN 120 Surface Appearance	3
7	CAN 125 Modeling Fundamentals	3
	MAT 121 Quantitative Principles	3
8	AVE 190 Digital Sculpting 1	3
9	AVE 130 Storyboarding	3
10	AVE 241 Fundamentals of Animation	3
	CAN PD2-O Animation Professional Development 2	1
11	AVE 320 Virtual Production 1	3
12	CAN 210 Look Development 1	3
13	AVE 100 The Fundamentals of Surface Anatomy	3
14	AVE 230 Character Rigging 1	3
15	CAN 215 Visual Scripting and Tool Development	4
16	CAN 220 Look Development 2	3
	HUM 310 Art of Visual Narrative	3
17	AVE 290 Visual Effects 1	3
18	CAN 340 Character Visual Effects	3
	HUM 323 Cultural Studies	3
19	CAN 330 Character Rigging 2	3
20	AVE 357 Matchmoving for Production	3
	HUM 351 Historical Archetypes and Mythology	3
21	AVE 310 Visual Effects 2	4
22	AVE 343 Look Development and Compositing	4
23	CGA 361 Visual Effects for Games	4
24	CGA 381 Visual Effects for Film	4
25	AVE 360 Compositing and Integration	4
	CAN PD3-O Animation Professional Development 3	1

ANIMATION ONLINE, B.S. — VISUAL EFFECTS		
MONTH	COURSE CODE / TITLE	CREDITS
26	CAN 480 Portfolio Preparation	3
	SBS 305 Leadership and Organizational Behavior	3
27	CAN 481 Portfolio Content Creation 1	3
28	CAN 482 Portfolio Content Creation 2	3
29	CAN 483 Portfolio Content Creation 3	3
	ENG 326 Professional Writing	3
Total Credit Hours: 120		

DIGITAL FILMMAKING, BACHELOR OF SCIENCE

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 contemporary 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.

Program Requirements

The Bachelor of Science in Digital Filmmaking is 120 credit hours and 29 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

DIGITAL FILMMAKING, B.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
	DFM PD1-O Digital Filmmaking Professional Development 1	1
3	DFM 100 Independent Filmmaking	3
4	DFM 115 Introduction to Filmmaking	3
	ENG 101 Foundations of Writing	3
5	DFM 260 Editing 1	3
6	DFM 223 Screenwriting 1	4

DIGITAL FILMMAKING, B.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
7	DFM 230 Acting for Filmmakers	3
	MAT 121 Quantitative Principles	3
8	DFM 120 Digital Production Design	4
9	DFM 305 Location Scouting	4
10	DFM 170 Introduction to Cinematography	3
11	DFM 200 Cinematography and Lighting 1	3
	SPC 214 Creative Communication	3
12	DFM 202 Cinematography and Lighting 2	3
13	DFM 220 Digital Audio Production 1	3
	HUM 323 Cultural Studies	3
14	DFM 201 Color Correction and Grading	3
	DFM PD2-O Digital Filmmaking Professional Development 2	1
15	DFM 240 Directing 1	3
16	DFM 320 Screenwriting 2	4
17	DFM 190 Producing	3
	DFM PD3-O Digital Filmmaking Professional Development 3	1
18	DFM 307 Directing 2	3
19	DFM 380 Editing 2	3
	HUM 351 Historical Archetypes and Mythology	3
20	DFM 315 Digital Audio Production 2	3
21	DFM 301 Film Marketing and Distribution	3
	ENG 326 Professional Writing	3
22	DFM 270 Visual Effects	4
23	DFM 420 Documentary Production	4
24	DFM 421 Documentary Postproduction	3
25	DFM 440 Capstone Film Development	3
	HUM 310 Art of Visual Narrative	3

DIGITAL FILMMAKING, B.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
26	DFM 450 Capstone Film Preproduction	3
27	DFM 480 Capstone Film Production	3
28	DFM 485 Capstone Film Postproduction	3
29	DFM 490 Portfolio Development	3
	SBS 305 Leadership and Organizational Behavior	3
Total Credit Hours: 120		

ENTERTAINMENT BUSINESS, BACHELOR OF SCIENCE

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 Bachelor of Science in Entertainment Business degree program is 120 credit hours and 29 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

ENTERTAINMENT BUSINESS, B.S. – ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
3	EBS 101 Introduction to Entertainment Business	3
4	EBS 110 Entertainment Business Management	3
	ENG 101 Foundations of Writing	3
5	EBS 120 Entertainment Marketing	4
6	EBS 125 Entertainment Advertising	4
7	EBS 230 Art of the Pitch	3
	MAT 121 Quantitative Principles	3

ENTERTAINMENT BUSINESS, B.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
8	EBS 160 Entertainment Business Finance	3
9	EBS 200 Digital Media Distribution	3
	EBS PD1-O Entertainment and Music Business Professional Development 1	1
10	EBS 220 Global Business	3
	SPC 214 Creative Communication	3
11	EBS 141 Data Analysis and Reporting	4
12	EBS 240 Entertainment Market Research	3
13	EBS 270 Professional Selling	4
14	EBS 280 Entertainment Communications and Public Relations	3
15	EBS 290 Brand Development	4
16	EBS 302 Entertainment Business Accounting	3
	EBS PD2-O Entertainment and Music Business Professional Development 2	1
17	EBS 303 Entertainment Business Ethics	3
	HUM 323 Cultural Studies	3
18	EBS 312 Business of Play	3
19	EBS 411 Intellectual Property	3
	ENG 326 Professional Writing	3
20	EBS 410 Entertainment Business Law	3
21	EBS 412 Television and Digital Network Management	3
	HUM 351 Historical Archetypes and Mythology	3
22	EBS 416 Mergers and Acquisitions	4
23	EBS 425 Creative Entrepreneurship	3
24	EBS 440 Artist Management	3
25	EBS 441 Event Management	3
26	EBS 460 Entertainment Business Technology	3
	HUM 310 Art of Visual Narrative	3

ENTERTAINMENT BUSINESS, B.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
27	EBS 470 Digital Marketing and Social Media Management	3
	EBS PD3-O Entertainment and Music Business Professional Development 3	1
28	EBS 480 Entertainment Contracts and Licensing	3
29	EBS 490 Entertainment Business Final Project	3
	SBS 305 Leadership and Organizational Behavior	3
Total Credit Hours: 120		

ENTERTAINMENT BUSINESS, BACHELOR OF SCIENCE

MUSIC BUSINESS CONCENTRATION

Program Description & Objectives

The Entertainment Business Bachelor of Science Music Business Concentration 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 selecting the Music Business concentration will take the core business courses that are relevant to all sectors of the entertainment industry as well as courses that focus on concepts specific to the music industry, including music supervision, music publishing, music evaluation for A&R, and the promotion and production of live music events.

Program Requirements

The Bachelor of Science in Entertainment Business degree program with a concentration in Music Business is 120 credit hours and 29 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

ENTERTAINMENT BUSINESS, ONLINE- MUSIC BUSINESS CONCENTRATION - BS		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
3	EBS 101 Introduction to Entertainment Business	3
4	EBS 110 Entertainment Business Management	3
	ENG 101 Foundations of Writing	3
5	MBS 101 Music Business and Industry	3
6	EBS 120 Entertainment Marketing	4
7	EBS 125 Entertainment Advertising	4

ENTERTAINMENT BUSINESS, ONLINE- MUSIC BUSINESS CONCENTRATION - BS		
MONTH	COURSE CODE / TITLE	CREDITS
8	EBS 230 Art of the Pitch	3
	MAT 121 Quantitative Principles	3
9	EBS 160 Entertainment Business Finance	3
	EBS PD1-O Entertainment and Music Business Professional Development 1	1
10	MBS 210 Music Publishing	3
	SPC 214 Creative Communication	3
11	EBS 220 Global Business	3
12	EBS 141 Data Analysis and Reporting	4
13	EBS 240 Entertainment Market Research	3
	HUM 323 Cultural Studies	3
14	EBS 270 Professional Selling	4
15	EBS 280 Entertainment Communications & Public Relations	3
16	EBS 290 Brand Development	4
	EBS PD2-O Entertainment and Music Business Professional Development 2	1
17	EBS 302 Entertainment Business Accounting	3
18	MBS 310 Music Industry Marketing	3
	ENG 326 Professional Writing	3
19	EBS 416 Mergers and Acquisitions	4
20	MBS 320 A&R for the Music Industry	3
21	MBS 410 Music Business Law	3
	HUM 351 Historical Archetypes and Mythology	3
22	EBS 425 Creative Entrepreneurship	3
23	EBS 440 Artist Management	3
24	MBS 330 Music Supervision	3
25	EBS 441 Event Management	3
	HUM 310 Art of Visual Narrative	3
26	MBS 440 Concert and Tour Management	3

ENTERTAINMENT BUSINESS, ONLINE- MUSIC BUSINESS CONCENTRATION - BS		
MONTH	COURSE CODE / TITLE	CREDITS
27	EBS 470 Digital Marketing and Social Media Management	3
	EBS PD3-O Entertainment and Music Business Professional Development 3	1
28	EBS 480 Entertainment Contracts and Licensing	3
29	MBS 490 Music Industry Final Project	3
	SBS 305 Leadership and Organizational Behavior	3
Total Credit Hours: 120		

GRAPHIC DESIGN, BACHELOR OF SCIENCE

Program Description & Objectives

The Graphic Design program is tailored to meet the changing demands of today's design industry, which requires a diverse set of skills, including motion graphics and interactive media design. The curriculum is focused on teaching students the comprehensive design skills necessary to create graphics across various platforms, including digital publications and 2D and 3D motion graphics.

Through our online degree program in graphic design, students gain practical experiences and engage in projects tailored to prepare them for entry-level positions in the dynamic design industry. This includes learning to manage tight deadlines and navigate specific creative requirements while producing high-quality design projects in diverse formats. Students will develop the essential design skills required in this rapidly growing field by working with the industry-standard software and tools that professionals use.

Program Requirements

The Bachelor of Science in Graphic Design degree program is 120 credit hours and 29 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

GRAPHIC DESIGN, B.S - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
	GRD PD1-O Graphic Design Professional Development 1	1
3	GRD 100 Overview of Graphic Design	3
	ENG 101 Foundations of Writing	3
4	GRD 110 Design Fundamentals	3
5	GRD 140 Digital Color Theory	3
	SPC 214 Creative Communication	3
6	GRD 120 Drawing for Designers	3

GRAPHIC DESIGN, B.S - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
7	GRD 200 Eye on Design	3
	MAT 121 Quantitative Principles	3
8	GRD 130 Digital Asset Creation 1	3
9	GRD 210 Design Process and Layout 1	3
10	GRD 270 Digital Asset Creation 2	3
11	GRD 220 Design Process and Layout 2	3
12	GRD 260 Logos and Symbols	3
	HUM 310 Art of Visual Narrative	3
13	GRD 240 Design and Production	3
14	GRD 360 Storytelling and Video	3
	GRD PD2-O Graphic Design Professional Development 2	1
15	GRD 440 Introduction to Advertising	3
16	GRD 230 Motion Design 1	3
	HUM 323 Cultural Studies	3
17	GRD 320 Concept Design 1	3
18	GRD 370 Motion Design 2	3
19	GRD 325 Concept Design 2	4
20	GRD 380 Motion Design 3	4
21	GRD 340: Design Strategy	4
22	GRD 460 Experiential Design	4
23	GRD 470 UX/UI 1	3
	HUM 351 Historical Archetypes and Mythology	3
24	GRD 430 Identity and Visual Systems	4
25	GRD 475 UX/UI 2	4
	GRD PD3-O Graphic Design Professional Development 3	1
26	GRD 400 Portfolio Preparation	3
	SBS 305 Leadership and Organizational Behavior	3

GRAPHIC DESIGN, B.S - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
27	GRD 350 Portfolio 1	3
28	GRD 490 Portfolio 2	3
29	GRD 491 Portfolio 3	3
	ENG 326 Professional Writing	3
Total Credit Hours: 120		

MUSIC PRODUCTION, ASSOCIATE OF SCIENCE

Program Description & Objectives

The Associate of Science Degree Program in Music Production provides an education track for individuals to expand their passion for creating music into the production of music for diverse media applications using contemporary digital music technology. 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. The academic program covers the many different procedures and applications found in the modern music production industry to help prepare graduates for entry-level opportunities.

Program Requirements

The Associate of Science in Music Production program is 60 credit hours and 15 months in length. Students must successfully complete all required courses with a minimum cumulative grade point average of 2.0.

Chronological Course Order by Month

MUSIC PRODUCTION, A.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
1	DGL 101 Digital Literacy	3
2	SBS 113 Behavioral Science	3
3	MPR 120 Music Production Technology	3
	MPR PD1-O Audio and Music Production Professional Development 1	1
4	MPR 100 Musical Listening and Identification	3
5	MPR 124 Digital Audio Workstations	3
6	MPR 130 Music Composition and Programming	3
	ENG 101 Foundations of Writing	3
7	MPR 132 Sequencing Technologies	3
8	MPR 222 Genre-Based Production	3
9	MPR 230 Advanced Music Composition and Programming	4

MUSIC PRODUCTION, A.S. - ONLINE		
MONTH	COURSE CODE / TITLE	CREDITS
10	RCA 232 Pro Tools Essentials	3
	MPR PD2-O Audio and Music Production Professional Development 2	1
11	MPR 201 Songwriting and Development	3
	MAT 121 Quantitative Principles	3
12	RCA 236 Mixing Concepts and Techniques	4
13	APR 251 Music Business Essentials	3
	MPR PD3-O Audio and Music Production Professional Development 3	1
14	MPR 260 Music Production for Media	4
15	MPR 270 Advanced Production and Industry Skills	3
	SPC 214 Creative Communication	3
Total Credit Hours: 60		



COURSE DESCRIPTIONS

DEGREE COURSE DESCRIPTIONS

Course codes are assigned a three-letter prefix denoting the area of discipline and a three-number suffix denoting the academic level. For example, HUM 420: Contemporary Art is an upper-division Humanities course, while MPR 123: Music Theory is a lower-division Music Production course.

AGA 345 Game Art Production 1 (4 Credits)

In this course, students will learn advanced 3D modeling techniques to achieve higher quality assets while also optimizing for the intended delivery platform, whether it be for prerendered animations, previsualizations, or a real-time game engine.

AGA 346 Game Art Production 2 (4 Credits)

Building on the skills acquired in Game Art Production 1, this course delves deeper into the art of game asset and environment creation. Students will learn advanced techniques in a game engine, create more complex game environments, and apply advanced lighting and texturing techniques.

AGA 360 Environment Art (3 Credits)

The Environment Art course trains students in the techniques involved in modern game-environment

creation. Students will gain a deeper technical understanding of environmental creation and will develop assets for use in a game engine. The course focuses on the modularity of materials and meshes that adhere to industry standards, both visually and technically.

APR 130 Sequencing and Synthesis (3 Credits)

Prerequisite: MPR 100 Music Listening and Identification (Online or Campus)

This course prepares students to support producers and artists in the studio by developing essential music production and engineering skills. Students explore song structure, arrangement, and instrumentation while learning how to navigate the digital grid, identify musical elements, and work confidently with virtual instruments and MIDI. Emphasis is placed on understanding the fundamentals of synthesis, drum programming, and basic music theory in a practical context.

APR 240 Audio for Media (4 Credits)

Prerequisite: RCA 232 Pro Tools Essentials (Online or Campus)

This course introduces students to the creation and recording of audio elements for film, television, and video games. Topics include field and production recording, sound effect design, Foley recording, dialogue recording and editing, automated dialogue replacement (*ADR*), *music editing*, and *mixing to picture*.

APR 250 Digital Media Essentials (4 Credits)

Prerequisite: RCA 232 Pro Tools Essentials (Online or Campus)

This course builds on foundational Pro Tools knowledge and prepares students to work within professional production environments, including podcasting and streaming. Students refine their recording, editing, and mixing skills while learning to design and manage sessions tailored to various content types. Emphasis is placed on developing efficient workflows and preparing for industry-recognized certification that validates their proficiency.

APR 251 Music Business Essentials (3 Credits)

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

APR 260 Audio System Technology (3 Credits)

Prerequisite: RCA 232 Pro Tools Essentials (Online or Campus)

This course introduces students to the core principles of analog and digital audio system design, with a focus on signal flow, connectivity, and hardware integration. Students gain experience working with mixers, digital audio workstations, and common studio components, while learning to identify and troubleshoot system-level issues.

APR 270 Analog Studio Recording (3 Credits)

Prerequisite: APR 260 Audio Systems Technology (Online or Campus)

This course introduces students to the workflow of professional analog recording studios through hands-on experience with consoles, patch bays, and microphone techniques. Students learn core concepts such as signal flow, session routing, and hybrid recording practices that combine analog hardware with digital systems. Emphasis is placed on understanding signal flow for playback and recording, and on quickly identifying console sections, functions, and controls used in a studio environment.

APR 271 Large Format Consoles (4 Credits)

Prerequisite: APR 270 Analog Studio Recording (Online or Campus)

This course provides an in-depth look at the workflow and operation of large format recording consoles in professional studio environments. Through hands-on practice, students develop skills in console-based recording, mixdown techniques, and intermediate-level microphone selection and placement. The course

emphasizes both technical understanding and practical application in real-world studio scenarios.

APR 275 Recording Techniques (4 Credits)

Prerequisite: RCA 232 Pro Tools Essentials (Online or Campus)

In this course, students apply their knowledge of signal flow, gain staging, and bussing to record various audio sources. Students will explore vocal and instrument recording techniques using the equipment from their TechKit. Topics include microphone theory and application, professional techniques for the recording of live and electronic sources, session workflow, and studio etiquette.

APR 300 Visual Media Essentials (3 Credits)

This course introduces students to the visual media sector of the entertainment business, giving them the understanding and skills necessary in an industry that increasingly integrates multiple types of media. Students learn foundational video editing, digital illustration, and image manipulation skills

APR 301 Acoustics and Studio Design (3 Credits)

This course provides students with a foundational understanding of acoustic and electronic principles and their practical application in recording studio environments. Students explore key topics such as speaker placement, acoustic treatment, cabling, connectors, and studio electrical systems. Students will examine how acoustics influence sound capture and quality in various recording spaces.

APR 310 Advanced Audio for Media (3 Credits)

Prerequisite: APR 240 Audio for Media (Online or Campus)

This course introduces the advanced skills required to produce and refine audio content for film, television, and other visual media. Students gain experience with the tools, techniques, and professional workflow in audio recording and editing for Dialogue, Foley, and ADR.

APR 320 Advanced Postproduction (4 Credits)

Prerequisite: APR 240 Audio for Media (Online or Campus)

This course explores the technical expertise required for professional sound design and mixing in film, TV, and immersive media. Students will develop skills in sound design, immersive audio workflows, and advanced mixing techniques while learning industry standards for deliverables.

APR 330 Advanced Sequencing and Synthesis (3 Credits)

This course delves into the intricacies of software-based sequencing and synthesis techniques to elevate a student's sound design skills. The course covers advanced musical and rhythmic programming, enabling students to create complex and innovative soundscapes. Students will also explore the various applications of sound design in content creation, equipping them with the tools and knowledge to produce professional-quality audio for diverse media projects.

APR 340 Interactive Audio (4 Credits)

Prerequisite: APR 330 Advanced Sequencing and Synthesis (Online or Campus)

Students will learn to perform key audio roles within the development process of commercial games and create original sound design for interactive media. The course introduces asset creation and management, explores fundamental adaptive audio strategies, and teaches students the sound implementation process for game engines.

APR 350 Advanced Mixing (3 Credits)

This course explores the creative aspects of mixing through examination of styles, strategies, and aesthetics as well as advanced signal processing. Emphasis is placed on competitive techniques to ensure mixes meet the standards of contemporary productions.

APR 400 Advanced Studio Recording (4 Credits)

This course synthesizes advanced DAW knowledge and large format analog console operation to give students the skills needed for producing music in a traditional recording studio environment. Emphasis is placed on industry-standard session procedures and pacing to accommodate professional recording session workflow.

APR 405 Advanced Recording Techniques (4 Credits)

Prerequisite: APR 275 Recording Techniques (Online or Campus)

In this course, students advance their recording skills by incorporating signal processing chains into the recording path, experiment with stereo and advanced microphone techniques, and learn advanced DAW skills. Students explore sound replacement, learn to pitch-correct and time-correct audio recordings, and manage sessions with larger track counts. These skills will help students keep pace with the tools and techniques of industry professionals.

APR 420 Mastering (3 Credits)

Prerequisite: APR 350 Advanced Mixing (Online or Campus)

This course explores the technical art of mastering, the final step of audio production. Students learn to optimize loudness and balance tone as well as audio cleanup and restoration methods. The course includes instruction in album compilation and duplication preparation for multiple formats and delivery methods.

APR 440 Show Production (3 Credits)

Prerequisite: APR 330 Advanced Sequencing and Synthesis (Online or Campus)

With a foundation in live sound reinforcement, this course expands to survey several key elements of producing successful events from the viewpoint of an audiovisual professional. Topics include audio systems deployment, advanced audio output routing, modern digital connectivity, wireless communications systems, and lighting and video integrations.

APR 450 Advanced Business and Production Management (3 Credits)

Prerequisite: RCA 236 Mixing Concepts and Techniques (Online or Campus)

Students will learn to develop a comprehensive business plan involving budgeting, branding, and marketing strategies. Students will utilize professional tools for accounting, production management, and client management. Additionally, students will discuss topics of intellectual property law, contracts and fundamental business structures, including sales and taxes.

APR 490 Creative Portfolio 1 (3 Credits)

Students will determine their portfolio focus and begin work on a complete production to showcase their abilities to the industry. Working against a deadline, students apply prior skills and knowledge to develop their artistic sensibilities and workflows while learning effective project management techniques. Through a critique and review process with faculty, students begin to develop high-quality content for use in a professional portfolio.

APR 491 Creative Portfolio 2 (3 Credits)

Prerequisite: APR 490 Creative Portfolio 1 (Online or Campus)

Students continue to develop a professional-quality portfolio. Prior skills and knowledge are refined through direct application in an authentic production experience. Faculty mentor students in the completion of high-quality content for use in a portfolio that is suitable for promoting themselves to the industry.

AVE 100 The Fundamentals of Surface Anatomy (3 Credits)

This course introduces students to multiple aspects of human anatomy by utilizing figure drawing, posing, movement, and the basic human form. The students will utilize both 2D and 3D to gain knowledge of the

human form. The knowledge gained in this course will be extremely valuable to students who would like to design, rig, or animate characters.

AVE 130 Storyboarding (3 Credits)

This course explores the preproduction portion of the animation development pipeline. Students will explore the critical process of converting written stories into a digital medium. Students learn to develop a 2D storyboard from a script. The skills gained will extend students' capabilities in the preproduction phase of a production pipeline.

AVE 170 Art Creation for Games (4 Credits)

This course provides students with a strong knowledge of the way real-time 3D content is modeled, textured, and exported for today's video games. Students develop game resolution models of hard-surface environment props while studying various environments in professionally created immersive video game levels.

AVE 180 Compositing Fundamentals (3 Credits)

In this course, students are introduced to compositing and integration techniques commonly utilized by film and video professionals in production pipelines. Students will focus on seamlessly integrating computer-generated elements with real-world, live-action video footage. The course provides students an opportunity to work in a layer-based compositing environment.

AVE 190 Digital Sculpting 1 (3 Credits)

This course will teach students how to digitally sculpt in an advanced modeling package. Students will learn to digitally recreate traditional sculpting techniques from clay modeling and apply those techniques to their digital models. The knowledge gained in this course will help students improve the quality of their artwork and show them how to seamlessly integrate assets into a production pipeline.

AVE 200 Digital Sculpting 2 (4 Credits)

Building on the principles from Digital Sculpting 1, students will learn how to sculpt high-fidelity character meshes. Students will focus on sculpting the human form and reintegrating their animations back into a 3D package. This course will also increase students' understanding of anatomy and help them grow as artists.

AVE 230 Character Rigging 1 (3 Credits)

This course will familiarize students with core rigging techniques. Students will develop a keen understanding of how a joint hierarchy works, math-based connections, and how to create a 3D puppet rig that relates to human and animal anatomy.

AVE 240 Character Animation 1 (3 Credits)

This course will demonstrate the basics of body mechanics and how they apply to the 12 principles of animation. Students will explore methods for creating movements based on professional references. This knowledge of body mechanics will give students a stronger sense of anatomy and how the human body moves.

AVE 241 Fundamentals of Animation (3 Credits)

This course introduces students to the 12 principles of animation. Students will study the 12 primary movements and learn to apply them to 3D figures. The knowledge and skill set of motion mechanics will provide students with a solid foundation in 3D animation.

AVE 260 Character Animation 2 (3 Credits)

This course will illustrate how to use the 12 principles of animation to create realistic or cartoony

movements. Students will learn to create an emotionally driven animation based on their references. Students will integrate their animations into a production pipeline.

AVE 290 Visual Effects 1 (3 Credits)

This course introduces the student to the foundations of procedurally based dynamic simulations. Students will focus on different topics covering the fundamentals of dynamic simulations using rigid body dynamics, fracturing, collision objects, constraints, and particle systems throughout the class. By observing the real-world behavior of natural phenomena such as sparks, smoke, and fire, students will learn how to study and evaluate the multiple aspects of a truly dynamic system and apply that knowledge as they create their own computer-generated effects.

AVE 310 Visual Effects 2 (4 Credits)

Prerequisite: AVE 290 Visual Effects 1

This course will take students' knowledge beyond the Visual Effects 1 course by covering advanced simulation techniques and rendering options inside a 3D environment. Throughout the class, we will study real world references and take an in-depth look at the workflows used to produce an FX simulation that resembles various real world phenomena such as rainstorms and ocean movements.

AVE 320 Virtual Production 1 (3 Credits)

This course introduces students to the concepts and principles of Virtual Production. Using industry-standard software, students will learn techniques used in real-time visualization and production. They will also learn how real-time integration and visualization affects storytelling, as well as the impact it has had on the animation industry.

AVE 340 Compositing and Scene Finishing 1 (3 Credits)

This course broadens knowledge of integrating computer-generated imagery with live-action video elements in a node-based compositing environment. By learning what happens when rendered imagery is integrated into the postproduction process, students will better understand the guidelines of compositing and scene finishing.

AVE 343 Look Development and Compositing (4 Credits)

In this course, students will learn to create AOV passes to combine CG elements to produce a final full CG shot. The projects will explore techniques in the creation of render passes, light manipulation, look development, channel data management, observation, color correction, and image integration. By the end of this course, students will develop the ability to evaluate and understand the components that make for a compelling and integrated photorealistic image.

AVE 345 Visual Effects Production 1 (4 Credits)

This course is an introduction to the concepts of previsualization — a way of visualizing the story in preproduction, especially when there are visual or special effects. Students will be introduced to traditional storyboard techniques and computer programs. Students will also work with original techniques such as camera angle projections and perspective, which will allow them to understand the programs and techniques used in the industry today.

AVE 346 Visual Effects Production 2 (4 Credits)

Students will incorporate their knowledge from previsualization to analyze the types of visual effects needed for each plate and to generate the material for the effects in preparation for shooting footage in the Production course the following term. This could include shooting plates, building analog miniatures, or working with other animation students to build digital sets.

AVE 350 Compositing and Scene Finishing 2 (3 Credits)

This course extends students' knowledge deeper in integrating computer-generated imagery with live-action video elements in a node-based compositing environment. Students will learn advanced visual effects techniques used in feature films and television.

AVE 355 Matchmoving and Integration (3 Credits)

This course provides an overview of the production process and integration of 3D elements into live back plates. Students will learn the techniques of integrating and tracking 3D animation and special effects into live footage. Students will also learn techniques necessary to resolve difficult composites. Actual composites are used to explore techniques in matte generation, tracking, color correction, and image compositing.

AVE 357 Matchmoving for Production (4 Credits)

This course introduces students to the visual effects process known as tracking/match moving. Students will learn the tools, workflows, and techniques to explore 3D tracking solutions utilized in a visual effects pipeline. Projects will simulate typical match-moving tasks and extract real-world object and camera motion data to successfully integrate CG elements with live-action footage.

AVE 360 Compositing and Integration (4 Credits)

This course teaches students how to use advanced compositing and scene finishing techniques to successfully integrate live-action plates with computer-generated elements. The knowledge gained will allow students to make informed decisions on what workflows, tools, and techniques are better suited to accomplish a visual effect composited shot to a high production standard.

AVE 375 Specialized Applications Methodology (3 Credits)

This course is designed for the use and implementation of production tools such as mocap, photogrammetry, and other specialized production tools. Students will research tools, develop processes, and employ techniques that could be utilized in visual effects and CG/game production.

AVE 380 Lighting and Rendering (3 Credits)

This course bridges the roles of a lighter/compositor and technical director, expanding on practical lighting techniques to seamlessly blend CG into practical environments. Focusing on matching real-world lighting, students will learn to acquire reference HDRI imaging, apply it to 3D assets, create multi-passes for photorealistic renders, and composite elements into live-action footage.

AVE 385 Virtual Production 2 (4 Credits)

This course continues building upon the knowledge gained from AVE 320 Virtual Production 1 by focusing on the application of learned techniques in the creation of a Virtual Production project. Students will collaborate throughout the Virtual Production pipeline, starting with a script and continuing all the way through working with the sequencer in Unreal Engine.

AVE 420 Advanced Lighting, Lensing, and Color Theory (3 Credits)

This course will combine elements of cinematic lensing, advanced lighting techniques, color theory, color correction, and camera movement from a cinematographer's perspective and will also incorporate the use of LED screens and/or rear projection. Students will work with DaVinci Resolve, an industry-wide color correction software that utilizes color correction, visual effects, and motion graphics.

AVE 450 Project Management for Visual Effects (4 Credits)

This course is designed to instruct students on tracking and managing art assets, as well as managing interdepartmental communication on a Visual Effects production. Using industry-standard software, such as Autodesk ShotGrid, will not only help students organize their own work, but also prepare them for

production assistant, production coordination, and visual arts coordination duties.

AVE 451: Project Management for Game Art (4 Credits)

This course is designed to instruct students on tracking and managing art assets, as well as managing interdepartmental communication on a Game Art production. Using industry-standard software, such as Autodesk ShotGrid, will not only help students organize their own work, but also prepare them for production assistant, production coordination, and visual arts coordination duties.

CAN 101 Overview of Animation Production (3 Credits)

In this course, students will develop a working knowledge of the animation industry and learn the interface for industry-standard 2D software packages for image manipulation. They will learn about the animation pipeline by deconstructing and assembling a completed production shot.

CAN 110 Digital Painting (3 Credits)

This course introduces students to digital painting on the computer. Students will learn to develop a basic working knowledge of 2D and 3D painting programs. Students will also become comfortable with the settings and tools within the software and learn about the importance of layering and non-destructive workflow.

CAN 115 Cameras and Lights (3 Credits)

This course introduces students to the fundamentals of cameras and lighting and how they behave in the 3D environment. Students will learn to use virtual 3D cameras and lights to emulate real-world cinematography and will further develop their knowledge of 3D software and interfaces. Topics include simulating real-life lighting conditions, atmospheric lighting, and animating the position of virtual cameras.

CAN 120 Surface Appearance (4 Credits)

Prerequisite: CAN 115 Cameras and Lights

In this course, students build upon their understanding of virtual cameras and lighting by examining the relationship between surface appearance and lighting. Students will learn how lighting and virtual camera angles interact with the materials and textures of 3D objects in virtual environments. Students will determine an art direction for how objects appear in their renders and integrate their artwork back into a production pipeline.

CAN 125 Modeling Fundamentals (3 Credits)

This course will teach students the basic tools to create and manipulate polygon surfaces. The class will focus on the design and creation of 3D meshes with the basic fundamentals for production-ready assets.

CAN 210 Look Development 1 (3 Credits)

This course builds upon existing knowledge gained from CAN 110 Digital Painting. Students will learn advanced techniques for creating three-dimensional assets. They will construct a production-ready asset using a production pipeline and gain a strong understanding of establishing a scene's storytelling through look development.

CAN 215 Visual Scripting and Tool Development (4 Credits)

In this course, students learn the fundamentals of scripting using text and visual node systems for 3D production. Students will learn logic functions, streamlining of repetitive tasks by automating production processes, and creating graphical user interfaces.

CAN 220 Look Development 2 (4 Credits)

This course builds upon the knowledge gained from CAN 210 Look Development 1. Students will learn

finalization techniques for creating three-dimensional assets. They will finalize a production-ready asset using a production pipeline and continue to gain a strong understanding of storytelling through look development to finish a scene.

CAN 250 Portfolio Development (3 Credits)

This assessment course evaluates a student's understanding of the animation pipeline. Additionally, students will build a professional online presence by creating an online portfolio showcasing their previous projects within the animation degree.

CAN 330 Character Rigging 2 (4 Credits)

Prerequisite: AVE 230 Character Rigging 1

This course will reinforce the knowledge gained in AVE 230 Character Rigging 1 by teaching students to explore advanced rigging techniques. Learning these techniques will enforce the importance of good binding and weighting to deform models organically based on preproduction and accurate anatomical references. Students will create an advanced rig that will feature an advanced stretchy system and high-level, math-based connections. Students will integrate their rigs into a production pipeline.

CAN 335 Advanced Modeling (4 Credits)

Prerequisite: CAN 210 Look Development 1

This course will demonstrate how to create high-fidelity character meshes, hard-surface models, and quality textures used in both games and film. Students will focus on sculpting and proper surface flow for characters and environments that they can apply to their digital models to create clean UVs and asset textures.

CAN 340 Character Visual Effects (3 Credits)

This course will teach the fundamentals of creating, styling, and animating dynamic systems for 3D characters. These systems will include posing and creating a dynamic hair system and cloth simulations on top of 3D character movements. Students will learn how to integrate these assets into a production pipeline.

CAN 350 Scripting Tools and GUI (3 Credits)

This course will teach the fundamentals of programming for 3D production. Students will learn logic functions, how to create character rig controls, automate production processes, and create graphical user interfaces.

CAN 360 Character Design (3 Credits)

Prerequisite: CAN 335 Advanced Modeling

This course will demonstrate how to create an appealing character design that works for either film or games. Utilizing skills gained in CAN 335 Advanced Modeling, students will learn how to apply appealing design and create the appropriate character preproduction used in a character production pipeline. Students will learn how proportions, character silhouette, and form language are essential to visual storytelling in character design.

CAN 365 Acting for Animators (4 Credits)

In this course, students will experiment with traditional acting. By analyzing gathered reference and their own filmed reference, students will be able to determine how to create strong poses, what timing is necessary for the actions in a scene, and how to ensure that the actions chosen fit the story that they are attempting to tell. This course will help students become more comfortable with their acting abilities and understand body mechanics on a higher level.

CAN 370 Sculpting Characters for Film and Games (4 Credits)

Prerequisite: CAN 360 Character Design

Students will create a production-ready character model that adheres to the industry quality standards for a game engine or film. Topics include emulating clay sculpting into a 3D environment, effective deformable retopology, and optimized UV creation.

CAN 375 Animation for Games 1 (3 Credits)

Prerequisite: AVE 260 Character Animation 2

This course will teach the fundamentals of creating animation cycles for a game character and an environment prop. Students will create a set of animation cycles for characters using production-quality assets. The techniques used to create the cycle animations in the class will build on the information provided in AVE 130 Storyboarding and Storytelling, AVE 240 Character Animation 1, AVE 260 Character Animation 2, and CAN 365 Acting for Animators.

CAN 376 Animation for Games 2 (3 Credits)

Prerequisite: CAN 375 Animation for Games 1

In this course, students will learn to utilize their animation cycles from Animation for Games I and integrate their animations into a game engine. Students will experiment with mapping their animations to triggers and layers, so they see their characters move around in a real-time environment. The techniques used to create the cycle animations in the class will build on the information provided in Storyboarding and Storytelling, Animation and Rigging Fundamentals, Character Animation 1 and 2, Acting for Animators, and Animation for Games 1.

CAN 380 Texturing Characters for Film and Games (4 Credits)

Prerequisite CAN 370 Sculpting Characters for Film and Games

This course expands on character asset texturing and implementation techniques to fully realize a character's overall look. Students will take a character from the modeling phase to a fully rendered asset ready for pipeline implementation for games or film.

CAN 400 Environment Design (3 Credits)

This course will demonstrate how environments are designed for film or games. Students will learn how to design environments that flow cleanly with the story arc for both film and games. Students will create the appropriate environment for preproduction that can be used in production.

CAN 405 Story-Driven Animation 1 (4 Credits)

Prerequisite: CAN 365 Acting for Animators

In this course, students will use the knowledge gained from CAN 365 Acting for Animators and previous animation classes to interpret characters' story arcs from storyboards and apply the appropriate animation motions to a specific scene. They will take into account camera information such as framing and movement to adjust the scene's mood.

CAN 406 Story-Driven Animation 2 (4 Credits)

Prerequisite: CAN 405 Story-Driven Animation 1

In this course, the student will build upon the knowledge gained in CAN 405 Story-Driven Animation 1. Students will learn about working with iterations and animation shot requirements. Students will keep developing their skill set to create an appealing and emotionally driven production pipeline workflow.

CAN 410 Environment Modeling for Production (4 Credits)

This course trains students on creating high-resolution modular meshes utilized for environment design defined in preproduction. Students will develop assets that can be assembled in a layout environment scene for production use.

CAN 425 Animating for Dialogue (4 Credits)

Prerequisite: CAN 365 Acting for Animators

This course will expand further on the topics covered in the CAN 365 Acting for Animators course. Students will then learn to transition facial structures to invoke emotions in animation based on a sound file that could be applied to a film or game environment.

CAN 440 Look Development for Environments (4 Credits)

This course trains students in the techniques involved in modern asset look development creation. Students will gain a more in-depth technical understanding of texture and shader creation. The course focuses on materials that adhere to industry standards, both visually and technically.

CAN 445 Crowd Animation (4 Credits)

This course will teach the fundamentals of animating background characters, ranging from characters drinking coffee to large-scale battle scenes. Students will create crowd simulation, AI, and behavioral animation based on preproduction.

CAN 480 Portfolio Preparation (3 Credits)

This course develops students' ability to plan, coordinate, study assets, and use traditional methods to demonstrate their acquired knowledge as 3D artists. Successful completion of this course arms students with the knowledge of how to use good references and artistic studies to create production blueprints.

CAN 481 Portfolio Content Creation 1 (3 Credits)

This course is designed to allow students to review and continue advancing their overall knowledge of computer animation workflow, timelines, professional behavior, and mindset. This course prepares students to experience a four-week production deadline and introduces them to the challenges of working under production constraints. Students will create assets that are managed and critiqued by an art director to help guide projects toward industry expectations under defined deadlines.

CAN 482 Portfolio Content Creation 2 (3 Credits)

In this course, students will continue working with the art directors and within the critique process as they work to create production-ready content. Students work at optimal speed and precision while maintaining a keen understanding of artistic appeal, time management, asset creation, and professional behavior — skills that will prepare them for the methods, environments, and conditions experienced in the production arena.

CAN 483 Portfolio Content Creation 3 (3 Credits)

This course provides students with the time to develop a portfolio, which is an important tool for obtaining a job in the animation industry. Candidates for a job are expected to show their portfolios to their prospective employers. During this time, students take the content developed throughout their degree program and assemble it into a presentable package. Before the creation of the portfolio, instructors review the student's work to help the student determine the best material for showcasing their talents as computer animation artists.

CAN PD1 Animation Professional Development 1 (1 Credit)

This course surveys available employment positions and career paths within the animation industry. Designed to help students target their career goals, students explore the specifics of industry roles and employers' expectations for entry-level industry positions, key businesses, and professional organizations. By the end of the course, students will have a broad understanding of the opportunities available and the skills required to succeed in their chosen field.

CAN PD2 Animation Professional Development 2 (1 Credit)

Building on the foundation of Professional Development 1, this course helps students narrow their focus on

specific areas of employment within the animation industry. Students will research targeted job opportunities and assess their current knowledge and skillsets to form the basis of a professional resume and portfolio. The course also emphasizes the importance of building a professional network, offering strategies for connecting with industry professionals and developing a strong personal brand.

CAN PD3 Animation Professional Development 3 (1 Credit)

This course guides students through the creation and refinement of a professional resume, tailoring applications to specific job postings, and preparing for interviews. Emphasis is placed on integrating portfolio materials to showcase their expertise effectively. In this course, students are equipped to present themselves as qualified, conscientious candidates ready to meet employer expectations and secure employment in the animation industry.

CGA 360 Visual Effects for Games 1 (3 Credits)

Prerequisite: AVE 310 Visual Effects 2

This course will introduce students to the foundations and creation of real-time visual effects for games. Students will build on the knowledge gained from their prior visual effects courses to develop, design, and create real-time particle and material-based effects for enhancing a game level or character's actions. The effects will combine both static and animated 2D/3D elements.

CGA 370 Visual Effects for Games 2 (3 Credits)

Prerequisite: CGA 360 Visual Effects for Games 1

In this course, students will learn to utilize the knowledge gained from CGA 360 Visual Effects for Games 1 to learn real-time compositing techniques for film in a game environment. Students will map their VFX shots and plan out their animations, triggers, camera, and real-time effects, while also learning about real-time shaders and how to light shots in a real-time environment.

CGA 380 Visual Effects for Film 1 (3 Credits)

This course will teach the process of combining computer-generated imagery with live-action plates. Students will use the provided projects to explore techniques in observation, matte creation, tracking, color correction, and image integration. By learning the fundamentals of the art and science behind digital compositing, students will develop the ability to evaluate and understand the components that make for a compelling and integrated photorealistic image.

CGA 400 Visual Effects for Film 2 (3 Credits)

Prerequisite: CGA 380 Visual Effects for Film 1

In this course, students will build on concepts from previous visual effects and compositing classes to enhance the visual storytelling of a film shot. Students will work with a visual effects pipeline and complete a VFX shot that requires the integration of multiple 2D and 3D assets. Assets such as 3D models, animations, particle effects, and live-action elements will aid them in producing a photorealistic result.

DFM 100 Independent Filmmaking (3 Credits)

This course is designed to strengthen communication skills essential to all filmmakers with an emphasis on connecting students to the filmmaking community around them. Making connections with actors, potential crew members, and the local film commission are all important steps needed to help students reach their greatest potential as filmmakers. Students will gain a thorough understanding of the filmmaking process by learning about the five stages of production and the key players in the filmmaking process.

DFM 115 Introduction to Filmmaking (3 Credits)

This course provides an introduction to storytelling, cinematography, editing, and a look back at some of the early films that helped shape the movie industry. Students will make an edit, craft a shot, and write a logline

while gaining a deeper understanding of the creative work that lies ahead in the program.

DFM 120 Digital Production Design (4 Credits)

This course introduces students to the use of software as a film production tool. Students learn Adobe Photoshop tools and techniques and how they can be applied to different areas of film production, from the planning and previsualization stage through distribution. Students demonstrate their ability to utilize Adobe Photoshop to create their own digital images for use in the production design and marketing of a film.

DFM 170 Introduction to Cinematography (3 Credits)

This course is an introduction to the art and craft of designing powerful cinematic imagery for effective digital storytelling. An emphasis is placed on basic camera operations, including proper white balance, focus, and setting the exposure by adjusting the camera's ISO, aperture, and shutter speed. Additionally, students will learn to recognize and employ the fundamentals of composition, framing, and depth of field to manipulate the imagery within a shot.

DFM 190 Producing (3 Credits)

Prerequisite: DFM 320 Screenwriting 2

This is the second course in a series of courses in which students will develop and produce an original short narrative film. Producing provides a guided experience through the preproduction process of a short film from the perspective of the producer. In this course, students will analyze a script to determine the elements needed to plan, schedule, and budget a digital film production. Students will be introduced to industry-standard practices and software used during preproduction.

DFM 200 Cinematography and Lighting 1 (3 Credits)

Prerequisite: DFM 320 Screenwriting 2

This course is an introduction to basic lighting for digital film and video production, which incorporates fundamental cinematography techniques. Students will be introduced to industry standards and best practices, beginning with the key components of a common lighting package. Additionally, this course covers set safety, three-point lighting, an intermediate camera build, and the primary responsibilities of members within the camera department.

DFM 201 Color Correction and Grading (3 Credits)

In this course, students will learn proper workflow for digitally color correcting and grading footage using Adobe Premiere and the DaVinci Resolve color system. In addition, this course covers color theory and color-matching shots. Upon completion of the course, students will be able to digitally color grade a film for aesthetic effect and understand how camera settings affect color grading.

DFM 202 Cinematography and Lighting 2 (3 Credits)

Prerequisite: DFM 200 Cinematography and Lighting I

This course is an intermediate look at lighting design and cinematography for digital film and video production. Students will build advanced lighting setups for interior and exterior shooting, as well as learn the fundamentals of cinematic composition and camera movements. Students will explore lighting for different genres and navigate color temperature settings to achieve the desired look with proper values. This course demonstrates interview composition and lighting setups, and students will learn more advanced builds for the TechKit camera.

DFM 220 Digital Audio Production 1 (3 Credits)

In this course, students will learn to set up and operate audio equipment for use in digital film and video production. Emphasis is placed on how equipment setup and recording settings produce quality production audio for both dialogue and ambient sound. Students will use their equipment to execute an audio

recording workflow from setup to ingesting.

DFM 223 Screenwriting 1 (4 Credits)

Prerequisite: DFM 115 Introduction to Filmmaking

This course provides students with the fundamentals of storytelling, including an understanding of structure, spine, character, theme, scene development, imagery, and voice. Through the examination of selected works and individual practice, students learn strategies for creating an engaging narrative.

DFM 230 Acting for Filmmakers (3 Credits)

This course will develop the filmmaker's knowledge and understanding of actors through direct acting experience. Students learn the language and tools of the craft through sensory exercises, improvisation, text analysis, and scene study. Students are prepared to not only communicate and collaborate with their actors, but to actualize the best emotional outcome of a scene.

DFM 240 Directing 1 (3 Credits)

In this course, students will be introduced to the role of the director in guiding the story from script through the completion of postproduction. Students will study directing techniques to prepare, direct, and edit a complete scene. In addition, students will learn techniques for working with cast and crew on set.

DFM 260 Editing 1 (3 Credits)

In this course, students are introduced to the editing process and the key responsibilities of the editor. Students get hands-on experience in Adobe Premiere Pro, utilizing its tools to edit video and audio with an emphasis on how and why the editor makes cuts. Students will also learn the basics of sound design, where to find sound effects and music, how and why to adjust export settings, and how to create text in Adobe Premiere Pro.

DFM 270 Visual Effects (4 Credits)

In this course, students will learn how to integrate Adobe After Effects into their workflow to enhance their film projects. Knowing what Adobe After Effects can do in postproduction will allow students to better plan during shooting, expanding the possibilities of how and what they shoot. Assignments include green screen work, compositing, visual effects, and titling.

DFM 301 Film Marketing and Distribution (3 Credits)

Prerequisite: DFM 315 Digital Audio Production 2

In this course, students will learn the details of the distribution stage of filmmaking and what a filmmaker needs to do after the final film edit is complete. Students will use their completed film from DFM 315: Digital Audio Production 2. Topics include how to get a film distributed to an audience using marketing avenues such as social media, film festivals, and public screenings. Students will learn the process of marketing a film using either a distribution company or self-distribution.

DFM 305 Location Scouting (4 Credits)

In this course, students learn the artistic, logistical, practical, and legal considerations for selecting locations for production. The focus of the course is on aligning script and production requirements with the process of location scouting and production design decisions. This course challenges students to examine a location's options and potential for picture, sound, and performance.

DFM 307 Directing 2 (3 Credits)

Prerequisite: DFM 190 Producing

This is the third course in a series of courses in which students will develop and produce an original short narrative film. Students will gain a deeper understanding of story and craft from the artistic, technical, and

managerial perspectives. Students translate a script into a short narrative project with the goal of creating a film that embraces the principles of visual and aural storytelling. Students focus on controlling the building blocks of a film — including story, point of view, time, space, performance, location, mood, movement, sound, rhythm, and pace — throughout preproduction and production.

DFM 315 Digital Audio Production 2 (3 Credits)

Prerequisite: DFM 380 Editing 2

This is the fifth course in a series of courses in which students will develop and produce an original short narrative film. This course helps prepare students for the audio postproduction process of their upcoming Documentary and Capstone filmmaking courses. In previous courses, students will have developed and produced an original short narrative film, which will serve as a template for setting up a film's audio postproduction session. In this course, students will complete the processes of dialogue editing, developing a sound design, creating the backgrounds, and placing the music to match the emotional intent of a film. By the end of the course, students will deliver a final sound mix in preparation for uploading to professional websites.

DFM 320 Screenwriting 2 (4 Credits)

Screenwriting 2 is the first course in a series of courses in which students develop and produce an original short narrative film. This course explores the art of creating producible stories with believable dialogue, appealing characters, and dramatic purpose. Students define the steps of the screenwriting process and apply these steps in the development of a screenplay.

DFM 380 Editing 2 (3 Credits)

Prerequisite: DFM 307 Directing 2

This is the fourth course in a series of courses in which students will develop and produce an original short narrative film. This course covers narrative development and refinement techniques for editors. Students learn about the control of picture, sound, and performance, and how to develop the content, mood, and pacing of a narrative story. As editors, students work with the story arc, editing beats, structure, and visual-sound continuity. Students also explore and apply organizational and workflow skills to asset management, sequence nesting, compositing, file or project import/export, and other aspects of timeline and project management. Successful completion of the Editing 2 course prepares students for cutting a story-driven editing project.

DFM 420 Documentary Production (4 Credits)

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

DFM 421 Documentary Postproduction (3 Credits)

Prerequisite: DFM 420 Documentary Production

In this 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 Capstone Film Development (3 Credits)

In this course, students brainstorm and research ideas for their Capstone Project. Students will complete the development process for a digital film project that is feasible — considering logistical factors, resources, and scope. They will compose a script or treatment (depending on the type of project) to be produced in the other Capstone Project courses.

DFM 450 Capstone Film Preproduction 1 (3 Credits)

Prerequisite: DFM 440 Capstone Film Development

Students will enter this course with a completed script (for narrative projects) or treatment (for documentary projects) for their Capstone Project. In this course, students will get a scope of the remaining stages of filmmaking after development and begin the preproduction process for their Capstone Project. Students will complete several preproduction documents, depending on the needs of their project, that will facilitate planning for production.

DFM 475 Capstone Film Preproduction 2 (3 Credits)

Prerequisite: DFM 450 Capstone Film Preproduction 1

In this course, students continue working on preproduction documents and planning for their Capstone Project. Students will complete several preproduction documents, depending on the needs of their project, that will facilitate planning for production. Focus will be on anticipating the needs and possible challenges of the production, postproduction, and distribution stages, and addressing them with proper planning. Successful completion of this course will result in finalizing the preproduction stage for the Capstone Project so that students are ready to begin production in the next course.

DFM 480 Capstone Film Production (3 Credits)

Prerequisite: DFM 475 Capstone Film Preproduction 2

In this course, students continue working on their Capstone Project, completing principal photography for their short digital film. Students will ensure that their entire film is “in the can” and each scene has adequate coverage by analyzing raw footage (dailies), screening footage for others, and planning to shoot “pick-up” shots, if necessary. By the end of the course, students will have completed the production stage and started the postproduction stage by ingesting and organizing dailies.

DFM 485 Capstone Film Postproduction (3 Credits)

Prerequisite: DFM 480 Capstone Film Production

In this course, students demonstrate their knowledge of the postproduction stage of filmmaking by completing the process for their Capstone Project. Students will begin by completing a First Cut, and base subsequent cuts on instructor and peer feedback to enhance elements such as story, rhythm/pacing, and sound. Students will design a “look” and produce graphics for their film to finish the postproduction stage. Upon successful completion of the course, students will have a Final Cut of their Capstone Project ready for distribution.

DFM 490 Portfolio Development (3 Credits)

Prerequisite: DFM 485 Capstone Film Postproduction

In this final course of the Digital Filmmaking program, students will prepare to enter the industry as working professionals. Students will complete a professional portfolio including a resume and demo reel to highlight their skills and accomplishments as student filmmakers. Students will get hands-on experience navigating the job search and application process by networking, writing cover letters, applying for real jobs, and conducting mock interviews.

DFM PD1 Digital Filmmaking Professional Development 1 (1 Credit)

This course surveys available employment positions and career paths within the digital film industry.

Designed to help students target their career goals, students explore the specifics of industry roles and employers' expectations for entry-level industry positions, key businesses, and professional organizations. By the end of the course, students will have a broad understanding of the opportunities available and the skills required to succeed in their chosen field.

DFM PD2 Digital Filmmaking Professional Development 2 (1 Credit)

Building on the foundation of Professional Development 1, this course helps students narrow their focus on

specific areas of employment within the digital film industry. Students will research targeted job opportunities and assess their current knowledge and skill sets to form the basis of a professional resume and portfolio. The course also emphasizes the importance of building a professional network, offering strategies for connecting with industry professionals, and developing a strong personal brand.

DFM PD3 Digital Filmmaking Professional Development 3 (1 Credit)

This course guides students through the creation and refinement of a professional resume, tailoring applications to specific job postings, and preparing for interviews. Emphasis is placed on integrating portfolio materials to showcase their expertise effectively. In this course, students are equipped to present themselves as qualified, conscientious candidates ready to meet employer expectations and secure employment in the digital film industry.

EBS 101 Introduction to Entertainment Business (3 Credits)

This course explores the evolving infrastructures within the various sectors of the entertainment industry. 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 Entertainment Business Management (3 Credits)

Management is the art and science of helping individuals achieve common goals together. In this course, students learn the basic functions and responsibilities of managers that lead to a successful organization. Students learn how managers set goals, then make decisions and implement actions to achieve the goals. Skills learned include planning, problem-solving, managing communications, leading teams, and managing performance as they relate to the management of entertainment and media companies. Students explore the management of people, processes, and resources to achieve goals, minimize risk, and foster success in the workplace.

EBS 120 Entertainment Marketing (4 Credits)

This course explores general marketing concepts and how they can be applied to meet the specific needs of the entertainment business field. Students construct strategic plans in the selection and development of media products and are introduced to various promotional methods and avenues. In addition, this course strengthens students' understanding of analytical tools and strategic analysis of the entertainment business, which is knowledge that can facilitate the success of their creative work. Consumer behavior and the effect it has on the success of entertainment products are also examined.

EBS 125 Entertainment Advertising (4 Credits)

This course is designed to give students an overview of the entertainment advertising business along with hands-on experience creating professional-quality deliverables. Focus is provided for key aspects of the industry, including Media, Creative, Business, and Launch.

EBS 141 Data Analysis and Reporting (4 Credits)

This course will improve students' understanding of data analytics and quantitative decision-making as it relates to the entertainment industry. Students will gain crucial skills in modeling and analyzing data, as well as communicating analysis results in an effective manner. Students will examine trends in data, learn how to leverage that data to make effective decisions, and convey various business messages. In addition, students will build their understanding and use of quantitative tools such as Microsoft Excel.

EBS 160 Entertainment Business Finance (3 Credits)

This 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 Digital Media Distribution (3 Credits)

This course teaches students how to analyze digital 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 digital media platforms, 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 digital media distribution channels: internet, mobile devices, video games, video blogging, streaming platforms, email, social media, and podcasting.

EBS 220 Global Business (3 Credits)

This 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 230 Art of the Pitch (3 Credits)

Learning to communicate clearly and persuasively is critical for success in the entertainment industry. This course explores the most effective methods to present a story or concept to a target audience. Students will learn how to encapsulate their ideas into saleable concepts and engage with stakeholders to bring ideas to fruition. Through a series of hands-on techniques, exercises, and assignments, students will learn to communicate with confidence, both verbally and non-verbally, and to overcome common communication pitfalls.

EBS 240 Entertainment Market Research (3 Credits)

This 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 265 Creative Producing and Development (3 Credits)

This course introduces students to the challenges of creative producing from the inception and creation of a television series pitch. Students will understand how to identify stories that make viable products, practice pitching strategies, understand talent attachments, and gain an understanding of the studio system, distribution, and marketing tactics.

EBS 270 Professional Selling (4 Credits)

The Professional Selling course teaches students the importance of business development and client relationship management, which are critical to the success of both large and small companies at all stages of the business lifecycle. Students learn best practices in the professional sales process 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 steps in the sales process from prospecting to closing. Students also learn how to deliver an effective sales presentation and explore the multitude of related career opportunities within the industry.

EBS 280 Entertainment Communications and Public Relations (3 Credits)

In the Entertainment Communications and Public Relations course, students will explore how to create, manage, and evaluate public relations and media communications campaigns. The course will demonstrate

how the effective use of media can strengthen a public relations campaign.

EBS 290 Brand Development (4 Credits)

This course covers the two main aspects of building a strong presence in the business and consumer market: storytelling and brand development. 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 300 Advanced Entertainment Business Management (3 Credits)

This advanced course explores the unique challenges and opportunities within the entertainment and media industries, focusing on advanced management strategies and techniques. Students will develop key skills in strategic planning, complex problem-solving, communication management, team leadership, and performance optimization. The course emphasizes advanced goalsetting, decision-making, and action implementation, tailored to the dynamic and fast-paced environment of entertainment and media.

EBS 301 Advanced Entertainment Marketing (3 Credits)

This course delves into advanced marketing principles within the dynamic entertainment industry, focusing on strategic planning and diverse promotional techniques for media products. Through group projects and targeted activities, students enhance their analytical and strategic skills specific to the entertainment sector. Additionally, the course explores the impact of consumer behavior on the success of entertainment products, essential for creative endeavors.

EBS 302 Entertainment Business Accounting (3 Credits)

This 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 Entertainment Business Ethics (3 Credits)

This 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 312 Business of Play (3 Credits)

Throughout this course, students will gain knowledge of the multiple revenue streams generated by popular recreational activities such as e-sports, experience-based entertainment, travel, spectator sports, and more. Students will utilize their prior knowledge of marketing, management, and business structure to formulate a working model applied to recreational business sectors. Students will work to build a business model that identifies the revenue stream potential, departmental needs to service the business, and employment opportunities within those departments.

EBS 326 Advanced Entertainment Advertising (3 Credits)

This advanced course provides an in-depth exploration of the entertainment advertising business, offering hands-on experience in creating high-level professional deliverables. Students will delve into key industry aspects, including Media, Creative, Business, and Launch strategies, enhancing their strategic and analytical skills. By the end of the course, students will possess a comprehensive understanding of the entertainment advertising landscape, preparing them for leadership roles and advanced career opportunities.

EBS 410 Entertainment Business Law (3 Credits)

In this course, students learn about legal requirements and business practices, including entity formation, insurance, taxes, intellectual property, real estate, employment, and contracts. They learn about the important roles of agents, managers, and attorneys, as well as best practices when hiring an attorney. Students learn the regulations that control how a business operates in cyberspace. Concepts are explored through legal case studies and applied business examples.

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 the 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 412 Television and Digital Network Management (3 Credits)

In the Television and Digital Network Management course, students learn production management and producing guidelines for marketing and distributing content across broadcast television and emerging digital network platforms. Students explore the range of skills required to ensure effective content development, acquisition, and programming strategies. They also explore emerging career opportunities in this field.

EBS 416 Mergers and Acquisitions (4 Credits)

In this course, students examine how entertainment and media businesses achieve and sustain competitive advantage. The course integrates content from foundational courses such as Entertainment Business Management, Human Resources Management, Entertainment Marketing, and Entertainment Business Finance with the development of analytical and business communication skills. Students demonstrate their capacity to develop and present strategic plans for actual or simulated entertainment business scenarios.

EBS 420 Venture Capital and Finance (3 Credits)

The Venture Capital and Finance course provides students with the essential knowledge needed to start and finance an entertainment business. The course covers core business concepts, such as obtaining business licenses and insurance, securing business assets, hiring employees, and the use of non-disclosure agreements. Students examine financing, capital, and operating budgets, and explore principles of return and risk.

EBS 425 Creative Entrepreneurship (3 Credits)

In this course, students explore how to create and manage a new venture in a way that fosters growth, innovation, and success. Students learn entrepreneurial styles, best practices, common barriers, and recent trends as they gain the knowledge needed to ideate and manage a venture related to the arts, entertainment, or media.

EBS 440 Artist Management (3 Credits)

The Artist Management course explores the role and responsibilities of the manager of artists, bands, and performers. Artist managers play a significant role in the entertainment and music business community and in the career of the artist. Topics include the artist-manager relationship, launching an artist's career, management contracts, the artist as a brand, and managing an artist's career path.

EBS 441 Event Management (3 Credits)

In the Event Management course, students learn the fundamentals and skills needed to successfully manage a professional event. These include identifying the event goals and target audience, creating an event concept that reflects the company and product brand, and developing a project management plan that ensures that schedule and budget goals are achieved while safety and legal risks are minimized. Various

project management tools for successful event planning and management are utilized.

EBS 460 Entertainment Business Technology (3 Credits)

This course addresses emerging technologies and their impacts on business management within the entertainment industry. 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. They learn how to evaluate competing technologies to achieve business goals, and they explore resources that will help them stay current with emerging technologies that can change the industry.

EBS 470 Digital Marketing and Social Media Management (3 Credits)

This course examines the role of marketing in the 21st century. Students explore digital marketing and social media management. Topics include the most prevalent current platforms and channels, their purposes, and their effectiveness in relation to the entertainment industry. Comparisons to traditional marketing tactics and examples of current marketing mixes are addressed. In addition, this course builds students' understanding of search engine optimization and social media marketing tools.

EBS 480 Entertainment Contracts and Licensing (3 Credits)

In this course, students learn the importance of contracts and best practices in contract-writing strategies as they examine the strengths and weaknesses of real-world contracts and create their own contracts and deal memos. They learn the requirements of licensing and how to recognize potential licensing opportunities. Students learn negotiating skills and tactics specific to the entertainment, music, and media industries.

EBS 490 Entertainment Business Final Project (3 Credits)

This 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.

EBS PD1 Entertainment and Music Business Professional Development 1 (1 Credit)

This course surveys available employment positions and career paths within the Entertainment and Music Business. Designed to help students target their career goals, students explore the specifics of industry roles and employers' expectations for entry-level industry positions, key businesses, and professional organizations. By the end of the course, students will have a broad understanding of the opportunities available and the skills required to succeed in their chosen field.

EBS PD2 Entertainment and Music Business Professional Development 2 (1 Credit)

Building on the foundation of Professional Development 1, this course helps students narrow their focus on specific areas of employment within the Entertainment and Music Business. Students will research targeted job opportunities and assess their current knowledge and skill sets to form the basis of a professional resume and portfolio. The course also emphasizes the importance of building a professional network, offering strategies for connecting with industry professionals and developing a strong personal brand.

EBS PD3 Entertainment and Music Business Professional Development 3 (1 Credit)

This course guides students through the creation and refinement of a professional resume, tailoring applications to specific job postings, and preparing for interviews. Emphasis is placed on integrating portfolio materials to showcase their expertise effectively. In this course, students are equipped to present themselves as qualified, conscientious candidates ready to meet employer expectations and secure employment in the Entertainment and Music Business.

GRD 100 Overview of Graphic Design (3 Credits)

In this course, students will develop a working knowledge of the graphic design industry and learn the interface for a 2D software package. They will learn about the stages of the graphic design process by deconstructing and assembling a complete design project.

GRD 110 Design Fundamentals (3 Credits)

Prerequisite: GRD 100 Overview of Graphic Design

This course introduces students to industry-standard workflows, terminology, and practices. Students will use graphic design tools to show basic design principles by manipulating shapes, color, and line.

GRD 120 Drawing for Designers (3 Credits)

This course introduces students to digital drawing on the computer. Students will learn to develop a basic working knowledge of 2D drawing programs, translating their ideas into visuals. Students will also become comfortable with the settings and tools within the software and learn about the importance of layering and non-destructive workflow for design processes and preproduction.

GRD 130 Digital Asset Creation I (3 Credits)

Prerequisite: GRD 110 Design Fundamentals

In this course, students will explore the impact and importance of modern visual communication in areas such as culture and society. Students will create concepts that are used to communicate, break sociocultural boundaries, and share innovative ideas.

GRD 140 Digital Color Theory (3 Credits)

In this course, students will explore the strong emotional and psychological impact that color has on people. Students will explore the science of color and why certain colors evoke certain emotional responses and examine the ways that color can be used effectively in graphic design. Students will leave this course with the ability to make deliberate color decisions for their design work.

GRD 200 Eye on Design (3 Credits)

In this course, students will gain experience in photography, enhancing techniques, and digital manipulation. Students will use imagery to tell visual stories by controlling light, composition, and focal point.

GRD 210 Design Process and Layout 1 (3 Credits)

In this course, students will develop an understanding of typography by investigating essential principles including type anatomy, hierarchy, and readability. Students will uncover the transformative potential of grids, alignment, white space, balance, and visual hierarchy in crafting visually strong designs. Lastly, we will examine the important role that thorough research, ideation, and refinement processes play in the creation of successful designs.

GRD 220 Design Process and Layout 2 (3 Credits)

In this course, students will further enhance their design and layout skills acquired in Design Process and Layout I, with a focus on advanced exploration of design concepts and practical application in multi-outcome campaigns. This course enables students to adapt typography and layout designs for diverse mediums, including print, web, and mobile platforms. Through this exploration, students will gain an understanding of the unique considerations and constraints associated with each medium, ensuring that their designs are highly effective within their intended contexts.

GRD 230 Motion Design 1 (3 Credits)

Prerequisite: GRD 360 Storytelling and Video

In this course, students learn the basics of motion graphics using industry-standard software. The course

focuses on the process for creating powerful motion graphics that integrate imagery, sound, and video. Students develop a motion graphic using a step-by-step process from the developmental phase to final rendering.

GRD 240 Design and Production (3 Credits)

Prerequisite: GRD 220 Design Process and Layout 2

In this course, students will broaden their comprehension of the production workflow, encompassing the entire journey from conceptualization to the final output. Students will advance their knowledge of the technical aspects involved in preparing files for print production, including color modes, file formats, resolution, bleeds, and crop marks. Lastly, students will learn about the distinctive characteristics and limitations of various printing processes. This knowledge will enable them to make informed design choices on their future projects.

GRD 260 Logos and Symbols (3 Credits)

Students in this course analyze how graphic elements and typography can be used to create branding symbols that are memorable and instantly recognizable. Students will then use their own ideas and collaborate with others to create new logos and symbols for a variety of clients and platforms.

GRD 270 Digital Asset Creation 2 (3 Credits)

In this course, students will build upon the knowledge gained in GRD 130 Digital Asset Creation 1 and learn to utilize photography and other imagery to create compelling images for multiple uses, including social media platforms and websites.

GRD 320 Concept Design 1 (3 Credits)

Prerequisite: GRD 440 Introduction to Advertising

In this course, students will analyze and evaluate the importance of critical thinking in design. They will learn and apply conceptual ideation techniques to generate creative solutions. By developing and analyzing a creative brief, students will create advertising ideas tailored to specific brands and audiences. The course covers the entire creative process, from ideation and sketching to final execution of an advertising project. By the end, students will have created effective advertisements that demonstrate their ability to apply, analyze, evaluate, and create impactful ad campaigns.

GRD 325 Concept Design 2 (4 Credits)

Prerequisite: GRD 320 Concept Design 1

In this course, students synthesize their concept skills to create sophisticated integrated campaigns that stimulate, delight, and surprise target audiences across multiple media outlets. With an emphasis on problem-solving, immersive storytelling, and higher-level concepting techniques, students engage a target audience and solve a brand problem.

GRD 330 Package Design (3 Credits)

In this course, students strengthen and expand their design skills by applying them to three-dimensional packaging. The course focuses on the processes, materials, and designs used for effective product packaging. Students explore a variety of packaging options and techniques while demonstrating the ability to create packaging that meets specific functionality requirements.

GRD 340 Design Strategy (4 Credits)

In this course, students research, develop, and solve complex visual communication problems. Design strategy concepts include research and analysis, conceptual development, and how to implement design solutions across multiple media platforms such as print, web, and mobile. Students are introduced to written, verbal, and visual presentation techniques to articulate why specific solutions and media options

have been employed.

GRD 350 Portfolio 1 (3 Credits)

This course is designed to allow students to review and continue advancing their overall knowledge of the graphic design process, timelines, professional behavior, and mindset. This course prepares students to experience a four-week production deadline and introduces them to the challenges of working under production constraints. Students will create assets that are managed and critiqued by an art director to help guide projects toward industry expectations under defined deadlines.

GRD 360 Storytelling and Video (3 Credits)

In this course, students explore the art of storytelling in the context of social media platforms. They will learn how to craft narratives that resonate and create connections with a target audience. Students will also discover how to grab attention in the first few seconds, structure stories effectively, and convey messages concisely through short videos.

GRD 370 Motion Design 2 (3 Credits)

In this course, students gain more hands-on experience with the industry-standard motion graphics software utilized by design and animation companies worldwide. Students learn the processes for designing, compositing, and creating visual effects to produce motion graphics for web, film, gaming, and animation.

GRD 380 Motion Design 3 (4 Credits)

In this course, students learn how to apply design, motion, and video used in opening titles, captions, and credits for film, TV, games, web, and other media. Students demonstrate knowledge of kinetic typography, graphics, motion graphics, and video for animated segments.

GRD 400 Portfolio Preparation (3 Credits)

This course develops students' ability to plan, coordinate, study assets, and use traditional methods to demonstrate their acquired knowledge as graphic design artists. Successful completion of this course arms students with the knowledge of how to use good references and artistic studies to create production blueprints.

GRD 430 Identity and Visual Systems (4 Credits)

In this course, students research and analyze a company's history, mission, and objectives as the basis for developing a strong visual identity. Students conceptualize and create a company's identity, including logo design and visual systems, through a series of exercises and projects that emphasize color palettes, type styles, photographic imagery, and more.

GRD 440 Introduction to Advertising (3 Credits)

The aim of Introduction to Advertising is to provide students with a fundamental understanding of advertising principles. This course covers aspects of the advertising industry including the media, advertising agencies, and their interactions. Additionally, this course explores the creative process and its role in crafting messages that establish meaningful connections with a specific audience. By establishing a foundation in basic advertising principles, this course prepares students for advanced topics and serves as a stepping stone for further education in the field of advertising.

GRD 450 Traditions and Trends (3 Credits)

What can art tell us about ourselves and the world? This course offers students the opportunity to cultivate individual solutions to conceptual and design problems; they will explore, analyze, research, create, and reflect using real-world themes. Subject matter from history and the present will be used to help students recognize a sense of self, a sense of place, and a sense of community.

GRD 460 Experiential Design (4 Credits)

In this course, students will be introduced to the fundamental elements, processes, and methods for designing products, services, or environments focusing on the user experience. Students will work in a cross-disciplined perspective to market a product or service in ways to persuade, inform, or entertain by creating a content strategy that includes video, interactive media, augmented reality, virtual reality (VR), and/or holographs.

GRD 470 UX/UI 1 (3 Credits)

This course provides an introduction to the basic principles of User Experience (UX) and User Interface (UI) design. Students will gain a solid foundation of the user-centered design process and its application in creating projects that effectively meet user needs. The course emphasizes the importance of delivering a positive user experience and covers various aspects of the user-centered design process, including common research methods, analysis and planning techniques, and design and prototyping tools.

GRD 475 UX/UI 2 (4 Credits)

In this course, students will build on the foundational knowledge of user experience (UX) and user interface (UI) design acquired in UX/UI I. The curriculum delves deeper into critical topics for creating successful and user-friendly designs. Key areas of focus include design fidelity, UI best practices, advanced prototyping, leveraging UI patterns, user testing methodologies, and effectively utilizing layout and design principles to enhance the user experience.

GRD 480 Professional Practices in Graphic Design (3 Credits)

In this course, students will have the opportunity to define and establish their distinct brand identity. Students will create a personalized resume and business card that truly reflects a unique brand by developing and integrating a comprehensive style guide, designing marketing materials, and generating mock-ups to showcase their work. By the end of the course, students will have the tools and knowledge to effectively shape and maintain a digital presence as a designer.

GRD 490 Portfolio 2 (3 Credits)

In this course, students will continue working with the art directors and within the critique process as they work to create production-ready content. Students work at optimal speed and precision while maintaining a keen understanding of artistic appeal, time management, asset creation, and professional behavior — skills that will prepare them for the methods, environments, and conditions experienced in the production arena.

GRD 491 Portfolio 3 (3 Credits)

This course provides students with the time to develop a portfolio. During this time, students will continue to edit their assets and assemble them into a presentable package. Before the creation of the portfolio, instructors review the student's work to help the student determine the best material for showcasing their talents as a graphic designer.

GRD PD1 Graphic Design Professional Development 1 (1 Credit)

This course surveys available employment positions and career paths within the graphic design industry. Designed to help students target their career goals, students explore the specifics of industry roles and employers' expectations for entry-level industry positions. Key businesses and professional organizations are also examined. By the end of the course, students will have a broad understanding of the opportunities available and the skills required to succeed in their chosen field.

GRD PD2 Graphic Design Professional Development 2 (1 Credit)

Building on the foundation of Professional Development 1, this course helps students narrow their focus on specific areas of employment within the graphic design industry. Students will research targeted job

opportunities and assess their current knowledge and skill sets to form the basis of a professional resume and portfolio. The course also emphasizes the importance of building a professional network, offering strategies for connecting with industry professionals, and developing a strong personal brand.

GRD PD3 Graphic Design Professional Development 3 (1 Credit)

This course guides students through the creation and refinement of a professional resume, tailoring applications to specific job postings, and preparing for interviews. Emphasis is placed on integrating portfolio materials to showcase their expertise effectively. In this course, students are equipped to present themselves as qualified, conscientious candidates ready to meet employer expectations and secure employment in the graphic design industry.

MBS 101 Music Business and Industry (3 Credits)

This course explores the evolving infrastructures within the music industry's various sectors. Students will examine the innovative business methods that help monetize these creative industries, as well as the industry's current music business trends. Students will also identify the variety of careers available for music business professionals in these industries and their respective skill sets.

MBS 210 Music Publishing (3 Credits)

In this course, students will examine the legal rights and responsibilities in music publishing, review music publishing agreements, and identify ways that music publishers can monetize the rights of songwriters.

MBS 310 Music Industry Marketing (3 Credits)

This course examines marketing strategies specific to the music and recording industry. Students formulate integrated strategic and tactical marketing plans for music business products, services, and experiences, integrating traditional and digital promotional avenues.

MBS 320 A&R for the Music Industry (3 Credits)

This course focuses on developing listening skills through critically evaluating recorded music and live concert material as the basis for talent scouting to discover and develop A&R (artist and repertoire) opportunities in the music industry. Students explore the elements of music, music terminology, song structure, the acoustic environment, and individual perceptions of sound in a non-technical way. Students also examine the historical significance of musical genres and styles with the intent to identify musical origins and recognize evolving music business trends.

MBS 330 Music Supervision (3 Credits)

This course explores the role of the music supervision professional as a creative liaison between the music industry and the visual media industries, determining the musical vision, tone, and style that best suit a given project in film, television, advertising, games, and other interactive media. Students learn the steps needed to identify, secure, and supervise music-related talent, including composers, songwriters, recording artists, musicians, and producers, as well as the skills needed to effectively communicate and negotiate with talent representation to obtain necessary clearances.

MBS 410 Music Business Law (3 Credits)

In this course, students learn about legal requirements and business practices specific to the music industry. They learn about the important roles of agents, managers, attorneys, and music business contracts. Concepts are explored through legal case studies and applied music business examples.

MBS 440 Concert and Tour Management (3 Credits)

In this course, students learn the fundamentals and best practices of tour logistics, concert promotion, and production management basics used by industry professionals to effectively develop and execute concert

tours. The course also explores public-safety guidelines, contract riders, unions, staff, equipment booking, and the daily execution of tour schedules.

MBS 490 Music Industry Final Project (3 Credits)

This 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.

MPR 100 Musical Listening and Identification (3 Credits)

Prerequisite: MPR 120 Music Production Technology (Online or Campus)

This course introduces students to the fundamentals of modern music production and its historical context. Students learn the basic characteristics of contemporary musical genres and explore their impact on music and culture. Using Apple's Logic Pro software, this course provides an overview of essential music theory concepts, popular song structures, and basic digital audio workstation techniques, preparing students for more advanced study in music and audio production.

MPR 120 Music Production Technology (3 Credits)

This course introduces students to the tools and technologies used by music production professionals. Students will gain a foundation of digital audio workstation (DAW) skills and learn to use the computer for music production applications. Emphasis is placed on building computer and software confidence to provide students with a competitive edge in the music industry. Additional topics include file management, common audio file formats, and setting up music production equipment.

MPR 121 Music Theory 1 (3 Credits)

This course develops a solid basis in the language of music. Music Theory 1 equips the student with the fundamentals of note identification, major scale construction, rhythmic notation, and ear training.

MPR 122 Music Theory 2 (4 Credits)

In this course, students expand their understanding of music theory, intervals, key signatures, chord structure, and common chord progressions. Music Theory 2 further develops skills and vocabulary introduced in Music Theory 1 and equips the student with the tools needed to effectively use and communicate musical concepts.

MPR 123 Music Theory (3 Credits)

In this course, students develop a music theory knowledge base for composing MIDI-based productions. 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 124 Digital Audio Workstations (3 Credits)

Prerequisite: MPR 100 Music Listening and Identification (Online or Campus)

This course explores essential music production techniques within a digital audio workstation (DAW) environment. Through hands-on assignments and projects, students explore the principles of MIDI programming and develop essential skills for music composition and production. Key topics include MIDI recording and programming, editing techniques, virtual instrument fundamentals, and music theory foundations. This course provides a practical framework for building core competencies in digital music creation.

MPR 130 Music Composition Programming (3 Credits)

Prerequisite: MPR 122 (Campus) or MPR 123 (Online)

Music Composition and Programming expands on knowledge and skills from prior courses to further explore song form analysis and chord movement, along with techniques in subtractive synthesis and sound design. Emphasis is placed on developing melodies and accompaniment using industry-standard music composition software.

MPR 131 Sequencing Technologies (4 Credits)

Students continue developing MIDI-based composition, editing, and production skills. Topics include software-based sequencing, synthesis techniques, advanced musical and rhythmic programming, digital audio editing, and applications in musical content creation. Additional topics include the application of automation and effects.

MPR 132 Sequencing Technologies (3 Credits)

Students continue developing MIDI-based composition, editing, and production skills. Topics include software-based sequencing, synthesis techniques, advanced musical and rhythmic programming, digital audio editing, and applications in musical content creation. Additional topics include the application of automation and effects.

MPR 201 Songwriting and Development (3 Credits)

In this course, students expand their use of music theory concepts by applying them to songwriting and vocal production. Students will develop a strong sense of song form, melody, harmony, and rhythm. Topics include lyric writing and development considerations, vocal production, meter rhyme, and song analysis.

MPR 222 Genre-Based Production (3 Credits)

Through the exploration of current music genres, students learn leading-edge production techniques employing modern production software. This course addresses instrumentation, effects, and production methods used by current artists and producers to compose original music.

MPR 230 Advanced Music Composition and Programming (4 Credits)

Prerequisite: MPR 222 Genre-Based Production (Online or Campus)

This course is the program's deep dive into Ableton Live as a creative instrument, applying techniques used by contemporary producers and composers. Students learn advanced editing, sound design, and arrangement skills to develop cohesive electronic compositions. Through hands-on creative briefs and critical listening exercises, students will develop fluency in harmony, rhythm, and texture within contemporary music production contexts.

MPR 236 Mixing Concepts and Techniques (3 Credits)

Prerequisite: MPR 240 Digital Recording Principles (Online Only)

This course teaches industry-standard mixing and mastering techniques applicable to the digital audio workstation environment. Topics include mixing templates, signal processors, time-based effects, automation, and implementing mixing and mastering strategies. Students will learn the value of referencing commercial mixes to inform stylistic and analytic mixing decisions.

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.

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 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 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, orchestral scoring techniques, and music production techniques used in marketing and advertisement for traditional and online environments.

MPR 261 Music Production for Media (3 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 270 Advanced Production and Industry Skills (3 Credits)

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

MPR 301 Acoustics and Studio Design (3 Credits)

This course provides students with a foundational understanding of acoustic and electronic principles and their practical application in recording studio environments. Students explore key topics such as speaker placement, acoustic treatment, cabling, connectors, and studio electrical systems. Students will examine how acoustics influence sound capture and quality in various recording spaces.

MPR 310 Analog Systems for the Musician (4 Credits)

This course introduces students to signal flow and the use of consoles in studio and live environments. Topics include gain staging, interfacing equipment, and electronic/acoustic considerations when operating in studio and live performance environments.

MPR 330 Musicianship (3 Credits)

This course continues an in-depth exploration of musical structure with an increased focus on applied skills. Students develop their musical skills through the exploration of vocal and keyboard performance, ear training, and sequencing projects.

MPR 340 DJ Production Skills (3 Credits)

In this course, students learn production techniques and skills used by the modern DJ/producer. Topics include matching tempo, beat/drum patterns, and key to smoothly transition between songs. Students incorporate these skills into their production choices to align with modern DJ performance and genre trends.

MPR 350 Signal Processing for Electronic Musicians (3 Credits)

In this course, students gain the skills necessary to shape musical sounds common to today's electronic productions. Students match current trends in music production through the use of digital signal processing tools including filters, tone enhancers, synthesizers, and digital samplers. Additional topics include mapping software parameters to MIDI controllers and dynamically automating signal processing effects.

MPR 360 Electronic Music Performance (3 Credits)

Building upon skills learned in prior courses, students strengthen their electronic music productions by incorporating musical performance techniques. Focus is placed on incorporating human expression and developing artistic control of software instruments. Students also explore genres within electronic music to better understand the differences in sound and production techniques required for each.

MPR 400 Commercial Music Production (4 Credits)

In this course, students explore the standards and conventions of commercial music, from composing for commercial music libraries to modern broadcast branding and advertising. Students expand their music skills while constructing and producing content that can be licensed for use in film, television, radio, and other media.

MPR 410 Advanced Mixing and Mastering (3 Credits)

In this course, students refine their mixing skills as they work with more complex material, higher track counts, and a wide range of styles. Students develop mastering skills, including the use of limiters, compression, and EQ as applied to final stereo mixes. Emphasis is placed on using advanced signal processing techniques. Common problems encountered by mix engineers are examined, along with creative solutions.

MPR 420 Advanced Genre-Based Production (3 Credits)

In this course, students learn the stylistic traits of modern music production by analyzing the devices and characteristics that define specific genres. Students focus on the digital devices and instruments that have influenced the style and sound of electronic music genres.

MPR 440 Advanced Songwriting (3 Credits)

In this course, students expand on foundational songwriting skills and explore the creative and emotional components of songwriting, including artist identity, vision, and intention. Additional topics include vocal comping, layering, harmonizing, and creative methods for developing musical ideas.

MPR 480 Music Production Portfolio 1 (3 Credits)

In this first of two capstone courses, students begin working on projects that demonstrate their artistic and technical ability to complete work that meets professional industry standards. The course provides an opportunity to conceptualize a complete preproduction work schedule and work through each step of the production process.

MPR 490 Music Production Portfolio 2 (3 Credits) In this course, students complete the original projects started in the Music Production Portfolio I course. The course provides an opportunity to work through each step of the postproduction process and showcase their final work in a portfolio that can be presented to potential employers.

MPR PD1 Audio and Music Production Professional Development 1 (1 Credit)

This course surveys available employment positions and career paths within the audio and music industries. Designed to help students target their career goals, students explore the specifics of industry roles and employers' expectations for entry-level industry positions, key businesses, and professional organizations.

By the end of the course, students will have a broad understanding of the opportunities available and the skills required to succeed in their chosen field.

MPR PD2 Audio and Music Production Professional Development 2 (1 Credit)

Prerequisite: MPR PD1 Audio and Music Production Professional Development 1 (Online or Campus)

Building on the foundation of Professional Development 1, this course helps students narrow their focus on specific areas of employment within the music industry. Students will research targeted job opportunities and assess their current knowledge and skill sets to form the basis of a professional resume and portfolio. The course also emphasizes the importance of building a professional network, offering strategies for connecting with industry professionals, and developing a strong personal brand.

MPR PD3 Audio and Music Production Professional Development 3 (1 Credit)

Prerequisite: MPR PD2 Audio and Music Production Professional Development 2 (Online or Campus)

This course guides students through the creation and refinement of a professional resume, tailoring applications to specific job postings, and preparing for interviews. Emphasis is placed on integrating portfolio materials to showcase their expertise effectively. In this course, students are equipped to present themselves as qualified, conscientious candidates ready to meet employer expectations and secure employment in the audio and music industries.

RCA 223 Signal Processing and Effects (3 Credits)

Prerequisite: MPR 100 Music Listening and Identification (Online or Campus)

Students learn how to identify and operate common signal processors, including gain-based, time-based, modulation, and harmonic effects. Students will learn to prepare and organize multi-track recording sessions within the Logic Pro X platform and gain practical experience on enhancing audio quality.

RCA 232 Pro Tools Essentials (3 Credits)

Prerequisite: MPR 100 Music Listening and Identification and MPR 120 Music Production Technology (Online or Camps)

This course introduces students to the foundational tools, concepts, and workflows of Pro Tools, the industry-standard digital audio workstation. Students gain hands-on experience with session setup, recording, editing, and mixing techniques while learning to work efficiently with audio, MIDI, and basic session management. Emphasis is placed on practical application, including vocal production, session organization, and troubleshooting.

RCA 236 Mixing Concepts and Techniques (4 Credits)

Prerequisite: RCA 232 Pro Tools Essentials (Online or Campus)

This course teaches industry-standard mixing and mastering techniques applicable to the digital audio workstation environment. Topics include mixing templates, signal processors, time-based effects, automation, and implementing mixing and mastering strategies. Students will learn the value of referencing commercial mixes to inform stylistic and analytic mixing decisions.

RCA 253 Advanced Pro Tools (3 Credits)

This course builds on foundational Pro Tools knowledge and prepares students to work within professional production environments. Students refine their recording, editing, and mixing skills while working toward industry-recognized certification that validates their proficiency with professional workflows. The course also introduces students to studio hardware commonly used in modern audio production.

RCA 286 Live Sound Production (3 Credits)

Prerequisite: APR 260 Audio System Technology (Online or Campus)

This course prepares students for real-world roles in live sound reinforcement by exploring the systems, workflows, and technical challenges encountered in concerts, corporate events, and other live productions.

Students learn the fundamentals of signal flow, mixing techniques, and PA system operation. The course covers key components of live audio systems, including front-of-house and monitor setups, while emphasizing practical skills in equipment handling and troubleshooting.

GENERAL EDUCATION

DGL 101 Digital Literacy (3 Credits)

ONLINE COURSE

Digital Literacy 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 Foundations of Writing (3 Credits)

Foundations of Writing is designed to help students refine their writing processes. The course provides varied opportunities for writing and for strengthening language skills. Students will apply fundamental writing principles focused on conventional rules of English grammar, syntax, and organization. Students will develop and hone their writing skills through selected readings and exercises.

ENG 326 Professional Writing (3 Credits)

Professional Writing provides students with a practical set of communication tools for a diverse range of written applications. In this course, students will analyze the form, style, diction, grammar, and structure of a variety of nonfiction writing examples. Students will develop an array of writing skills designed to communicate ideas with clarity that effectively reach a target audience.

ENG 331 Elements of Narrative (3 Credits)

CAMPUS COURSE

Elements of Narrative explores the fundamental techniques of storytelling in a variety of literary forms and genres. Primary emphasis will be placed on identifying and utilizing foundational elements of narrative structure: Point of View, Character, Conflict, Plot, Setting, Theme, Style, and Tone. Students will learn to wield the essential tools that help shape effective narratives in both creative fiction and nonfiction by analyzing their own writing and the works of established authors. Students will develop their own narrative-based writing skills by drawing upon both personal experience and the creative imagination.

HUM 110 Introduction to Transmedia Design (3 Credits)

CAMPUS COURSE

Introduction to Transmedia Design is a general survey of the historical traditions, critical theories, and foundational principles that inform storytelling techniques across a wide variety of media platforms. The course examines how multiplatform storytelling offers critical appraisals of histories, cultures, and diverse anthropological phenomena, and explores a wide range of narrative strategies, multiplatform philosophies, audience psychologies, technological displacements, and profound cultural shifts that have shaped traditional and modern transmedia design practices.

HUM 222 Aesthetics and Culture (3 Credits)

CAMPUS COURSE

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. Primary emphasis will be placed upon locating and defining the idiomatic, idiosyncratic scheme of cultural assumptions, sociopolitical structures, and aesthetic values that characterize the various epochs and regions under consideration; secondary emphasis will be placed upon the manner in which those values have influenced our own tastes, trends, and attitudes.

HUM 323 Cultural Studies (3 Credits)

Cultural Studies examines the role and importance of culture by exploring its roots, historical effects, social impact, and modern environment. Students are introduced to the factors that create and shape culture, such as media, technological advancements, influential people, and economic conditions. Students will develop critical thinking skills to understand the meaning, significance, and value of the different aspects of culture.

HUM 351 Historical Archetypes and Mythology (3 Credits)

Historical Archetypes and Mythology is a comparative survey of a wide variety of cross-cultural myths, epics, and legends and the archetypal patterns that inform their universal themes. Students will examine how mythic storytelling transcends geographical, historical, and cultural boundaries and compare the connections between historical examples of mythic storytelling and their modern counterparts.

HUM 310 Art of Visual Narrative (3 Credits)

The Art of Visual Narrative course is designed as an introduction to the development of the visual narrative arts from a historic, artistic, and commercial perspective. The course will explore the historical links between artwork of ancient cultures, illustrated novels, and a variety of twentieth century media that extend to corporate franchises in the digital era. From an artistic perspective, the course will explore the creative processes behind the development of a sequential narrative, from conception to the final version, revealing how such narratives exist as a reflection of life, within multiple genres of modern entertainment.

HUM 420 Contemporary Art (3 Credits)

Contemporary Art provides an in-depth examination of an influential array of current artistic movements and their position within a wider cultural context. The course explores the artists, social significance, and commercial implications that have informed the art world from the mid-20th century to the present. Students who successfully complete Contemporary Art will be able to identify major themes and stylistic sensibilities in modern art, employ the language commonly used to analyze and evaluate the works, and demonstrate a working knowledge of significant artists and aesthetic trends by describing the origins, motivations, sociopolitical influences, and economic effects of these various movements.

MAT 121 Quantitative Principles (3 Credits)

Quantitative Principles is designed to enable students to build skills and confidence in foundations of algebra, geometry, and real-world mathematical applications. These concepts will enhance students' problem-solving skills in a wide variety of professional and academic settings. Students will begin with a review of basic concepts and build upon these ideas by completing work that uses these principles in practical situations.

MAT 310 Statistical Applications (3 Credits)

CAMPUS COURSE

Statistical Applications introduces students to the main concepts behind data-driven decision-making. The course includes a review of basic strategies for data collection, data analysis, and data visualization, and explores the foundations of probabilistic thinking, the role of averages in identifying data anomalies, and the

implications of correlation analysis. The course also examines mathematical models for media virality. Throughout the entire course, students will organize, analyze, and present data through tables and graphs, and apply these skills to practical problem-solving and decision-making scenarios.

SBS 100 Media and Culture (3 Credits)

CAMPUS COURSE

Media and Culture examines the dynamic relationships between various forms of media and cultural behaviors from both historical and modern perspectives. By examining the evolution of media, students will recognize how new forms of media impact sociopolitical and cultural structures. The course also introduces students to contemporary applications of cultural studies through a media lens.

SBS 113 Behavioral Science (3 Credits)

Behavioral Science explores the science of motivation, learning, and personal growth, providing practical strategies to enhance resilience, decision-making, and personal impact. Through topics such as emotional intelligence, neuroplasticity, purpose, and foundational developmental theories, students will deepen their understanding of themselves and others. By engaging with these topics, students will gain tools to become more effective learners and learn strategies to support continuous growth and achievement.

SBS 305 Leadership and Organizational Behavior (3 Credits)

Leadership and Organizational Behavior is an exploration of the characteristics that are essential for inspiring others to action. Students identify their personal strengths and weaknesses through self-assessment, expanding their awareness of these qualities to include their effect on other individuals and 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 collaborative process. At the successful conclusion of Leadership and Organizational Behavior, students will be able to identify the major qualities of leadership, examine personal leadership strengths and weaknesses, and analyze factors that contribute to the success of organizations.

SPC 214 Creative Communication (3 Credits)

Creative Communication provides students with the skills to outline and articulate ideas in both formal and informal settings. Students will engage in communication planning exercises and develop techniques for delivering ideas effectively through various verbal and non-verbal methods for a variety of audiences. Throughout the course, students will explore the guidelines of successful communication through various media environments and enhance confidence in oral self-expression.

OPTIONAL INTERNSHIP OPPORTUNITIES

INT 299 or 399 Internship (1–5 Credits)

IN-PROGRAM

An optional internship course that is specifically tailored to further prepare degree students for the careers of their choice. A Faculty Mentor and Career Development Advisor work directly with host facilities to ensure that participants gain practical experience and on-the-job training. Besides the many advantages of gaining working experience in a real-world situation, a successful internship gives graduates a professional reference, which can be beneficial when seeking employment.

INT 303 Extended Studies (Credits Vary)

POST-GRADUATE

This post-graduate program allows students to earn school credits for completing career-related internships. It is offered as a free, optional service to qualified students and is available to any Los Angeles Film School graduate in good standing. Upon successful completion of the Extended Studies Internship program, the additional credit received will be added to the student's transcript at a rate of one credit per 45

hours of internship successfully completed. The total credits awarded depend upon the internship length, as determined by the provider. This optional, no-cost internship opportunity represents The Los Angeles Film School's effort to continue the expansion of educational services to our students and the industry.



POLICIES & PROCEDURES

REQUIREMENTS FOR ADMISSION

Applicants pursuing a campus or online degree must submit the following to be considered for admission:

APPLICATION

A complete application for admission must be submitted either online through the school's admissions portal (apply.lafilm.edu) or in person (Admissions Department, 6353 Sunset Blvd., 1st Floor, Hollywood, CA 90028) in order for a student to be considered for admission. No student is guaranteed admission and LAFS reserves the right, in its sole discretion, to approve or deny an application for admission consistent with applicable laws and requirements. The Los Angeles Film School does not discriminate against students enrolled at the school on the basis of race, religion, color, gender, sexual orientation, genetic information, age, disability, or national origin. Prospective students are encouraged to visit the school and/or attend a webinar prior to or during their preferred program of study. Arrangements for a tour of the school may be made by contacting the Admissions Department or scheduling directly via the website: lafilm.edu.

The school reserves the right to request any additional information necessary to evaluate an applicant's

potential for academic success and deny admission to applicants who cannot demonstrate that they are capable of successfully completing and benefiting from the program, are prepared for postsecondary coursework, or lack interest in the program of study. In all cases, LAFS retains the sole discretion to determine whether or not the prior secondary or postsecondary training completed by the applicant is sufficient to satisfy the admissions requirements.

MINIMUM AGE

Provided the applicant possesses one of the required forms of high school completion documentation listed below, there is no minimum enrollment age. However, the student must be of legal age at the LAFS program graduation date to be eligible to work within the chosen profession. A parent of an applicant under 18 years old must sign the applicant's enrollment agreement.

HIGH SCHOOL GRADUATION OR THE EQUIVALENT

The Los Angeles Film School requires all applicants to have completed high school and received a standard high school diploma or an equivalent credential. The following are acceptable for fulfilling this requirement:

- **Standard High School Diploma.**
 - General Educational Development (GED) passing test scores and/or the GED diploma, other equivalent, state-approved diploma examination scores.
 - Completion of an associate's or higher-level degree from an accredited postsecondary educational institution recognized by the U.S. Department of Education.
 - Confirmation that the applicant has successfully completed the California HiSET (high school equivalency test) received directly from the testing center.
 - Home School. Documentation of the completion of secondary school through homeschooling as defined by applicable state law and the student satisfies compulsory school attendance requirements in California or is exempt from such requirements.
 - Documentation of successful completion of a state-authorized examination from a state other than California that the jurisdiction recognizes as the equivalent of a high school diploma; or
 - For non-U.S. transcripts or diplomas, an evaluation prepared by a professional foreign academic credential evaluation and translation service to confirm that prior training is equivalent to the prerequisite for admission.
- **High School Completion Documentation.**
 - Applicants must provide documentation of high school completion or the equivalent prior to starting a program.
 - The Los Angeles Film School may request additional documentation to verify the successful

completion of high school (such as, but not limited to, student transcripts) and/or to assess the preparation provided by the issuing institution.

- In all cases, The Los Angeles Film School retains the sole discretion to determine whether or not the secondary training completed by the applicant is sufficient to satisfy the high school graduation admission requirement.
- Applicants who are unable to provide high school completion documentation due to the unavailability of academic records (such as a natural disaster or closure of the issuing institution) will be considered on a case-by-case basis. Factors for consideration may include, but are not limited to, confirmation from a reliable *authority that the institution cannot produce the records or that the records are not attainable*.

- **Validity of High School Completion Documentation.**

- Additional documentation is required if The Los Angeles Film School has reason to believe that the high school diploma provided by the applicant is not valid or was not obtained from an entity that provides secondary school education.
- The Los Angeles Film School will request additional documentation to verify the successful completion of high school (such as, but not limited to, student transcripts) and/or to assess the preparation provided by the issuing institution.
- The institution, from which the high school diploma was earned, must provide documentation that confirms the validity of the student's diploma.
- Confirmation or documentation from a relevant department or agency, in the state in which the secondary school is located, that the secondary school is recognized as a provider of secondary school education must be provided.
 - If applicable, confirmation of current accreditation from a recognized agency must be provided.
 - In all cases, The Los Angeles Film School retains the sole discretion to determine whether or not the secondary training completed by the applicant is sufficient to satisfy the high school graduation admission requirement.

- **Prior College Degree.** For any bachelor's degree completion program, applicants must also submit an official college transcript issued from the institution to LAFS, documenting completion of an associate degree from an institution accredited by an agency recognized by the U.S. Department of Education or the equivalent.

GOVERNMENT-ISSUED PHOTO IDENTIFICATION

Applicants must submit a government-issued photo ID. The following are examples of photo identification that are accepted by the school:

- Copy of a Valid State-Issued Driver's License
- Copy of a Valid State-Issued Identification Card
- Copy of a Valid Passport

Note: Copies of military identification cards are not accepted.

LEGAL HISTORY

The Los Angeles Film School is committed to providing an outstanding student experience within a safe learning environment. As part of that commitment, campus applicants with a history of felony conviction(s) must provide a written explanation of that history. Based on the response, a background check may be requested.

READINESS ASSESSMENT

Students applying to distance learning programs are required to complete a Readiness Assessment. The assessment asks a series of questions to determine whether the student is prepared for distance learning programs.

ADDITIONAL REQUIREMENTS FOR DISTANCE LEARNING PROGRAMS

Applicants for distance education/online degree programs must have a computer during the initial months of the program that allow access to our Learning Management System (**LMS**) and corresponding materials along with reliable high-speed Internet connection.

STATE AUTHORIZATION DISCLOSURE FOR ONLINE STUDENTS

LAFS is authorized to enroll students residing in some U.S. states and territories in its online degree programs. A list of the states where LAFS can accept students for enrollment in online degree programs is located at www.lafilm.edu/accreditation.

If a student enrolled in an online program is going to move from an approved state to a non-approved state, he or she must notify LAFS as far in advance as possible. LAFS cannot guarantee that a student's new home state will allow the student to complete his/her program at LAFS. If the new home state does not recognize or approve LAFS to offer instruction via distance education in their state, the student will be administratively withdrawn. Administratively withdrawn students are still responsible for the tuition and fees incurred for the program's portion completed before withdrawal.

ENGLISH LANGUAGE PROFICIENCY

This requirement can be satisfied if the applicant **(a)** has successfully completed coursework in high school in the United States; **(b)** submits a diploma from a secondary school in a system in which English is the official language of instruction; **(c)** has completed an American standardized test (**SAT, ACT, or GRE**) exam evidencing English comprehension; or **(d)** has completed one or more years of postsecondary education at an English-speaking institution and can demonstrate completed coursework in English courses. If the applicant does not meet one of the English language proficiencies listed above, the applicant must provide the minimum acceptable proof of English language proficiency through one of the following:

Associate and Full Bachelor's Degree Programs (with the exception of the Bachelor of Entertainment Business and the Bachelor of Entertainment Business Completer programs)

Presenting the Level 110 certificate of completion of ELS coursework or official documentation from an accredited ESL program that the applicant has completed an equivalent college-level English language program, or presenting an official minimum score on one of the following English proficiency exams:

- A score of 61 on the Test of English as a Foreign Language (**TOEFL**) internet-based (**iBT**)
- A score of 6.0 on the International English Language Testing System (**IELTS**)
- A raw score of 66 and an adjusted score of 81 on the Michigan Test of English Proficiency (**MTEP**)
- A score of 80 on the Michigan English Language Assessment Battery (**MELAB**)
- A score of 53 on the Pearson Test of English Academic (**PTE Academic**)
- TOEIC (Test of English for International Communication) — Must complete both exams below:
 - Listening/Reading: 700
 - Speaking/Writing: 7 or 270
- Accuplacer— Must complete all of the following with the minimum scores below:

- *Listening: 70*
- *Reading: 82*
- *Sentence Meaning: 82*
- *Language Use: 88*
- *Write Placer: 4*
- **Cambridge English: First (FCE)**
 - *FIRST Certificate with an overall score of C or higher (equivalent to CEFR B2)*
 - *Integrated Skills in English (ISE)*
 - *Must achieve ISE II (must pass both exams)*
- **EIKEN**
 - *Must achieve EIKEN Grade Pre-1*
- **Oxford Tutorial College Certificate (Oxford TCC)**
 - *Must achieve C1 (Independent User Level)*
- **Oxford ELLT test**
 - *Must achieve a minimum score of 7 to fulfill English proficiency requirement*
- **DUOLINGO English Test**
 - *Must achieve a minimum score of 110*

Bachelor of Entertainment Business and Bachelor of Entertainment Business Completer Degree Programs

Presenting the Level 112 certificate of completion of ELS coursework or official documentation from another accredited ESL program that the applicant has completed an equivalent advanced college-level English language program or presenting an official minimum score on one of the following English proficiency exams:

- *A score of 79 on the Test of English as a Foreign Language (TOEFL) internet-based (iBT)*
- *A score of 6.5 on the International English Language Testing System (IELTS)*
- *A score of 80 on the Michigan English Language Assessment Battery (MELAB)*
- *A score of 53 on the Pearson Test of English Academic (PTE Academic)*

- TOEIC (Test of English for International Communication) — *Must complete both exams below:*
 - Listening/Reading: 70
 - Speaking/Writing: 7 or 270
- Accuplacer — *Must complete all of the following with the minimum scores below:*
 - Listening: 70
 - Reading: 82
 - Sentence Meaning: 82
 - Language Use: 88
 - Write Placer: 4
- Cambridge English: First (**FCE**)
 - FIRST Certificate with an overall score of C or higher (equivalent to CEFR B2)
 - Integrated Skills in English (**ISE**)
 - Must achieve ISE II (must pass both exams)
- EIKEN
 - Must achieve EIKEN Grade Pre-1
- Oxford Tutorial College Certificate (**Oxford TCC**)
 - Must achieve C1 (Independent User Level)
- Oxford ELLT test
 - Must achieve a minimum score of 7 to fulfill English proficiency requirement.
- DUOLINGO English Test
 - Must achieve a minimum score of 110

INTERNATIONAL STUDENT ADMISSIONS

All international students must meet the same admissions standards as all other students (please refer to **Admissions Requirements** above). International students applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status (**Form I-20**) must meet the additional requirements listed below. LAFS requires nonimmigrant students present in the United States under a Visa Waiver, B-1, and B-2 status to change to F-1 or another qualifying status prior to enrolling in programs of

study (other than avocational or recreational courses).

Important International Student Disclosure – International students attending LAFS under F-1 visas are required to maintain a “full course of study” during each academic term of their programs of study. This is defined as a minimum of 12 credits per 16-week semester. No more than 1 online course or 3 online credits per semester may be counted toward meeting the “full course of study” requirement.

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

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP

International students requiring Form I-20 must submit the following items in addition to the standard documents required for admission:

- *Original or official copies of all educational transcripts and diplomas (secondary and postsecondary, if applicable).*
- *English language translation(s) of education transcripts and diplomas, if applicable.*
- *For non-U.S. transcripts or diplomas, an evaluation prepared by a professional foreign academic evaluation and translation service to confirm that prior training is equivalent to the prerequisite for admission.*
- *Proof of English language proficiency (see **English Language Proficiency Policy** above).*
- *Proof of financial responsibility to cover costs of tuition and fees and living expenses for at least one academic year (official bank statements, Sponsor's Statement of Support, if required). Please note that all fees must be paid in United States currency.*

Applicants for a campus-based degree program are required to obtain the proper visa in order to study full time. Nonimmigrant applicants residing in the United States at the time of application must submit a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I-94 arrival/departure record (both sides). 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 attended before transferring to the school. (Please remove the M and J because we are no longer have programs for those Visa classification)

International students requiring Form I-20 who meet all Admissions Requirements and are subsequently accepted for enrollment will be issued the Form I-20. It is the responsibility of each such international student to obtain an appropriate student visa from the U.S. Department of State for attendance at LAFS. It is the responsibility of each such international student to cover all requisite expenses associated with the acquisition of an appropriate student visa from the U.S. Department of State. The issuance of Form I-20 to an international student who has been accepted for enrollment is the extent to which LAFS will advocate for student visa status to the U.S. Department of State.

International students may contact LAFS's International Department for additional information. LAFS

maintains an International Department staffed with individuals to provide international students guidance on the acquisition of appropriate student visas per the guidelines set forth by the Student and Exchange Visitor Program (**SEVP**), U.S. Citizenship and Immigration Services (**USCIS**), and the U.S. Department of State. The Los Angeles Film School does not issue visas or provide visa services.

Non-Discrimination Policy

The Los Angeles Film School does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local, or federal law in our programs and activities. The Los Angeles Film School provides reasonable accommodation to qualified individuals with disabilities. The Los Angeles Film School will not retaliate against persons bringing forward allegations of harassment or discrimination.

Students with questions or concerns regarding LAFS's Non-Discrimination Policy are encouraged to complete the student concern questionnaire found at www.lafilm.edu/accreditation/student-complaints. Based on the nature of the inquiry, the appropriate staff/administrator will address the inquiry and coordinate the school's efforts in partnership with the compliance department.

Notice Concerning Transferability of Credits & Credentials Earned at Our Institution

The transferability of credits earned by a student at The Los Angeles Film School is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the degree a student earns in the program is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree that a student earns at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of their coursework at that institution. The Los Angeles Film School does not maintain transfer-out agreements with other colleges.

For this reason, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which the student may seek to transfer after attending The Los Angeles Film School to determine if their credits or degree will transfer.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Students who would like to request an evaluation of prior credit for potential transfer must submit a written request and provide official transcripts from the institution or entity awarding the credit within 30 days after their program start date.

Veterans receiving GI Bill® benefits while attending The Los Angeles Film School are required to submit

transcripts for any previous education or training for evaluation, granting of prior credit, and possible shortening of the length of the program.

The GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

NON-U.S. INSTITUTIONS

Students with degrees from non-U.S. colleges and universities must submit an evaluation and English language translation (if applicable) prepared by a professional foreign academic credential evaluation and translation service to confirm USA equivalency.

COURSE DESCRIPTIONS

Students may be required to provide copies of course descriptions from the academic catalog or course syllabus published by the institution awarding the credit.

ACCEPTABLE GRADES

Only courses with an earned grade of “C” (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

LEVEL OF TRANSFER CREDITS

Only undergraduate-level credits (100-level course or equivalent and above) taken at an accredited institution of higher education and of an equivalent credit amount will be considered for transfer. No remedial or developmental courses will be considered for transfer. Credit earned at other institutions must be of equivalent course level: e.g. lower-division (100 and 200) and upper-division (300 and 400) credits may only transfer into equivalent lower- and upper-division courses at the Los Angeles Film School.

TRANSFER CREDIT REQUEST & REVIEW PROCESS

Core Course Evaluation: (technical and occupationally related courses—non-general education) are reviewed by the Academic Program's Director. The acceptance of credit for transfer is primarily based on the competencies achieved by the student in previously completed coursework and whether the competencies reasonably align with the coursework and the program into which the credit is to be transferred. Students wishing to receive transfer credit must provide supporting documentation (syllabus, course description, etc.) for review and complete a Transfer Credit Evaluation Request Form.

General Education Evaluation: These are reviewed by the Director of General Education Programs. The acceptance of credit for transfer is primarily based on 1) the competencies achieved by the student in previously completed coursework and 2) whether the competencies reasonably align with the coursework and the programmatic outcomes into which the credit is to be transferred. Students wishing to receive transfer credit must provide supporting documentation (syllabus, course description, etc.) for review and complete a Transfer Credit Evaluation Request Form.

The Los Angeles Film School requires students to take the first designated course of their program.

The student requesting transfer credit completes the Transfer Credit Evaluation Request Form. The official transcript is uploaded to the school's student information system, Anthology Document Tracking.

For transfer of credit from prior Los Angeles Film School courses:

- In cases of a student re-entering a Los Angeles Film School Program, the Registrar Coordinator will manage and approve currently-active course transfers within the same program.
- In cases where courses have changed between the time a student left a program and is re-entering, the Registrar Coordinator will manage the process, but courses will be evaluated and be approved for transfer by the appropriate Program Director(s).
- In cases of a student re-entering into a Los Angeles Film School Program that is different from the program in which they were originally enrolled, the Re-Entry Specialist will manage and approve currently any active course transfers that are identical between the two programs (e.g. common general education courses) and will forward any courses that differ for evaluation and approval for transfer by the appropriate Program Director(s).

PRIOR EXPERIENTIAL LEARNING

The school does not grant credit for prior experiential learning.

PROFICIENCY CREDIT FROM EXTERNAL SOURCES

Official documents related to CLEP or AP scores or similar means to demonstrate proficiency for credit must be received by the school prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

Advanced Placement. Some foundation courses can be obtained through College Board's AP Studio examinations. Students who take the College Board Advanced Placement (**AP**) or International Baccalaureate (**IB**) courses and score three (3) or higher on the AP exam or four (4) or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the start of the program of enrollment.

College-Level Examination Program (CLEP). Complete the College-Level Examination Program (**CLEP**) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to college courses prior to the start of the program of enrollment.

Military Experience Credits. Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on an American Council on Education (ACE) transcript. The school recognizes and uses the ACE Guide to the Evaluation of Educational Experience in the Armed Services to determine the value of learning acquired in military service. We award credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a Service member's program. In addition, we utilize the Joint Services Transcript in our processing of prior learning experiences for possible transfer credit.

TOTAL ALLOWABLE TRANSFER OF CREDIT

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at The Los Angeles Film School and may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution and/or proficiency testing.



TUITION & FEES

Tuition & Fees - Effective March 1, 2025

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. Students are charged tuition and fees on a per semester (16-week) basis. A breakdown of total charges for each program by semester may be found in the section below.

ONLINE PROGRAMS – CALIFORNIA RESIDENTS

Animation, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
TechKit	\$7,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,400.00
Textbooks ²	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00
Technology Fee ³	\$591.00	\$0.00	\$491.00	\$0.00	\$317.00	\$0.00	\$801.00	\$0.00	\$2,200.00
STRF ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total per Semester⁴	\$13,341.00	\$5,250.00	\$8,341.00	\$7,750.00	\$8,067.00	\$7,750.00	\$16,301.00	\$0.00	\$66,800.00

Digital Filmmaking, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$6,500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
STRF ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total per Semester⁴	\$12,250.00	\$5,250.00	\$16,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$73,500.00

Entertainment Business, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$2,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,700.00
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
STRF ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total per Semester⁴	\$8,450.00	\$5,250.00	\$8,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$61,200.00

Graphic Design, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$6,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,100.00

Graphic Design, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
STRF ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total per Semester⁴	\$11,850.00	\$5,250.00	\$8,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$64,600.00

Music Production, Associate of Science	Semester1	Semester2	Semester3	Semester4	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$10,250.00	\$28,500.00
TechKit	\$6,600.00	\$0.00	\$0.00	\$0.00	\$6,600.00
Technology Fee ³	\$330.00	\$0.00	\$330.00	\$0.00	\$660.00
STRF ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total per Semester⁴	\$12,180.00	\$5,250.00	\$8,080.00	\$10,250.00	\$35,760.00

¹Tuition per credit hour is an estimated rate. Actual tuition is charged on a per semester basis. Refunds, if applicable, are prorated if student withdraws prior to program completion (see Refund Policy in March 2025 Academic Catalog).

²Students may opt out and purchase publicly available textbooks through any book seller. The cost of e-book access issued through the school is non-refundable. Physical textbooks may be returned in their original packaging for a full refund. Used textbooks may be returned for a partial refund.

³Technology fee is charged on specified semesters and is non-refundable once the student starts a term(s) for that particular semester. The technology fee is refundable during the Cancellation Period.

⁴The current Student Tuition Recovery Fund (STRF) assessment rate is \$0.00 per \$1,000 and applies to California residents only. Please see the STRF Policy September 2025 Academic Catalog.

⁵Additional fees may include replacement badge (\$20); and returned check fee (\$25).

ONLINE PROGRAMS – NON-CALIFORNIA RESIDENTS

Animation, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
TechKit	\$7,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,400.00
Textbooks ²	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00
Technology Fee ³	\$591.00	\$0.00	\$491.00	\$0.00	\$317.00	\$0.00	\$491.00	\$310.00	\$2,200.00
Total per Semester⁴	\$13,341.00	\$5,250.00	\$8,341.00	\$7,750.00	\$8,067.00	\$7,750.00	\$15,991.00	\$310.00	\$66,800.00

Digital Filmmaking, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$6,500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
Total per Semester⁴	\$12,250.00	\$5,250.00	\$16,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$73,500.00

Entertainment Business, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$2,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,700.00
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
Total per Semester⁴	\$8,450.00	\$5,250.00	\$8,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$61,200.00

Graphic Design, Bachelor of Science	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$7,750.00	\$15,500.00	\$0.00	\$57,000.00
Techkit	\$6,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,100.00
Technology Fee ³	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$1,500.00
Total per Semester⁴	\$11,850.00	\$5,250.00	\$8,250.00	\$7,750.00	\$7,750.00	\$7,750.00	\$16,000.00	\$0.00	\$64,600.00

Music Production, Associate of Science	Semester 1	Semester 2	Semester 3	Semester 4	Total
Tuition ¹	\$5,250.00	\$5,250.00	\$7,750.00	\$10,250.00	\$28,500.00
TechKit	\$6,600.00	\$0.00	\$0.00	\$0.00	\$6,600.00
Technology Fee ³	\$330.00	\$0.00	\$330.00	\$0.00	\$660.00
Total per Semester⁴	\$12,180.00	\$5,250.00	\$8,080.00	\$10,250.00	\$35,760.00

¹Tuition per credit hour is an estimated rate. Actual tuition is charged on a per semester basis. Refunds, if applicable, are prorated if student withdraws prior to program completion (see Refund Policy in March 2025 Academic Catalog).

²Students may opt out and purchase publicly available textbooks through any book seller. The cost of e-book access issued through the school is non-refundable. Physical textbooks may be returned in their original packaging for a full refund. Used textbooks may be returned for a partial refund.

³Technology fee is charged on specified semesters and is non-refundable once the student starts a term(s) for that particular semester. The technology fee is refundable during the Cancellation Period.

⁴Additional fees may include replacement badge (\$20); and returned check fee (\$25).

ALL PROGRAMS (*DOMESTIC/INTERNATIONAL/ONLINE/ONLINE CALIFORNIA*)

PROJECTED INDIRECT COSTS PER TERM (*Month*)

Indirect Costs per Term (Month) are the same for all programs. Each term is approximately one month long, with four terms per semester. Below are estimated costs for basic monthly expenses, which LAFS does not charge. Your actual expenses will vary. The total cost of attendance can be calculated by multiplying the monthly amount by four and adding that amount to the total tuition and fee costs for the semester from the applicable program chart above.

LIVING EXPENSES (<i>Housing/Utilities/Telephone and Food</i>)	\$3,200.00/ Off Campus
	\$1,600.00/ With Parent
TRANSPORTATION/TRAVEL	\$550.00/ Off Campus
	\$550.00/ With Parent
PARKING	\$450.00/ Off Campus
	\$450.00/ With Parent
MISCELLANEOUS EXPENSES	\$825.00/ Off Campus
	\$825.00/ With Parent
TOTAL PER TERM (MONTH)	\$5,025.00/ Off Campus
	\$3,425.00/ With Parent

BOOKS & MATERIALS

The school provides an easy and convenient method for students to obtain the digital and non-digital textbooks required for their courses. Students will be charged for the cost of textbooks in addition to tuition unless the student chooses to opt out during the registration process. If students opt out, they are required to obtain the books independently by the course start date each month. Assignment deadlines will not be extended and students' grades may be affected if they opt out but do not secure the textbooks used in the course in a timely manner. Students may request a modification for a subsequent payment period regarding their choice to use the school's method to obtain books, but not retroactively, by contacting the Business Office.

If students opt out of the school's method, they will receive any Title IV credit balance, if one is created for

the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, a student is not due to receive one, she/he is still responsible for purchasing the required books for her or his courses. By the seventh (7th) day of each course start date within the payment period, the school will provide a method for students to obtain the books and supplies required for their courses.

- For courses using a digital textbook, a digital textbook provided by the school will be automatically redeemed with the school's contracted third-party vendor and charged to the student account.
- For courses using a non-digital textbook, students will be able to pick up the textbook from the Distribution Center, which is located on the 4th floor of Building 2 (6353 Sunset Blvd.). For students in Online programs that use non-digital textbooks, the book will be mailed to the student's address on record.

TECHKIT

The TechKit is a package of mandatory program items that are essential for a student's success. The primary component of the TechKit is a laptop computer and software that serves as a personal workstation throughout a student's education. Purchase of the TechKit is not included in the cost of tuition, but is a mandatory fee charged to all students. The entire bundle must be purchased as a whole from the school. The composition and cost of the Techkit is specific to each program of study. In some programs, other required equipment such as camera and lighting gear or musical equipment is part of the TechKit. The TechKit comes with program-specific hardware and software that allows students to work on their projects on and off campus and maintain their personal portfolio from any location.

OTHER ADMINISTRATIVE FEES

Student ID Card Replacement Fee	\$20.00
Returned Check Fee (per occurrence)	\$25.00

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 in advance 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.

DELINQUENT STUDENT ACCOUNTS

Monthly past due notices are sent to students who have outstanding balances beyond their payment due dates. When a balance is \$3,500 and over and is 60 days past due the student's account is determined to be delinquent.

Monthly notices are sent to students with delinquent accounts. On the 4th and final notice and balance is still unresolved, school will make the determination to withdraw the student from the program.

CANCELLATION, WITHDRAWAL & REFUND POLICIES

Student's Right To Cancel

Student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. In addition, students who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant will be refunded if requested within three days after signing an enrollment agreement and making an initial payment.

Students who wish to cancel their enrollment should fill out the cancellation form available in the Student Advising Department (1st floor, Building 2, 6353 Sunset Blvd.) or send written notice by email to advising@lafilm.edu (campus students) or onlineadvising@lafilm.edu (online students) or mail to: Student Records Department, The Los Angeles Film School, 6353 Sunset Blvd., Hollywood, CA 90028.

If a student has received federal financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds. LAFS will refund any monies paid by the student and will remove any charges from the student's account. All refunds will be made within 45 calendar days of the date of the cancellation.

Trial Period Of Enrollment

A Trial Period of 30 calendar days from the program enrollment date may be granted on a defined degree program basis. The Trial Period of attendance is a four-week period of time where a student attends an eligible program without incurring program charges or receiving Federal Student Aid funds. Once the student is admitted as a regular student after successfully completing the trial period, he/she is eligible to receive Federal Student Aid funds for the entire payment period.

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. Students who attend a Trial Period and who wish to receive Title IV, HEA program funds after successfully completing the trial period and becoming a regular student must meet the other student eligibility criteria as provided in the regulations at 34 CFR 668.32.

Refund Policy

The institutional/California state refund policy shall be a pro-rata refund of monies paid for institutional charges for students who have completed 60% or less of the enrollment period (semester) in which the student withdraws. The pro-rata percentage is based on the number of days the student was enrolled and in attendance within the enrollment period. There shall be no refund available to the student if the student withdraws after completing more than 60% of the enrollment period.

For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the aid programs in the order required under Federal Law. If any portion of those charges was paid from the proceeds of a non-federal loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining balance will be paid to the student within 45 days following the student's withdrawal.

Withdrawal From The School

Students who wish to withdraw from the school must notify the school orally or in writing. Students who choose to notify the school in writing may fill out a withdrawal form in person with the assistance of their Student Advisor (located on the 1st Floor of Building 2, 6353 Sunset Blvd.) or send written notice by email to advising@lafilm.edu (campus students) or onlineadvising@lafilm.edu (online students) *or mail to:* Student Records Department, The Los Angeles Film School, 6353 Sunset Blvd., Hollywood, CA 90028. Students who choose to notify the school orally can do so by clearly communicating their intent to withdraw to their Student Advisor by telephone, virtually, or in-person. Responsibility for providing a notice of withdrawal rests entirely with the student. Any money owed to the school is due on the effective date of the withdrawal. Refunds, if any, will be paid in accordance with the Refund Policies set forth in the catalog and enrollment agreement. The date of determination will be the date the student notifies the school of his or her intent to withdraw.

Students may be Administratively Withdrawn under any of the following circumstances:

- *Student is administratively dropped from all courses in a term due to non-attendance.*
- *Student fails to maintain Satisfactory Academic Progress.*
- *Student fails to return from an interruption of training (IOT).*
- *Student fails to reconcile their financial accounts in a timely manner.*
- *Student fails to comply with the school's policies, rules, and standards.*
- *Student violates the Student Code of Conduct.*

The date of determination will be the date that the school administratively withdraws the student. For students who are administratively withdrawn due to non-attendance, the Registrar will determine the last date of attendance using attendance records. If Student obtains a loan to pay for this degree program, Student will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If Student is eligible for a loan guaranteed by the federal or state government and Student subsequently defaults on that loan, both of the following may occur:

1. *The federal or state government or a loan guarantee agency may take action against Student, including applying any income tax refund to which Student is entitled to reduce the balance owed on the loan*
2. *Student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid. Student acknowledges that any loans Student takes out are Student's sole responsibility. Student also acknowledges that determination of whether a particular loan or set of loans is suitable for Student remains at Student's sole discretion. LAFS encourages Student to conduct his or her own due diligence about available lenders, interest rates, and repayment terms.*

Withdrawal & Refund Policies for Iowa Residents

The Los Angeles Film School uses a pro-rata refund policy for Iowa residents who are enrolled in online programs. Students who are rejected by the college or cancel enrollment within five (5) business days of the school's receipt of a signed enrollment agreement are entitled to a 100% refund of tuition and fees (0% tuition and fees charged).

Refunds will be paid within thirty (30) days of a student's official termination or withdrawal. If the school cancels or discontinues a course or educational program stated in the Enrollment Agreement, the school will refund all monies paid for that course or program. Iowa residents who are enrolled in online programs will receive a refund of tuition charges in an amount that is not less than ninety-five percent (95%) of the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

In accordance with Iowa refund policies, refunds will be calculated for the semester using the following formula:

Number of Remaining Calendar Days in the Semester ÷ Number of Calendar Days in the Semester	=	Percentage of Incomplete Semester
Percentage of Incomplete Semester X Total Semester Tuition Charges	=	Incomplete Tuition Balance
Incomplete Tuition Balance X 95%	=	Iowa Tuition Reduction

EXCEPTIONS: If an Iowa online student cancels his/her program at any time due to the student's physical incapacitation, the student's refund shall be calculated using the following formula:

Iowa Tuition Reduction	=	Total Semester Tuition Charges	x	Number of Remaining Calendar Days of the Semester ÷ Number of Calendar Days in the Semester
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Cancellation due to physical incapacitation will require medical documentation.

Withdrawal & Refund Policies for Maryland Residents

The Los Angeles Film School shall provide for refunds of tuition to Maryland students as provided below.

PROPORTION OF THE TOTAL COURSE, PROGRAM, OR TERM COMPLETED AS OF DATE OF WITHDRAWAL OR TERMINATION	TUITION REFUND
Less than 10%	90% Refund
10% up to but not including 20%	80% Refund
20% up to but not including 30%	60% Refund
30% up to but not including 40%	40% Refund
40% up to but not including 60%	20% Refund
More than 60%	No Refund

Withdrawal & Refund Policies for Wisconsin Residents

Students who wish to withdraw from their program are encouraged to notify the Student Advising Department. However, a written notice of withdrawal is not required. For students receiving funds under Title IV, the school shall comply with applicable federal guidelines for providing constructive notice of an intention to withdraw. Refunds, if any, will be paid in accordance with the Refund Policy in this Catalog.

Student shall be deemed to have withdrawn from the Institution when any of the following occurs:

- *Student notifies the Student Advising Department of his or her intent to withdraw or as of the effective date of Student's withdrawal, whichever is later;*
- *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;*
- *Student fails to return from an authorized leave of absence (ie: Interruption of Training (IOT));*
- *Student ceases to log on to the LMS and ceases to participate in online course activities in which case date of withdrawal will be deemed to be student's last LMS log-on date.*

The school uses a pro-rata refund policy for Wisconsin residents who are enrolled in online programs. Wisconsin online students have three (3) business days from the time of enrollment to cancel their enrollment for a full refund. After the three-business-day cancellation period, all tuition will be refunded to students that drop within the first five (5) days of the semester.

Refunds will be paid within 40 days of a student's official withdrawal. If the school cancels or discontinues a course or educational program stated in the Enrollment Agreement, the school will refund all monies paid for that course or program.

Refunds will be calculated for the semester using the following chart:

Semester By Week	% of Tuition Refunded	% of Semester Completed
Week 1	100%	6.25%
Week 2	80%	12.50%
Week 3	80%	18.75%
Week 4	70%	25.00%
Week 5	60%	31.25%
Week 6	60%	37.50%
Week 7	50%	43.75%
Week 8	50%	50.00%
Week 9	40%	56.25%
Week 10	0%	62.25%
Week 11	0%	68.75%
Week 12	0%	75.00%
Week 13	0%	81.25%
Week 14	0%	87.50%
Week 15	0%	93.75%
Week 16	0%	100.00%

Refund calculations in accordance with the above chart will be based upon the last full week prior to withdrawal. Monthly notices are sent to students with delinquent accounts. On the 4th and final notice, if the balance is still unresolved, the school will make the determination to withdraw the student from the program.

FINANCIAL SERVICES

The Los Angeles Film School has Financial Aid counselors to help students and their families develop a financial plan to enable program completion. These counselors help students complete applications for grants and loans applicable to the student's circumstances. Once a student's eligibility for financial assistance has been determined, the student and the counselor develop a plan for meeting educational

expenses. Students may apply for scholarships, grants, and loans to assist with college expenses. Scholarships and grants are sums of money given to an eligible student to be applied toward the student's educational costs. Students do not repay scholarships or grants but must meet specific requirements to receive them. Various loans may also be available to assist students with educational costs.

IF A STUDENT OBTAINS A LOAN TO PAY FOR AN EDUCATIONAL PROGRAM, THE STUDENT WILL HAVE THE RESPONSIBILITY TO REPAY THE FULL AMOUNT OF THE LOAN PLUS INTEREST, LESS THE AMOUNT OF ANY REFUND.

All students who receive federal or state-sponsored financial assistance must maintain satisfactory academic progress as defined in the Academic Policies and Procedures section. Students not actively attending due to an interruption of training (*IOT*) or withdrawal may not receive award disbursements. The school is eligible for financial aid and participates in many programs to assist students with their education.

FEDERAL FINANCIAL AID

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 studentaid.gov. After the *FAFSA* is submitted, the U.S. Department of Education notifies applicants of their results, and our Financial Aid counselors 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 .

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

GRANTS & 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 2025–26 award year range up to \$7,395. 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.

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 the type of program and eligibility. Please contact a Financial Aid representative for more information.

FEDERAL LOANS

Direct Loans

A Direct 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 Direct PLUS Loans

A Parent Direct 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.

Veterans Education Benefits

The school is authorized to train students receiving Veterans Education Benefits as approved by the Department of Veterans Affairs. Awards are determined by application with the Department of Veterans Affairs, and funding is disbursed directly to the institution for the Post9/11 GI Bill® and the Yellow Ribbon Program (most 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.

RETURN OF FEDERAL TITLE IV AID

If a federal aid (*Title IV*) recipient either officially or unofficially withdraws, The Los Angeles Film School (LAFS) must perform a Return to Title IV (*R2T4*) calculation to determine the percentage of federal aid that the student has earned for the semester based upon the portion of the semester completed as of the withdrawal date. For official and unofficial withdrawals, the LAFS Registrar will determine the withdrawal date that is equal to the student's last date of attendance (*LDA*) using LAFS's attendance records. The withdrawal date is used to determine the percentage of the semester that the student completed prior to withdrawal. This percentage is the basis of the *R2T4* calculation to determine the amount of federal aid the student earned for the semester and what must be returned or disbursed. This calculation must be performed by LAFS within 30 days of the date the institution determines that a federal aid recipient student has withdrawn.

R2T4 FORMULA

LAFS will determine the percentage of the semester completed by calculating the total number of days the student completed in the semester by counting the number of days between the first day of the semester through the withdrawal date and dividing that by the number of days in the semester, which is the number of days between the first and last day of the semester. Both of these counts shall exclude any scheduled breaks of five days or more and days on an approved leave of absence during the semester. The resulting percentage is applied to the amount of eligible federal aid disbursed and pending for the semester. This is the amount of federal aid earned for the semester.

For example, if the student completed 20 days of a 100-day semester, the student would earn 20% of the federal aid for that period and the unearned 80% would need to be returned to the appropriate federal programs. If a student withdraws on or before completing sixty percent (60%) of the semester, LAFS will return the unearned portion of the federal aid funds awarded to the appropriate federal aid program within 45 days of the date LAFS determined the student withdrew. If the portion of the semester completed is greater than 60 percent, the student has earned 100% of the eligible federal aid for the semester.

INSTITUTIONAL CHARGES

LAFS is also required to apply this earning percentage to the amount of institutional charges for the semester and if the unearned institutional charges are less than the unearned federal aid, the institution is only required to return the unearned portion of the institutional charges. This can happen in situations where the student received excess federal aid for living expenses or other non-institutional costs. The calculation of unearned institutional charges is different than the institution's tuition refund policy, which will also be calculated to determine the student's tuition obligation. After the application of both refund policies, the student may owe a tuition balance for charges that were originally paid by federal aid.

OVERPAYMENTS

If LAFS pays a refund based on unearned institutional charges, this is less than the unearned portion of the federal aid and the student may owe the difference as an overpayment to the U.S. Department of Education. LAFS will notify the student within 30 days regarding how much is owed in an overpayment, how it is to be returned, and in what timeframe. If an overpayment is not repaid, the student will lose access to further federal aid until the overpayment is resolved.

POST-WITHDRAWAL DISBURSEMENTS

In some cases, eligible federal aid is delayed and not disbursed to the student's account as of the withdrawal date. This can occur for a variety of reasons, but these funds are usually included in the R2T4 calculation as "could have been disbursed" funds. If it is determined that any of these pending funds are earned and eligible for disbursement after withdrawal, they will be offered in writing, no later than 30 days after the date LAFS determined the student withdrew, to the student/parent as a post-withdrawal disbursement. The student or parent must authorize the post-withdrawal disbursement of Direct Loan funds before the funds can be posted to the student's account. The student/parent must accept these funds within 14 days of notification. If LAFS receives confirmation from the student/parent, that they wish to receive the post-withdrawal disbursement of loan funds, LAFS must make the post-withdrawal disbursement as soon as possible but no later than 180 days after the date LAFS determined the student withdrew. LAFS will apply all post-withdrawal disbursements to outstanding charges on the student account first before any resulting credit balance is handled.

LAFS is permitted to credit a student's account with the post-withdrawal disbursement of Title IV grant funds to cover current outstanding allowable charges without the student's permission for tuition and fees. These disbursements must be credited to the student's account within 180 days of the date LAFS determined the student withdrew. Likewise, any post-withdrawal disbursement of Title IV grant funds not credited towards the student's account to cover allowable charges must be disbursed to the student within 45 days of the date LAFS determined the student withdrew.

SPECIAL RULE FOR SEMESTERS WITH MODULES

There are special withdrawal rules for a semester that has modules (courses that do not span the entire length of the semester). A student is not considered withdrawn for federal aid purposes if at the point of ceasing participation in the semester, the student:

- *successfully completes 49% of the days in the semester,*

- *earned half-time credits (6 semester credits) during the semester, or*
- *completes all of the program requirements and is considered a graduate*

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module.

If the student meets any of these conditions, the student is not considered to be withdrawn for federal aid purposes, and all aid received for the semester is retained. If grades for the semester are not received within 30 days from the date LAFS determines the student ceased participation, the student will be processed an R2T4 calculation. If a passing grade is received at a subsequent point, LAFS will reevaluate the student's withdrawn status and may reverse the R2T4 calculation and refund payments.

Credit Balance Payments

If the student has a Title IV credit balance upon withdrawal, it will not be paid to the student until after the return to Title IV fund calculation is performed to determine if the funds are earned. If the student's account has a credit balance after the completion of the R2T4 calculation, the resulting credit balance will be refunded to the student as soon as possible and no later than 14 days after the completion of the R2T4 calculation.

REPAYMENT OF TITLE IV FUNDS

If a student withdraws and the R2T4 calculation shows that the student has been disbursed more federal aid than has been earned through the withdrawal date, LAFS is required to return the unearned federal aid funds to the federal programs from which the student received funds within 45 days of the date LAFS determined the student withdrew in the following order:

- *Direct Unsubsidized Loan*
- *Direct Subsidized Loan*
- *Direct PLUS Loan*
- *Federal Pell Grants*
- *Iraq and Afghanistan Service Grants*
- *FSEOG*
- *TEACH Grants*

OFFICIAL WITHDRAWAL

Students who wish to withdraw from the school must notify the school orally or in writing. Students who choose to notify the school in writing may fill out a withdrawal form in person with the assistance of their

Student Advisor (located on the 1st Floor of Building 2, 6353 Sunset Blvd.) or send written notice by email to advising@lafilm.edu (campus students) or onlineadvising@lafilm.edu (online students) *or mail to:* Student Records Department, The Los Angeles Film School, 6353 Sunset Blvd., Hollywood, CA 90028. Students who choose to notify the school orally can do so by clearly communicating their intent to withdraw to their Student Advisor by telephone, virtually, or in-person. Responsibility for providing a notice of withdrawal rests entirely with the student. Any money owed to the school is due on the effective date of the withdrawal. Refunds, if any, will be paid in accordance with the Refund Policies set forth in the catalog and enrollment agreement. The date of determination will be the date the student notifies the school of his or her intent to withdraw.

UNOFFICIAL AND ADMINISTRATIVE WITHDRAWAL

The school may withdraw students for any of the following reasons.

- *Student is administratively dropped from all courses in a term due to non-attendance.*
- *Student fails to maintain Satisfactory Academic Progress.*
- *Student fails to return from an interruption of training (IOT).*
- *Student fails to reconcile their financial accounts in a timely manner.*
- *Student fails to comply with the school's policies, rules, and standards.*
- *Student violates the Student Code of Conduct.*

The date of determination of withdrawal will be the date that the school withdraws the student. The withdrawal date will be the date the Registrar determines as the last date of attendance using attendance records.

Institutional Refund Calculation

LAFS will calculate the amount of tuition and fees a student is obligated to pay when withdrawing from a semester. The institutional/California state refund policy shall be a pro-rata refund of monies paid for institutional charges for students who have completed 60% or less of the semester in which the student withdraws. The pro-rata percentage is based on the number of days the student was enrolled and in attendance within the semester. There shall be no refund available to the student if the student withdraws after completing more than 60% of the semester.

For example, if the student completed 20 days out of a 100-day semester, the student would be charged 20% of the tuition for the semester. The student may also be charged the full cost for one-time fees, unreturned books, and equipment received before withdrawal.

Any payments remaining on the account after any federal aid refunds due to the R2T4 calculation will be subtracted from this adjusted balance and if a credit balance is created, it will be paid to the student or the designated Direct Loan within 45 days following the student's withdrawal. If the student has a Title IV credit balance after the adjustment of tuition charges for this policy, this credit balance will be paid to the student

within 14 days after it is created on the student's account. The student may direct LAFS to return any refund due to the student to his/her outstanding Direct Loan. The student must fill out an authorization form advising the school where they would like their refund to be sent. If no authorization form is received, any remaining balance will be refunded to the student. In no case will the amount refunded to the assistance program exceed the amount disbursed.

If the student owes a balance after the application of the refund policy, the student will be billed for the amount due to LAFS and payment is due upon receipt.

CREDIT BALANCES

The 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's 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 Direct 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 Direct loans will result in one of the following scenarios:

- *If the projected stipend is less than the net award of Direct loan(s), there will be a delay of the entire stipend check until federal loans have been disbursed and generated a credit balance on the student account*
- *If the projected stipend is more than the net award of Direct 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 Direct loan delay. The second check will be based on the additional credit balance that occurs as a result of the Direct 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 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 GI Bill® benefits and planning to use federal aid towards a credit balance on the student account, please note 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 MHA stipend from the Veterans 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. Please see the Satisfactory Academic Progress Policy in the Academic Policies and Procedures section for further details. All fees for tuition, and laptop/software package are deducted from the first stipend check. There is no option to defer these deductions from any future disbursements. Laptop costs are non-refundable.

GENERAL DISCLOSURE

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).

FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS

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

MILITARY & VETERAN STUDENTS

The Los Angeles Film School's Military Benefits Department supports veterans and active-duty service members who want to pursue their education in the field of entertainment and media arts. We offer:

- *Military advisors who understand the culture and lingo*
- *Yellow Ribbon tuition contributions with no maximum cap*
- *Help navigating the application process for GI Bill® benefits*
- *Credit for applicable military training and education*

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 lafilm.edu/military or by contacting the team at 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 benefits advisor 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.

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 GI 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 GI Bill®. Eligibility is decided by the VA. Benefits are paid directly to the student.

CHAPTER 31, VETERAN READINESS AND EMPLOYMENT (VR&E)

This program was formerly known as 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 33, THE POST-9/11 GI 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 MHA and book stipends paid directly to the student. All payments are proportionate to Chapter 33 eligibility.

rating, with MHA 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 GI 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% permanently disabled.

CHAPTER 1606, THE MONTGOMERY GI BILL® – SELECTED RESERVE

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

BENEFIT RECIPIENT RESPONSIBILITIES

Veterans receiving VA funding for any portion of their program are responsible to directly notify the campus certifying official or military benefits advisor 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*
- *Benefit eligibility changes, Active Duty separation*
- *Course Withdrawal, Interruption of Training (IOT)*
- *Change of program*
- *Exiting the program*

Students are expected to contact the military benefits advisor by visiting in person, speaking with them over the telephone, or emailing: military@lafilm.edu. Failure to communicate program changes may cause overpayment or underpayment of tuition and/or fees, which may result in a balance due to the school and a debt with the VA for ineligible MHA (**Monthly Housing Allowance**).

VA REFUND POLICY

The school complies with the Department of Veteran Affairs standards. Refer to the institutional refund policy (outlined in the **Cancellation, Withdrawal & Refund Policies section**). Tuition and fee payments found to be ineligible or an overpayment by the VA due to student academic/program changes, withdrawal/IOT, or benefit eligibility changes will be considered a school debt with the VA. The school would be required to return any funds considered as a debt by the VA. If the return of such funds creates a balance on the student's account, the student will be responsible for covering the balance. Students may also have a debt with the VA for MHA payments received that the VA determines to be ineligible and or an overpayment.

VA STUDENT ACADEMIC UNSATISFACTORY PROGRESS DEBT ACCRUAL

In situations in which a class is not satisfactorily completed due to attendance, the VA reserves the right to debt the student for MHA and debt the school for tuition and fee payments received. If the school is required to return funds received for tuition and fees and it creates a balance on the student's account, the student will be responsible for covering the balance. Students may retake a course one time without paying additional tuition or retake fees. Although students will not be charged additional tuition for the first retake of a course, the retake will be counted as days attended for purposes of calculating the percentage of tuition owed if students withdraw prior to graduation. Students who fail the first retake of a course will be charged the full tuition rate for each attempt thereafter. Such retake fees will not be covered by VA educational benefits and the student will be responsible for the cost

CHANGE OF STATUS

Students who neglect to inform the military benefits advisor of a change of status in program and or benefit eligibility may experience delays in receiving their MHA or a balance with the school. In order to assist students in this situation, we highly suggest students immediately notify the military benefits department of any academic/program changes and share any paper correspondence from the VA that may detail benefit changes with the campus certifying official/military benefits advisor.

VA SATISFACTORY ACADEMIC PROGRESS

The school complies with the Department of Veteran Affairs standards. Refer to the institution's Satisfactory Academic Progress policy (outlined in the **Academic Policies and Procedures section**).

BREAK PAY

The VA does not pay MHA during school breaks such as days outside of scheduled term start and end dates.

MILITARY LEAVE POLICY

The school may grant more than one interruption of training (IOT) in the event that unforeseen

circumstances arise, such as military service requirements, provided that any combined leaves of absence do not exceed 90 days within a 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 Benefits Departments.

The period of the leave may not begin until the student has acknowledged the following:

- *An IOT may not exceed 90 days within any 12-month period and the school has approved a written and signed request.*
- *A military-service-related interruption of training (IOT) request that extends beyond 90 days must be accompanied with orders.*
- *All school equipment loaned out to the student taking leave will need to be returned to the Equipment Room (ER) before the IOT is granted.*
- *Re-entry into the program of study requires that students check back into school through the Student Services Department to coordinate scheduling and be directed to the appropriate departments to include the Military Benefits Department to reinstate program funding.*

Upon submitting travel vouchers within the 90-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 IOT beyond 90 days but not to exceed 180 days within a 12-month period. Failure to return to school within the 90-day time frame that is 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 reinstatement 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.

PENDING VA PAYMENT COMPLIANCE

In accordance with Title 38 U.S. Code § 3679 subsection (e), while payment is pending from the U.S. Department of Veterans Affairs (VA) for Post-9/11 GI Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, the school will not:

- *Prevent the student's enrollment*
- *Assess a late penalty fee to the student*
- *Require the student to secure alternative or additional funding*
- *Deny the student access to any resources (access to classes, libraries, or other institutional facilities)*

available to other students who have satisfied their tuition and fee bills to the institution

To qualify for this provision, students will be required to:

- *Produce the VA Certificate of Eligibility (COE) by the first day of class*
- *Provide a written request to be certified*
- *Provide additional information needed to properly certify the enrollment as described in other institutional policies*



ACADEMIC CALENDAR

TERM	TERM START	TERM END
SEPTEMBER 2025	9/2/2025	9/28/2025
OCTOBER 2025	9/29/2025	10/26/2025
NOVEMBER 2025	10/27/2025	11/23/2025
DECEMBER 2025	11/24/2025	12/21/2025
JANUARY 2026	1/5/2026	2/1/2026
FEBRUARY 2026	2/2/2026	3/1/2026
MARCH 2026	3/2/2026	3/29/2026
APRIL 2026	4/6/2026	5/3/2026
MAY 2026	5/4/2026	5/31/2026
JUNE 2026	6/1/2026	6/28/2026
JULY 2026	6/29/2026	7/26/2026
AUGUST 2026	8/3/2026	8/30/2026

TERM	TERM START	TERM END
SEPTEMBER 2026	8/31/2026	9/27/2026

NOTE: Dates are subject to change.

HOLIDAYS & BREAKS

TERM	DAY(S) SCHOOL CLOSED
LABOR DAY	9/1/2025
FALL BREAK	11/27/2025 – 11/28/2025
WINTER BREAK	12/22/2025 – 01/4/2026
MARTIN LUTHER KING JR. DAY	1/19/2026
SPRING BREAK	3/30/2026 – 4/5/2026
MEMORIAL DAY	5/25/2026
INDEPENDENCE DAY (OBSERVED)	7/3/2026
SUMMER BREAK	7/27/2026 – 08/2/2026

NOTE: Dates are subject to change.



STUDENT SERVICES

ACADEMIC ADVISORS

Student Advisors serve as a primary point of contact for students. They can assist with scheduling issues, interruption of training requests, community referrals, and tutoring resources. All online students are assigned an advisor at the start of their program, and all campus students are assigned an academic coach in their second month of enrollment.

Campus Students

Academic Coaches are located on the first floor of Building 2 (6353 Sunset Blvd.) and are available to assist students during normal business hours (Monday through Friday, 8:00am to 5:00pm) in person or via email (advising@lafilm.edu) or phone (323.769.7714).

Online Students

Online Student Advisors are available to assist students via email (onlineadvising@lafilm.edu) or phone ((323.769.2798))

STUDENT SUPPORT SERVICES

The Student Support Services Manager offers personalized support to both online and campus students. Through community resources, workshops, and webinars, the Student Support Services Manager fosters an academically nurturing and safe environment for all students. For more information, the Student Support Services Manager can be reached via phone at 323-769-7722 or by email at studentwellness@lafilm.edu.

CAREER DEVELOPMENT SERVICES

Career Development's mission is to provide assistance and resources that will support students and graduates as they navigate the challenging path to creating and sustaining a successful career. The keys to unlocking and managing a career in the entertainment industry are research, networking, preparation, professionalism, and staying current with industry practices and trends. The Career Development Department works with students and graduates to equip them with interpersonal and professional skills, support their vocational goals, and help to bridge the gap between academia and the workplace. Even though LAFS makes a reasonable effort to assist each graduate in seeking employment, this in no way constitutes a promise or guarantee of employment. Access to Career Development services for students and graduates may be suspended in the event that a student or graduate's financial commitments are not met or if the student or graduate displays unprofessional behavior. Alumni benefits, including membership in the Alumni Association and lifetime access to an @lafilm.edu email address, are reserved for graduates in good standing.

Career Development services include the following:

- 24/7 online portal, CareerConnect (careers.lafilm.edu)
- Career advisement
- Resume and interview prep
- Internship and job search
- Employer presentations and on-campus interviews
- Alumni Association

Career Development Advisors are located on the 6th floor of Building 2 (6353 Sunset Blvd.) and are available by appointment in person, by phone, or via Zoom to assist students during weekday hours (Monday through Friday, 9:30am to 5:30pm PT). For more information, Career Development is reachable via phone at 323.769.2716.

LIBRARY RESOURCES & SERVICES

The Los Angeles Film School Library plays a vital role in supporting the educational and professional development of its students, staff, and alumni by providing current and relevant books, media, and digital resources. The Library supports its patrons in locating and retrieving information from a wide range of sources and facilitating the learning resource system for the LAFS and LARS community.

The library is located on the first floor of Building 2 (6353 Sunset Blvd.), where most materials can be checked out by current students and staff with a valid school ID. The library offers a wide range of materials, including books, films, screenplays, audio, and digital resources through the Library's catalog. Patrons can also search through a variety of online databases, such as EBSCO, ProQuest, Kanopy, LinkedIn Learning, Luminate Film & TV, and more. These databases provide comprehensive tools for research and academic endeavors, offering access to a wealth of academic journal articles, electronic books, streaming videos, industry data, and instructional content.

In addition to its collection, the library provides services including circulation for borrowing materials, study spaces, computers, printing and scanning, and essential equipment. The library also hosts webinars, workshops, and events designed to enhance research skills and foster a dynamic learning environment. Assistance is available through guides and one-on-one appointments to assist with accessing and searching for resources. For additional information, please visit the library's website at library.lafilm.edu.

ONLINE TECH SUPPORT

The school has an online support helpdesk that is available 7 days a week from 6:00AM to 12:00 midnight PT to assist students if they experience technical difficulties accessing their online courses or course materials. Students may contact the online technical support desk by email at onlinesupport@lafilm.edu or by phone at 844.FIX.FILM (844.349.3456).

STUDENT ACCESSIBILITY SERVICES (SAS)

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 ADA 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. *be current when applicable (the age of the acceptable documentation is dependent upon the disabling condition), 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, accommodation, or documentation will not be released without written consent.

Provide ample time when requesting reasonable accommodation. Requests must be evaluated, and arrangements made prior to the anticipated need for service/support. The school cannot guarantee that appropriate accommodation or services can be put in place without sufficient lead time to make arrangements. Whenever possible, please provide at least 60 days' advance notice. The ADA Coordinator makes determinations of reasonable accommodation for students with disabilities. For more information, email accessibilityservices@lafilm.edu.

POLICY REGARDING SERVICE ANIMALS FOR PEOPLE WITH DISABILITIES

Los Angeles Film School, LLC is committed to making reasonable modifications in policies, practices, and procedures to permit the use of service animals by persons with disabilities. Service animals play an important role in ensuring the independence of people with disabilities, and it is therefore our policy to welcome into our facility any animal that is individually trained to assist a person with a disability.

What Is a Service Animal?

Service animals include any dog that is individually trained to do work or perform tasks for individuals with disabilities, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals do not always have a harness, a sign, or a symbol indicating that they are service animals. A service animal is not a pet. Service animals assist people with disabilities in many different ways, such as:

- *Guiding people who are blind or have low vision and retrieving dropped objects for them;*
- *Alerting people who are deaf or hard of hearing to sounds and the presence of others;*
- *Carrying and picking up items, opening doors, or flipping switches for people with disabilities who have limited use of hands or arms, limited use of their legs, or limited ability to bend or stoop;*
- *Pulling wheelchairs;*
- *Alerting people with disabilities to the onset of medical conditions such as seizures, protecting them and cushioning them if they fall, reviving them, and performing other tasks that reduce the risk of disability-related injury;*
- *Doing work or performing tasks for persons with traumatic brain injury, intellectual disabilities, or psychiatric disabilities, such as reminding a person with depression to take medication or waking them up,*

alerting a person with anxiety to the onset of panic attacks, orienting people with schizophrenia to reality, and helping people with intellectual or cognitive disabilities to locate misplaced items, find places, or follow daily routines; and

- *Providing physical support and assisting people with physical disabilities with stability and balance.*

Requirements with Regard to Service Animals:

Most of the time, people with disabilities who use service animals may be easily identified without any need for questioning. If we can tell by looking, it is our policy not to make an individual feel unwelcome by asking questions. If we are unsure whether an animal meets the definition of a service animal, it is our policy to ask the individual only two questions:

- *Is the dog a service animal required because of a disability?*
- *What work or task has the dog been trained to perform?*

If the individual says yes to the first question and explains the work or tasks that the animal is trained to perform, we will welcome the person and service animal into The Los Angeles Film School without asking any additional questions about his or her service animal. We will not ask an individual questions about his or her disability.

We will not ask an individual to show a license, certification, or special ID card as proof of the animal's training. We must permit service animals to accompany individuals with disabilities to all areas of our facility normally used by students, guests, or other members of the public and will treat individuals with service animals with the same courtesy and respect that The Los Angeles Film School affords to all of our students and guests.

Since a service animal is not a pet, individuals with disabilities may not be asked to pay any extra deposits, fees, or other charges because they are accompanied by service animals. Deposits, fees, or other charges that are normally required for pets do not apply to service animals.

Please handle any inquiries or complaints about this policy in accordance with our usual procedures by contacting the Compliance Office. Phone: 323.769.2280. Email: compliance@lafilm.edu



ACADEMIC POLICIES & PROCEDURES

ACADEMIC FREEDOM

The Los Angeles Film School values the rights of expression pertaining to the teaching and research of its faculty. The school guarantees academic freedom in the classroom within the parameters of its mission and academic policies and procedures as approved by its applicable licensing and accrediting agencies. The faculty will be afforded freedom in the classroom to express professional points of view and conclusions supported by relevant evidence.

ACCESS TO ONLINE COURSE MATERIALS

The Institution shall give access to the online learning platform, the first lesson, and any necessary materials to any student within seven days after the institution accepts the student for admission.

The institution shall transmit all of the lessons and other materials to the student if the student:

- A. *has fully paid for the educational program, and*
- B. *after having received the first lesson and initial materials, requests in writing that all of the material be sent.*
- C. *If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.*

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 in the course of joining or participating in a student club or organization that causes embarrassment, harassment, or ridicule or that risks emotional and/or physical harm regardless of the individual's willingness to participate. The 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 pursuant to the Student Code of Conduct.

ATTENDANCE POLICIES

CAMPUS PROGRAMS AND COURSES

Regular class attendance and lab participation are two of the most significant factors for academic success. Students are expected to attend classes and lab sessions unless prevented by illness or emergency. Most courses have a minimum number or percentage of class hours that students must attend in order to earn a passing grade. This information is provided to the students in the syllabus received on the first day of those classes.

Students who do not attend any scheduled classes for fourteen (14) consecutive calendar days will be

administratively withdrawn from the school.

ONLINE PROGRAMS & COURSES

Students must actively participate within their online community to receive an authentic learning experience. Student attendance in online courses is defined as active participation in an instructional activity related to the student's course of study. Online courses have weekly activities for student participation. For attendance purposes, simply logging into an online class does not count toward attendance.

Students who fail to participate in an academically related activity for fourteen (14) consecutive calendar days will be withdrawn from their course(s). If students are withdrawn from all courses in the same term, they will be administratively withdrawn from the school.

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 than 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 substance; 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 for all reporting schools on the web at ope.ed.gov/campussafety. Los Angeles Film School's current Campus Safety & Security Handbook may be reviewed at www.lafilm.edu/campus-safety. Hard copies of this report may be obtained from the Student Records Department.

CHILDREN ON CAMPUS

The primary mission of The Los Angeles Film School is to educate students. To that end, LAFS has the responsibility to provide a place of instruction that is free from distractions and conducive to learning. LAFS and its facilities (classrooms, offices, public and common areas) cannot be viewed at any time as a substitute

for childcare arrangements.

Children are not allowed in school facilities except for brief visits when the child is accompanied by an adult. The term “Child/ Children” refers to an individual(s) who has not yet reached eighteen (18) years of age. Students may not allow children to be left unattended anywhere on campus even for a short period of time. Children are not allowed in classrooms, labs, studios, or production stages. Students are not allowed to bring children with them to class or to class activities regardless of where the class is held.

Although childcare is not available on campus, the city of Los Angeles provides resources to assist in finding verified care at www.laparks.org/childcare for preschool age children. The Childcare Alliance Los Angeles (www.ccala.net) also provides information and resources for those in need of childcare services.

CLASS SCHEDULE

Campus-based classes are taught seven (7) days a week between the hours of 7:00am until midnight PT. Students should expect to be in classes at least 20–25 hours a week on a schedule that changes every four (4) weeks. Students will be notified of the class schedule (meeting time and location) via their student email account and posted in their student portal at least seven (7) days prior to the start of each term.

Students enrolled in online courses may access their courses, course materials and assignments at any hour and day they choose, provided they meet all assignment deadlines. LAFS reserves the right to adjust the order of courses and program content, staff, or materials on a course-by-course basis as needed.

CLASS SIZE

For courses on campus, the average student-to-instructor ratio in lab settings will vary from 8 to 24 students per instructor depending on the type of equipment and nature of the exercises. The average student-to-instructor ratio in lectures will vary from 24 to 45 students per instructor. For online courses, the average student-to-instructor ratio in an online section is 25 students per instructor.

CLOCK HOUR TO CREDIT HOUR CONVERSION

The Los Angeles Film School utilizes the following definition of a credit hour to determine how credits are awarded in its courses and programs and to ensure that the assignment of credit hours conforms to commonly accepted practices in higher education. One “clock hour” is defined as a period of no less than 50 minutes during which a student participates in a learning activity. The conversion of clock hours to credit hours is calculated on a semester credit hour basis. One semester credit hour is equal to 45 units of academic activities, which can include a combination of didactic, supervised laboratory, and out-of-class

independent or group work. The combination of each type of learning varies according to the nature of the course.

- *One clock hour of didactic learning is valued at 2.0 units.*
- *One clock hour of supervised laboratory learning is valued at 1.5 units.*
- *One clock hour of out-of-class independent or group work is valued at 0.5 units.*

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 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. 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.

COURSE DELIVERY MODE

The school offers hybrid course delivery for its campus-based education programs and fully online delivery for its distance education programs. Online and hybrid courses are delivered over the school's proprietary Learning Management System (LMS), which is a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. 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 students can expect to have their work evaluated and returned within three (3) business days.

COURSE MATERIALS

The school uses a wide variety of materials to support classroom-based and hands-on learning experiences. A combination of traditional textbooks, custom course manuals created by the faculty, professional training materials, and online learning resources provide access to a wide range of information.

Additional resources are available in the Library.

COURSE RETAKE POLICY

Students may retake a course one time without paying additional tuition or retake fees. Although students will not be charged additional tuition for the first retake of a course, the retake will be counted as days attended for purposes of calculating the percentage of tuition owed if students withdraw prior to graduation. Students who fail the first retake of a course will be charged the full tuition rate for each attempt thereafter. Failed courses are automatically rescheduled for a future term. To retake a completed course passed with a final grade below a C, students must obtain school approval. Courses completed with a grade of C or higher are not eligible for retake.

CREDITS ATTEMPTED & COMPLETED

Credits attempted are defined as all classes for which a student receives a passing grade or an "**F**," "**I**," "**WP**," "**WF**," or "**P**." Credits completed are defined as all classes for which a student receives a passing grade of "**P**" or a passing grade of "**D**" or better.

DRUG-FREE SCHOOLS & 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.

EMERGENCY PREPAREDNESS

The Los Angeles Film School's Emergency Preparedness and Response Plan outlines policies and procedures for managing major emergencies that may threaten the health and safety of the campus community or significantly disrupt its programs and activities. The plan provides a structure for coordinating preparedness, response, and recovery efforts of LAFS personnel and resources.

The Los Angeles Film School's Emergency Preparedness and Response Plan is located at www.lafilm.edu/campus-safety

EVALUATIONS

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

FACULTY QUALIFICATIONS

Instructors teaching core courses must have a minimum of four years of related practical work experience in the subject area(s) taught and possess a related degree at the same level or higher of the course the faculty member is teaching. Instructors teaching general education courses must have a master's degree and at least 15 credit hours related to the subject area(s) taught. Instructors teaching online courses are required to complete additional online instructor training prior to teaching their first course.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

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

Procedure to Obtain Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Student Records Department.

The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

The term "education record" does not include certain types of records such as, records of instructional, supervisory, or administrative actions, or records generated by certain educational personnel that are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute. When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to them personally.

Disclosure of Educational Records

The school generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student.

Personally identifiable information from a student's records may be disclosed to the following individuals or institutions or under the following circumstances without the student's prior written consent:

1. *To school officials who have legitimate educational interests in the records. A school official is:*
 - A. *A PERSON EMPLOYED BY THE LOS ANGELES FILM SCHOOL OR ITS CORPORATE PARENT IN AN ADMINISTRATIVE, SUPERVISORY, ACADEMIC OR RESEARCH, OR SUPPORT STAFF POSITION. THIS INCLUDES, BUT IS NOT LIMITED TO HUMAN RESOURCES AND ACCOUNTING STAFF; OR*
 - B. *A PERSON EMPLOYED BY OR UNDER CONTRACT WITH THE SCHOOL TO PERFORM SPECIFIC TASKS, SUCH AS AN AUDITOR, CONSULTANT, OR ATTORNEY, A PERSON ON THE BOARD OF MANAGERS, OR A STUDENT ASSISTING ANOTHER SCHOOL OFFICIAL. ANY SCHOOL OFFICIAL WHO NEEDS INFORMATION ABOUT A STUDENT IN THE COURSE OF PERFORMING INSTRUCTIONAL, SUPERVISORY, ADVISORY, OR ADMINISTRATIVE DUTIES HAS A LEGITIMATE EDUCATIONAL INTEREST.*
2. *To certain officials of the United States Department of Education, the Comptroller General of the United*

States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.

- 3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.*
- 4. To organizations conducting certain studies for or on behalf of the school.*
- 5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.*
- 6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.*
- 7. To comply with a judicial order or lawfully issued subpoena.*
- 8. To appropriate parties in health or safety emergencies.*
- 9. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.*
- 10. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 9 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the school's rules or policies. In such instances, the school may only disclose the name of the perpetrator — not the name of any other student, including a victim or witness — without the prior written consent of the other student(s). Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.*
- 11. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.*
- 12. Directory information (see below).*

Record of Requests for Disclosure

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

This record may be inspected by the student.

Directory Information

The school designates the following information as directory information. Directory information is personally identifiable information that may be disclosed without the student's consent:

1. *Student's name*
2. *Address: Local, email, and website*
3. *Telephone number (local)*
4. *Date and place of birth*
5. *Program of study*
6. *Participation in officially recognized activities*
7. *Dates of attendance*
8. *Degrees and certificates awarded*
9. *Most recent previously attended school*
10. *Photograph of the student, if available*
11. *Enrollment status (i.e., enrolled, continuing, future enrolled student, re-entry, leave of absence, etc.)*

Student honors and awards received

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

Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Student Records Department, The Los Angeles Film School, 6353 Sunset Blvd., Hollywood, CA 90028.

Correction of Educational Records

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

The following are the procedures for the correction of records:

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

2. *The school may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.*
3. *Upon request, the school will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of the school. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records.*
4. *The school will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.*
5. *If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will:*
 - A. *amend the record accordingly, and*
 - B. *inform the student of the amendment in writing.*
6. *If, as a result of the hearing, the school decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.*
7. *If a statement is placed in the education records of a student under paragraph 6 above, the school will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.*

Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The name and address of the governmental office that administers FERPA is:

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

GRADE SYSTEM

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

LETTER GRADE	POINT VALUE	NUMERIC SCORE
A+	4.0 (HONORS)	98–100

LETTER GRADE	POINT VALUE	NUMERIC SCORE
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	N/A	PROFICIENT

Grades will not be rounded until the final grade is calculated. 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)

Other letter grades:

CR	PRIOR CREDIT EARNED	<i>Not included in GPA but does count as Credits Earned and Attempted</i>
FA	FAILURE FOR NON-ATTENDANCE	<i>Included in GPA and credits attempted</i>
GF	GRADE FORGIVENESS	<i>Indicates course that was retaken</i>
I	INCOMPLETE	<i>Not included in GPA but does count as credits attempted</i>
TR	TRANSFER CREDIT	<i>Not included in GPA but does count as Credits Earned and Attempted</i>
W	WITHDRAWN	<i>Grade awarded if student withdraws from a course. Not included in GPA calculation or credits attempted.</i>

WP	WITHDRAWN PASSING	<i>Grade awarded if student withdraws from a course prior to 60% of the term. Not included in GPA calculation but count as credits attempted.</i>
WF	WITHDRAWN FAILING	<i>Grade awarded if student withdraws from a course after 60% of the term. Included in GPA calculation and count as credits attempted.</i>

Expected Graduation Date: All course withdrawals (**W**, **WP**, **WF** Grades), course incompleteness (**I** Grade), and course failures (**F**, **FA** grades) will impact the expected graduation date.

Students will receive an email notification when the graduation date is impacted as a result of a course withdrawal, a course incompleteness, or a course failure. Once the course retake has been scheduled, students will be able to access the updated graduation date on the student portal.

Grades are posted on the student portal at cvportal.lafilm.edu in week 2 of the following term.

PASS/FAIL GRADING POLICY

Students may request to take up to 15 credit hours on a Pass/Fail basis. Requests must be submitted before the end of the course term. Grades of A+ through D will be converted to a P (Pass). A passing grade (P) will count toward degree program requirements but will not be used in calculating the student's GPA (i.e., will have no positive or negative impact on the GPA). A (F) failing grade is treated the same as any other F grade (i.e., the credits are included in SAP calculation and will have a negative impact on 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.

GRADUATION REQUIREMENTS

In order to receive a degree from an undergraduate degree program, a student must complete all semester credit hours including all required coursework and achieve an overall cumulative grade point average (**GPA**) of 2.0.

HONORS

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

Summa Cum Laude	3.80–4.0
Magna Cum Laude	3.70–3.79
Cum Laude	3.50–3.69

HOURS OF OPERATION

General business hours are Monday through Friday 9:00am – 6:00pm PT.

Classes, labs, and other academic events run 7 days per week, 7:00am to midnight.

HOUSING

The Los Angeles Film School is located in the heart of Hollywood and operates as an urban campus. While on-campus housing or dormitory facilities are not offered, the school provides support and resources to help students identify local apartment accommodations. Students seeking guidance on housing can contact the campus admissions department by emailing housing@lafilm.edu or calling **1-323-769-2230**.

For independent apartment searches in the Hollywood area, [apartments.com](https://www.apartments.com) offers a wide range of listings. One-bedroom apartments in Los Angeles typically rent for between \$1,500 and \$2,500 per month.

Additional details on the cost of living in Los Angeles may also be found through various online resources. The Los Angeles Film School does not endorse or verify the accuracy of these websites and provides them solely for informational purposes.

Although The Los Angeles Film School does not offer student transportation services, convenient public transit options are available through LA Metro. The campus is located near the Hollywood/Vine Metro Station, making it accessible via the city's bus and rail systems. For maps, schedules, and fare information, visit www.metro.net.

INTERRUPTION OF TRAINING

In extenuating circumstances, students may apply for an Interruption in Training (*IOT*) from their program. Students must submit the request in writing, and it must be approved by the school prior to taking an IOT. The maximum time allowed for an IOT is 90 days in a 12-month period. Students who are unable to return after 90 days due to serious illness, injury, or other extenuating circumstances may request an extension. However, students cannot be on an IOT for more than 180 days in any 12-month period.

Students on an IOT are not allowed to access campus facilities or equipment and are not eligible to receive financial aid disbursements. Students who fail to resume their courses at the end of an IOT will be administratively withdrawn from their program.

LANGUAGE OF INSTRUCTION

All courses of instruction are taught in English. The institution does not offer instruction in any language other than English. The school does not offer English language services such as translators or ESL classes.

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. Online degree programs and courses are delivered over our Learning Management System (**LMS**), 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 faculty are also available via email and telephone, and they provide contact information and virtual office hours information each term within the course information on the LMS.

MAKEUP WORK & EXCUSED ABSENCE POLICY

Students are responsible for planning their schedules to avoid conflict with course requirements. The school recognizes, however, that there are legitimate circumstances under which students may be unable to attend and/or miss coursework.

- When an absence is considered excused due to legitimate circumstances, students are granted accommodation to make up missed work, including but not limited to in-class work, homework, quizzes, tests, and instructional time.
- When a student attends class but legitimate circumstances warrant allowing makeup work, students are granted accommodation to make up missed work, including but not limited to in-class work, homework, quizzes, tests, and instructional time.

Note: In some cases—such as class discussions, group projects, etc.—it may not be possible for the student to make up the coursework. In these cases, accommodations granted are at the discretion of the instructor.

The excused absence and/or opportunity to make up work is granted by the instructor using the following criteria:

- Instructors may grant an excused absence during the academic term due to unavoidable or legitimate circumstances. Such circumstances include:
 - illness, physical or mental, of the student or his or her dependent
 - medical conditions related to pregnancy
 - subpoenas
 - jury duty

- military service
 - bereavement, including travel related to bereavement
 - religious observances
- For circumstances not listed above, the instructor has the primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances. Instructors have the discretion to grant a request for an excused absence in order to allow makeup work in such circumstances.
 - Students must notify their instructors of circumstances for which they are requesting an excused absence as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date of an absence. In such cases, students must notify their instructor(s) as soon as possible following their return.
 - If the absence is deemed to be excused, the instructor will not penalize the student and will provide reasonable and timely accommodation including the opportunity to make up missed work. This includes exams or other course requirements that affect the course grade.
 - If the absence caused a student to miss a component or components of the course that cannot be made up in exactly the same manner, the instructor may substitute activity(ies) or assignment(s) that satisfy the course requirements.
 - Instructors are not obligated to accommodate a student who has missed so much of the critical components of a course—even for legitimate reasons—that arrangements for makeup work would not be reasonable.
 - The instructor will determine an appropriate date for completing the missed work and notify the student in writing. The student must submit all work by this date to receive credit.

Important note: An excused absence is *still recorded as an absence*. This may or may not impact other policies that are based on attendance. Please note:

- Excused absences *will not* be counted toward the maximum permissible absences in a course that result in a failure for lack of attendance (FA) grade.
- Excused absences *will* count toward the 14-day consecutive calendar day maximum that requires that students be administratively withdrawn from the school.
- Excused Absences may or may not affect eligibility for benefits or other statuses. Students who receive an excused absence should contact their Student Advisor regarding information specific to their status.

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 completion will be up to 150% of the credits needed to complete that degree.

ONLINE STUDENT ACCESS TO CAMPUS

Online students who are in an active status and enrolled in courses may access the campus library during normal business hours (Monday through Friday, 8:00am to 6:00pm PT). Students must present a valid government issued I.D. to be permitted on campus. Campus tours are available for students, Monday through Friday during business hours and can be scheduled through the lafilm.edu website.

Online students are not permitted to book studios and production stages or check-out equipment from the campus.

RE-ENTRY

Students that were administratively withdrawn for non-attendance who wish to return to school must submit a written request for re-entry. Students who are not meeting SAP or had a cumulative GPA below a 2.0 at the time they were withdrawn must submit an appeal to the Financial Aid Appeal Committee, which may approve or deny the request for re-entry in their sole discretion. Re-entry students will be conditionally re-enrolled and must successfully pass their first course with a grade of "C" or higher in order to be approved for readmission. Students will receive academic and financial credit for any courses previously completed that are still offered in the program at the time of re-entry. Any balance of tuition must be paid prior to re-entry.

RESPONSE TIMES FOR ONLINE PROGRAMS

Students enrolled in online degree programs will be provided access to their course materials through the online Learning Management System (**LMS**) on the first day of the course.

Students will submit their assignments, projects, and assessments through the LMS. Students will receive a response within three (3) days following submission, and students will receive their final grade for the

course within approximately fourteen (14) days of the end of the term. Online instructors are expected to respond to student questions within 24 hours if submitted Monday through Friday, and by Monday if submitted on Saturday/Sunday.

Students may view their grades for individual assignments and tests via the Learning Management System by clicking on the individual activity title. Final grades for each course are posted 14 days following the end of each monthly term and are available for the student to view on the student's CampusVue Portal account.

SATISFACTORY ACADEMIC PROGRESS

All students will have their qualitative and quantitative academic progress measured at the end of each completed semester. This process is known as the assessment of Satisfactory Academic Progress (SAP). This process applies to all Los Angeles Film School students regardless of Title IV eligibility/recipient status. This process also applies to all enrolled students in any program regardless of enrollment status — full time or part time.

To be in good SAP standing and maintain eligibility for financial aid, a student must meet the following minimum standards of progress at each evaluation point, which is the end of each semester or the end of every fourth monthly term.

Cumulative Grade Point Average

Students must meet a minimum cumulative grade point average (CGPA) at each evaluation point:

- For evaluations up to 24% of the program length in attempted credits, achieve a CGPA of 1.0;
- For evaluations between 25% and 49% of the program length in attempted credits, achieve a CGPA of 1.5; and
- For evaluations at or after 50% of the program length in attempted credits, achieve a CGPA of a 2.0

Rate of Progress (ROP) toward Completion of the Program

Students must progress at a satisfactory rate toward completion of the program within the maximum permissible timeframe to complete the program as defined in this policy. Furthermore, students must achieve the following ROP:

- For evaluations up to 24% of the program length in attempted credits, achieve an ROP of 50%;
- For evaluations between 25% and 49% of the program length in attempted credits, achieve a cumulative ROP of 55%;

- For evaluations between 50% and 74% of the program length in attempted credits, achieve a cumulative ROP of 60%; and
- For evaluations at or after 75% or more of the program length in attempted credits, achieve a cumulative ROP of 66.67%.

A student's ROP is calculated by dividing the number of credits earned by the number of credits attempted as defined in the SAP Treatment of Grades section of this SAP policy.

Maximum Program Completion Timeframe (MTF)

Students must complete their program within a maximum timeframe of 150% of the published length of the program as calculated in credits attempted. For example, a student enrolled in a 60-semester credit program must complete the program in a maximum timeframe of 90 attempted semester credits. If, at any point, the institution determines it will be mathematically impossible for a student to complete his/her program within the maximum timeframe, the student will be deemed to not be making satisfactory progress and the student's financial aid will be suspended.

Rounding Rules

For the purposes of calculating each SAP measurement, the school calculates the percentage to the hundredth decimal place. This means if the resulting percentage from this calculation is a .005 to .009, the percentage will be rounded up to .01 and down to .00 if the calculation results in a .001 to .004. For example, if a student attempts 110 credits but only successfully earns 75 of those credits, the ROP would be 68.181 and rounded down to 68.18%, and a cumulative GPA of 3.578 will be rounded to 3.58.

CONSEQUENCES FOR FAILING TO MEET SAP REQUIREMENTS

WARNING

Students not meeting any of the SAP requirements after being in good SAP standing will be placed on SAP Warning for the following semester and will be notified of this status through their student email account. Students are still eligible to receive financial aid while on SAP Warning status. At the end of the SAP Warning semester, students who are meeting SAP will be removed from SAP Warning status.

SUSPENSION

Students not meeting SAP at the end of the SAP Warning semester will be suspended from receiving additional financial aid. The student will be suspended from receiving financial aid, and subject to program termination if they do not return to good SAP standing after the completion of a SAP Probation semester or do not meet the requirements of an Academic Recovery Plan. The student will be notified in writing of the suspension of their financial aid due to SAP reasons and of their appeal rights.

APPEAL

Students have 30 days to appeal the suspension of financial aid for SAP reasons. An appeal may be submitted based on injury, illness, the death of a relative, or other extenuating or special circumstances that occurred during the semester the student did not meet the SAP standards. Students are allowed to appeal the suspension of financial aid twice while in pursuit of a degree.

Students must submit an SAP Appeal form, which will be sent to their student email account or may be obtained from their Academic Advisor. A completed appeal package must be submitted to the SAP Appeal Committee and include the following:

- *A completed SAP Appeal form explaining why the student failed to make SAP and a description of what has changed that will allow the student to reestablish SAP*
- *Supporting documentation*
- *Signed Academic Recovery Plan developed by their Academic Advisor*

The SAP Appeal Committee will review the appeal package and notify the student by email within 5 days of its decision. The decision of the SAP Appeal Committee is final. If a student's SAP appeal is approved, the student will be placed on SAP Probation and an Academic Recovery Plan (**ARP**) as a condition of the appeal approval. The ARP can last up to four semesters, depending on the period of time needed to return to good SAP standing. If the appeal is denied, the financial aid suspension will stand for at least one semester, and regardless of duration, the student will not regain eligibility until the student meets all of the SAP standards. If the appeal is denied, the student may also be subject to program dismissal. See the "Reinstatement Process" section.

Probation and Academic Recovery Plans

Students placed on SAP Probation are eligible to receive financial aid for one semester. If the student needs more than one semester to meet the minimum SAP standards, the student will also be placed on an Academic Recovery Plan. The student on an ARP will continue to qualify for financial aid while meeting the terms of the ARP.

For students who are given only a one-semester Probation, the student must meet the minimum SAP standards at the end of the Probation semester. If the student does not meet the minimum SAP standards after a one-semester Probation, the student will be returned to financial aid suspension status the following semester. For students who are given an ARP, the student must meet the terms of their ARP at each SAP evaluation point. If the student does not meet the terms of the ARP, the student will be returned to financial aid suspension the following semester. Students who do not return to good SAP standing after a single semester of Probation or meet the terms of their ARP are subject to program dismissal. Students are allowed to appeal the suspension of financial aid twice while in pursuit of a degree. Students on probation and ARP status will be notified by email when this status changes.

REINSTATEMENT PROCESS

A student who has been suspended from receiving financial aid for SAP reasons may be allowed to continue to take classes at their own expense to improve their CGPA and ROP. The student will be evaluated at the end of a suspension semester to determine if the student has met all of the SAP standards and potentially

can meet all subsequent benchmarks. If so, the student's financial aid will be reinstated in the subsequent semester, provided the student is otherwise eligible. The student also has the option to explore program transfer options that may result in the reinstatement of financial aid for the new program.

SAP TREATMENT OF GRADES

A, B, C, AND D (AND RELATED + AND – DESIGNATIONS)

Included in the GPA calculation and counts as credits attempted and credits earned in the ROP and MTF.

PROFICIENT (P GRADE)

This is classified as a passing grade, and counts as credits attempted and credits earned in the ROP and MTF. There is no impact on the GPA when a Proficient (**P** grade) has been provided. A student is limited to 15 semester credits with this grade per degree program.

FAILURE FOR NON-ATTENDANCE (FA GRADE) AND F GRADE

Included in the GPA calculation and counts as credits attempted but not credits earned in the ROP and MTF.

INCOMPLETE (I GRADE)

Not included in the GPA but does count as credits attempted but not as credits earned in the ROP and MTF.

CREDITS EARNED (CR GRADE FOR INTERNAL TRANSFER CREDITS)

Not included in the GPA but does count as credits attempted and as credits earned in the ROP and MTF.

TRANSFER CREDIT (TR GRADE FOR EXTERNAL TRANSFER CREDITS)

Not included in the GPA but does count as credits attempted and as credits earned in the ROP and MTF.

WITHDRAWN (W GRADE)

Not included in the GPA calculation or credits attempted in the ROP and MTF (grade is given when a student does not start a course).

WITHDRAWN PASSING (WP GRADE)

Not included in the GPA calculation but counts as credits attempted but not as credits earned in the ROP and MTF.

WITHDRAWN FAILING (WF GRADE)

Included in the GPA calculation as a failing grade and counts as credits attempted but not as credits earned in the ROP and MTF.

Repeat Courses: The unsuccessful attempt grade remains in the GPA calculation until the course is completed with a passing grade, at which point only the passing grade is included in the GPA calculation. All course attempts are included in the ROP and MTF.

IMPACT OF PROGRAM TRANSFERS OR ADDITIONAL DEGREES ON SATISFACTORY ACADEMIC PROGRESS

Should a student be approved to transfer from one program of study to another or wish to obtain an additional degree, the student's prior coursework will be treated as completed credits within the new program only if the courses are part of the new program of study as outlined in the catalog. In such cases, attempted and completed credits will be considered in determining satisfactory academic progress from the CGPA, ROP, and maximum allowable timeframe.

PROBATIONARY STATUS

Students who do not meet grading, attendance, financial, or conduct standards may be placed on probation. During this time, students are advised as to the level of improvement or the action necessary to rectify the probationary status. Students are removed from probation when satisfactory progress standards have been met. Students who do not meet satisfactory progress requirements at the end of their probationary period are subject to termination.

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 in 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 has questions or wishes to file a complaint should direct their inquiry to the school's ADA Coordinator.

The complaint can be filed by email at accessibilityservices@lafilm.edu or in person in the Student Advising Department, 6353 Sunset Blvd., 1st Floor, Hollywood, CA 90028.

1. 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 the ADA Coordinator who will attempt to facilitate a resolution. If this step is not successful in achieving a satisfactory resolution within 7 calendar days, the student will be informed of their right to file a formal complaint.

2. Formal Resolution

If the procedure set forth above for informal resolution does not yield a successful resolution, then the student may file a formal 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, email 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 formal complaint can be filed by email at compliance@lafilm.edu or by faxing to 323.769.8776.

3. Investigation and Report

The Compliance Department 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. 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. The disposition proposed by the grievance officer will be put into effect promptly.

4. 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 COMPLAINTS & QUESTIONS

Students are encouraged to present and discuss any concern or complaint, with The Los Angeles Film School staff and/or faculty and/or administrator. In the event of a concern, grievance or complaint that is not satisfactorily addressed in a meeting with the appropriate staff/faculty/administrator, a student may submit a complaint questionnaire form online at www.lafilm.edu/accreditation/student-complaints. The complaint will be received by the Education Administrator, Edwin Cruz. The Education Administrator will serve as an impartial representative of the institution who is not directly involved in the area of complaint. If the Education Administrator must be recused due to involvement in the area of complaint, another institution staff member will be assigned for assurance of serving as an impartial representation. The Education Administrator will direct and facilitate each complaint with the appropriate Staff/Faculty member with the goal being to obtain a satisfactory resolution and/or ultimate clarification. Students will receive initial acknowledgment of the complaint and may be contacted for additional input. Students should be willing to be involved in discussion and communication towards resolution. Upon completion of the review of facts and evidence, the student will be notified of the final decision by the appropriate staff/faculty member within 30 days of receiving the grievance in writing.

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
Phone: 703.247.4212
www.accsc.org*

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at www.accsc.org/Student-Corner/Complaints.aspx.

Bureau for Private Postsecondary Education Disclosures for California residents:

(A) 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:

*1747 N. Market Boulevard, Suite 225, Sacramento, CA 95834
OR
P.O. Box 980818, West Sacramento, CA 95798-0818*

www.bppe.ca.gov

(B) As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

(C) 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 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

(D) The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary institutions in making informed decisions, understanding their rights, and navigating available services and relief option. The office may be reached by calling (888)-370-7589 or by visiting www.bppe.ca.gov.

Florida Residents

A grievance procedure is available to any student who believes a decision or action has adversely affected his/her status, rights, or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first meet with a School Director and complete a written statement. If the grievance is not resolved, then the School Director will review it with all parties concerned. The Executive Director's decision is final.

Students who feel a grievance is unresolved may refer their grievance to:

*Executive Director, Commission for Independent Education,
325 West Gaines Street, Suite #1414, Tallahassee, FL 32399-0400
Phone: 850.245.3200 or toll free at 888.224.6684*

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, including enrollment paperwork, course registration records, and final grades are maintained for a minimum of six years after graduation or from the time the student separates from the school. Student Financial Aid records are maintained for a minimum of three years after graduation or from the time the student separates from the school. Student transcripts are retained indefinitely.

Official Transcripts are available in electronic or paper mail formats. General processing time is 3-5 business days. To order a copy, please visit our Parchment LAFS storefront at www.parchment.com/u/registration/38311/account.

Unofficial Transcripts are available by logging into CV Portal.

Please follow the instructions below:

STEP 1. Login to CV Portal cvportal.lafilm.edu

STEP 2. Select Academics from the left-side menu, then Unofficial Transcript

STEP 3. Select the Unofficial Transcript link (Transcript will open as a PDF Document)

To view transcripts from previous enrollments, select the enrollment from the menu and then select the Unofficial Transcript link.

VACCINATION POLICY

The Los Angeles Film School does not require vaccinations as a prerequisite for enrollment. Should vaccinations be required, the school will comply with local, state, and federal requirements and guidelines.

VOTER REGISTRATION

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



STUDENT CODE OF CONDUCT

ACADEMIC DISHONESTY

Academic Dishonesty is any attempt to obtain credit for course work other than by submitting original work created by the student. Forms of academic dishonesty include plagiarism, cheating, and multiple submissions of the same work. The consequences of academic dishonesty include receiving a failing grade for the assignment, receiving a failing grade for the course, or dismissal from the school.

Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation.

Cheating

Cheating involves the following: possession, communication, or use of information, materials, notes, study aids, or other devices that are not authorized by the instructor in any academic exercise or communication with another person during such an exercise.

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:

1. *Cheating, plagiarism, or other forms of academic dishonesty.*
2. *Allowing other persons to access the online Learning Management System using one's school log-on credentials.*
3. *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.*
4. *Forgery or identity theft including but not limited to alteration or illegal usage of school documents, student records, and/or admissions applications.*
5. *Misrepresenting or falsely using student identification, including misuse of Photo ID cards or posing as another individual.*
6. *Conduct reflecting discredit on the professional ethical standards of the school.*
7. *Harassment of any kind including, but not limited to, threats, bullying, spam messaging, and sexual harassment.*
8. *Physical or mental abuse on or off campus of the person or property of any member of the campus or online community including, but not limited to, name-calling, belittling, or intimidation.*
9. *Possession or usage of fireworks, explosives, dangerous chemicals, or deadly weapons on school property or at a school-sponsored function.*
10. *Abusive, discriminatory, or aggressive behavior including, but not limited to, the use of profanity directed toward staff, faculty, students, guests, or visitors, or the act of sending, posting, or sharing false information about an individual.*
11. *Obscene, lewd, or indecent behavior on campus or at a school-sponsored function.*
12. *Hazing or false imprisonment.*

13. *Possessing, distributing, manufacturing, or using illegal drugs or misusing legal pharmaceutical drugs on campus or at a school-sponsored event.*
14. *Defacement, vandalism, tagging, or using graffiti on campus buildings or property.*
15. *Engaging in arson, blocking emergency exits, or falsely activating the fire alarm system.*
16. *Breaking into or unauthorized use of any campus facility or building.*
17. *Theft of school property or assisting in storing or knowingly using stolen school property, as well as the non-return of school-owned equipment.*
18. *Misuse of the computer system, including hacking into academic or student records, or knowingly sending computer bugs or viruses electronically.*
19. *Disruption of the educational process, administrative process, or other school-sponsored event.*
20. *Refusal to follow policy-compliant instructions and 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.*
21. *Violation of any published school rules and regulations now or later in effect.*

POLICY PROHIBITING RECREATIONAL & MEDICAL MARIJUANA USE

Although California state law allows the use of marijuana for medical and/or recreational purposes, marijuana is still illegal under federal law and categorized as an illicit substance (Drug Enforcement Agency Schedule I) under the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989. The Los Angeles Film School (LAFS) receives federal funding for student financial aid. As such, LAFS must comply with federal law, including all current federal drug laws. The possession, use, and storage of marijuana is therefore prohibited on school property. Students are also prohibited from being under the influence of marijuana while attending classes or working on projects utilizing school equipment or facilities.

Violation of this policy will result in disciplinary action up to and including dismissal from the school.

STUDENT DRESS CODE

Students are prohibited from wearing attire that is inappropriate and not normally in good taste while on campus, in a school setting, during class, or at school events. Minimum dress should cover the torso and upper legs and shoes must be worn at all times. No offensive or abusive language, images, or logos is permitted.

DISCIPLINARY PROCEEDINGS

The focus of any disciplinary proceedings is to determine if an individual is responsible or not responsible for violating the standards set forth 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 Office of Student Conduct who will be responsible for investigating the incident/conduct. The Conduct Office will conduct an investigation and may refer the matter to the Conduct Review Board (CRB). *The student may be asked to attend a CRB hearing and provide testimony regarding the alleged incident/behavior.* The Conduct Review Board *may conduct its own investigation into the alleged incident/behavior before or after the conduct hearing by requesting to meet with any other individuals who were involved or who witnessed 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 recommend what sanctions, if any, should be imposed.*

During the CRB hearing, the student may:

- *Present supporting documentation and the testimony of other witnesses, if any.*

After completing the conduct hearing, the CRB will:

- *Make a determination as to whether the student is responsible for the alleged incident/behavior and recommend what sanctions, if any, should be imposed.*
- *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.*

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
- Foul and/or inappropriate language directed at the faculty, staff, or student body
- Being under the influence of alcohol or illegal drugs
- Action constitutes a hate crime
- Action constitutes hazing

Applicants for Enrollment and Students on Enrollment Trial Period (ETP) Status: The Office of Student Conduct reserves the right to:

- Request clearance from the Background Committee if there is evidence of a criminal record
- Conduct a penalty hearing for non-compliance with the school's policies, rules, or standards without the respondent's participation.

Access to campus and/or LMS privileges may be temporarily suspended pending a conduct hearing.

SAFETY IN PUBLIC SPACES ACT POLICY

The Los Angeles Film School's (LAFS) Administrative center complies with all requirements of the Florida Safety in Public Spaces Act. LAFS provides restrooms that are designated for the exclusive use of males or females, as defined in that law.

As required by the Florida law, employees or students must use a restroom or changing facility that is consistent with their sex as defined by that law, or use a unisex restroom. Florida law does not recognize those who identify as neither male nor female, including non-binary individuals.

If a student or employee violates this policy, by entering a restroom is not designated for their sex and refuses to leave if asked, that person may be subject to discipline by the LAFS. Under the law and this policy, there are some exceptions.

A student or employee may enter a restroom or changing facility designated for the opposite sex¹ when:

- Chaperoning or assisting a child, elderly person or person with a disability;

- An emergency situation exists in which the health or safety of another person is at risk;
- Entering for custodial or maintenance purposes (provided the restroom is not in use) and
- the appropriately-designated restroom is out of order or under repair and the restroom of the opposite sex is empty.

If any person who is not a student or employee improperly enters a restroom or changing facility designated for the opposite sex on the LAFS's premises and refuses to depart when asked to do so, LAFS will take all actions it deems appropriate given the circumstances.

Beginning July 1, 2024, a person may submit a complaint to the Florida Attorney General alleging that a covered entity failed to meet the minimum requirements for restrooms under the Florida Safety in Public Spaces Act.

LAFS reminds all employees and students of its policies prohibiting harassment and discrimination, as well as its policy prohibiting violence (which includes provoking a fight, fighting or threatening violence). Further, the LAFS's policy prohibits treating a student or employee in a disrespectful manner. Please see the Employee Policy Manual and/or Florida Academic Catalog for more details.

LAFS will not tolerate any harassment, discrimination and/or violence against its employees or students, including based on gender identity or expression.

¹For non-binary individuals, "opposite sex" for these purposes means sex other than that which was assigned to the individual at birth.



STANDARD OCCUPATIONAL CLASSIFICATION CODES FOR EMPLOYMENT

§7411 (3) of Division 7.5 of Title 5 of the California Code of Regulations “Gainfully employed” means:

The on-time graduate is employed in a job classification under the United States Department of Labor’s Standard Occupational Classification (SOC) codes, using the Broad Occupation Detailed Occupation or six-digit level, for which the institution has identified in its catalog and in its employment positions list required by section 94910(f)(2) of the Code that the program prepares its graduates.

Please note that the following edits are based on the U.S. Bureau of Labor Statistics’ 2018 Standard Occupational Classification System: www.bls.gov/soc/2018/major_groups.htm.

ANIMATION, BACHELOR OF SCIENCE					
25-1120	☼	<i>Arts, Communications, & Humanities Teachers, Postsecondary</i>	27-1020	☼	<i>Designers</i>
25-1190	☼	<i>Misc. Postsecondary Teachers</i>	27-1021	☼	<i>Commercial & Industrial Designers</i>

ANIMATION, BACHELOR OF SCIENCE					
25-1194	☼	Vocational Education Teachers, Postsecondary	27-1024	☼	Graphic Designers
25-1199	☼	Postsecondary Teachers, All Other	27-1027	☼	Set & Exhibit Designers
25-2023	☼	Career/Technical Education Teachers, Middle School	27-1029	☼	Designers, All Other
25-2032	☼	Career/Technical Education Teachers, Secondary School	27-2012	☼	Producers & Directors
25-9040	☼	Teaching Assistants	27-3090	☼	Misc. Media & Communication Workers
25-9044	☼	Teaching Assistants, Postsecondary	27-3099	☼	Media & Communication Workers, All Other
25-9049	☼	Teaching Assistants, All Other	27-4032	☼	Film & Video Editors
27-1010	☼	Artists & Related Workers	27-4090	☼	Misc. Media & Communication Equipment Workers
27-1011	☼	Art Directors	27-4099	☼	Media & Communication Equipment Workers, All Other
27-1013	☼	Fine Artists, Including Painters, Sculptors, & Illustrators	43-2090	☼	Misc. Communications Equipment Operators
27-1014	☼	Special Effects Artists & Animators	43-2099	☼	Communications Equipment Operators, All Other
27-1019	☼	Artists & Related Workers, All Other	43-9031	☼	Desktop Publishers

DIGITAL FILMMAKING, BACHELOR OF SCIENCE					
23-2099	☼	Legal Support Workers, All Other	27-4011	☼	Audio & Video Equipment Technicians
25-1120	☼	Arts, Communications, & Humanities Teachers, Postsecondary	27-4012	☼	Broadcast Technicians
25-1121	☼	Art, Drama, & Music Teachers, Postsecondary	27-4014	☼	Sound Engineering Technicians
25-1194	☼	Vocational Education Teachers, Postsecondary	27-4020	☼	Photographers
25-1199	☼	Postsecondary Teachers, All Other	27-4030	☼	Television, Video, & Motion Picture Camera Operators & Editors
25-2023	☼	Career/Technical Education Teachers, Middle School	27-4031	☼	Camera Operators, Television, Video, & Motion Picture
25-2032	☼	Career/Technical Education Teachers, Secondary School	27-4032	☼	Film & Video Editors

DIGITAL FILMMAKING, BACHELOR OF SCIENCE					
25-4022	☼	<i>Librarians & Media Collections Specialists</i>	27-4090	☼	<i>Misc. Media & Communication Equipment Workers</i>
25-9040	☼	<i>Teaching Assistants</i>	27-4099	☼	<i>Media & Communication Equipment Workers, All Other</i>
25-9044	☼	<i>Teaching Assistants, Postsecondary</i>	39-3099	☼	<i>Entertainment Attendants & Related Workers, All Other</i>
25-9049	☼	<i>Teaching Assistants, All Other</i>	39-9032	☼	<i>Recreation Workers</i>
27-1011	☼	<i>Art Directors</i>	43-2090	☼	<i>Misc. Communications Equipment Operators</i>
27-1014	☼	<i>Special Effects Artists & Animators</i>	43-2099	☼	<i>Communications Equipment Operators, All Other</i>
27-2012	☼	<i>Producers & Directors</i>	43-3060	☼	<i>Procurement Clerks</i>
27-2090	☼	<i>Misc. Entertainers & Performers; Sports & Related Workers</i>	43-4050	☼	<i>Customer Service Representatives</i>
27-3031	☼	<i>Public Relations Specialists</i>	43-5060	☼	<i>Production, Planning, & Expediting Clerks</i>
27-3040	☼	<i>Writers & Editors</i>	49-9061	☼	<i>Camera & Photographic Equipment Repairers</i>
27-3041	☼	<i>Editors</i>	51-9150	☼	<i>Photographic Process Workers & Processing Machine Operators</i>
27-3043	☼	<i>Writers & Authors</i>	51-9190	☼	<i>Misc. Production Workers</i>
27-3090	☼	<i>Misc. Media & Communication Workers</i>	51-9198	☼	<i>Helpers – Production Workers</i>
27-3099	☼	<i>Media & Communication Workers, All Other</i>	51-9199	☼	<i>Production Workers, All Other</i>
27-4010	☼	<i>Broadcast & Sound Engineering Technicians & Radio Operators</i>		☼	

ENTERTAINMENT BUSINESS, BACHELOR OF SCIENCE					
11-1021	☼	<i>General & Operations Managers</i>	27-2012	☼	<i>Producers & Directors</i>
11-2011	☼	<i>Advertising & Promotions Managers</i>	27-2041	☼	<i>Music Directors & Composers</i>
11-2020	☼	<i>Marketing & Sales Managers</i>	27-3031	☼	<i>Public Relations Specialists</i>
11-2021	☼	<i>Marketing Managers</i>	27-3090	☼	<i>Misc. Media & Communication Workers</i>
11-2022	☼	<i>Sales Managers</i>	27-3099	☼	<i>Media & Communication Workers, All Other</i>

ENTERTAINMENT BUSINESS, BACHELOR OF SCIENCE					
11-2031	☼	Public Relations & Fundraising Managers	39-3090	☼	Misc. Entertainment Attendants & Related Workers
11-3121	☼	Human Resources Managers	39-3099	☼	Entertainment Attendants & Related Workers, All Other
11-9190	☼	Misc. Managers	41-3011	☼	Advertising Sales Agents
11-9199	☼	Managers, All Other	41-3090	☼	Misc. Sales Representatives, Services
13-1011	☼	Agents & Business Managers of Artists, Performers, & Athletes	41-3099	☼	Sales Representatives, Services, All Other
13-1070	☼	Human Resources Workers	41-9090	☼	Misc. Sales & Related Workers
13-1082	☼	Project Management Specialists	41-9099	☼	Sales & Related Workers, All Other
13-1121	☼	Meeting, Convention, & Event Planners	43-3031	☼	Bookkeeping, Accounting, & Auditing Clerks
13-1161	☼	Market Research Analysts & Marketing Specialists	43-4161	☼	Human Resources Assistants, Except Payroll & Timekeeping
13-1190	☼	Misc. Business Operations Specialists	43-4170	☼	Receptionists & Information Clerks
13-1199	☼	Business Operations Specialists, All Other	43-4190	☼	Misc. Information & Record Clerks
13-2031	☼	Budget Analysts	43-4199	☼	Information & Record Clerks, All Other
23-2099	☼	Legal Support Workers, All Other	43-6011	☼	Executive Secretaries & Executive Administrative Assistants
25-1120	☼	Arts, Communications, & Humanities Teachers, Postsecondary	43-9031	☼	Desktop Publishers
25-1121	☼	Art, Drama, & Music Teachers, Postsecondary	43-9061	☼	Office Clerks, General
25-3099	☼	Teachers & Instructors, All Other	25-9049	☼	Teaching Assistants, All Other
27-1010	☼	Artists & Related Workers	43-9081	☼	Proofreaders & Copy Markers
25-9040	☼	Teaching Assistants	43-9190	☼	Misc. Office & Administrative Support Workers
25-9044	☼	Teaching Assistants, Postsecondary	43-9199	☼	Office & Administrative Support Workers, All Other

GRAPHIC DESIGN, BACHELOR OF SCIENCE					
11-2011	☼	Advertising & Promotions Managers	27-1019	☼	Artists & Related Workers, All Other

GRAPHIC DESIGN, BACHELOR OF SCIENCE					
25-1120	☼	Arts, Communications, & Humanities Teachers, Postsecondary	27-1020	☼	Designers
25-1121	☼	Art, Drama, & Music Teachers, Postsecondary	27-1021	☼	Commercial & Industrial Designers
25-1194	☼	Vocational Education Teachers, Postsecondary	27-1024	☼	Graphic Designers
25-1199	☼	Postsecondary Teachers, All Other	27-1025	☼	Interior Designers
25-2023	☼	Career/Technical Education Teachers, Middle School	27-1029	☼	Designers, All Other
25-2032	☼	Career/Technical Education Teachers, Secondary School	27-3031	☼	Public Relations Specialists
25-9040	☼	Teaching Assistants	27-3090	☼	Misc. Media & Communication Workers
25-9044	☼	Teaching Assistants, Postsecondary	27-3099	☼	Media & Communication Workers, All Other
25-9049	☼	Teaching Assistants, All Other	27-4032	☼	Film & Video Editors
27-1010	☼	Artists & Related Workers	43-9031	☼	Desktop Publishers
27-1011	☼	Art Directors	43-9081	☼	Proofreaders & Copy Markers
27-1013	☼	Fine Artists, Including Painters, Sculptors, & Illustrators	51-5112	☼	Printing Press Operators
27-1014	☼	Special Effects Artists & Animators	51-6099	☼	Textile, Apparel, & Furnishings Workers, All Other

MUSIC PRODUCTION, ASSOCIATE OF SCIENCE & BACHELOR OF SCIENCE					
13-1010	☼	Agents & Business Managers of Artists, Performers, & Athletes	27-4011	☼	Audio & Video Equipment Technicians
25-1120	☼	Arts, Communications, & Humanities Teachers, Postsecondary	27-4014	☼	Sound Engineering Technicians
25-1121	☼	Art, Drama, & Music Teachers, Postsecondary	27-4090	☼	Misc. Media & Communication Equipment Workers
25-2032	☼	Career/Technical Education Teachers, Secondary School	27-4099	☼	Media & Communication Equipment Workers, All Other
25-3021	☼	Self-Enrichment Education Teachers	39-3090	☼	Misc. Entertainment Attendants & Related Workers
25-3090	☼	Misc. Teachers & Instructors	39-3099	☼	Entertainment Attendants & Related Workers, All Other
25-4022	☼	Librarians & Media Collections Specialists	43-2090	☼	Misc. Communications Equipment Operators

MUSIC PRODUCTION, ASSOCIATE OF SCIENCE & BACHELOR OF SCIENCE					
25-9040	☼	Teaching Assistants	43-2099	☼	Communications Equipment Operators, All Other
25-9044	☼	Teaching Assistants, Postsecondary	43-4171	☼	Receptionists & Information Clerks
25-9049	☼	Teaching Assistants, All Other	43-4190	☼	Misc. Information & Record Clerks
27-1019	☼	Artists & Related Workers, All Other	43-4199	☼	Information & Record Clerks, All Other
27-2041	☼	Music Directors & Composers	43-9061	☼	Office Clerks, General
27-2042	☼	Musicians & Singers	43-9190	☼	Misc. Office & Administrative Support Workers
27-2090	☼	Misc. Entertainers & Performers; Sports & Related Workers	43-9199	☼	Office & Administrative Support Workers, All Other
27-2091	☼	Disc Jockeys, Except Radio	49-9063	☼	Musical Instrument Repairers & Tuners
27-3090	☼	Misc. Media & Communication Workers	51-9190	☼	Misc. Production Workers
27-3099	☼	Media & Communication Workers, All Other	51-9198	☼	Helpers – Production Workers
27-4010	☼	Broadcast & Sound Engineering Technicians & Radio Operators	51-9199	☼	Production Workers, All Other



2025 ONLINE FACULTY

ANIMATION

Program Director

Kenneth Norman

Full Sail University, Master of Science in Instructional Design and Technology

Full Sail University, Bachelor of Science in Computer Animation

Program Manager

Breanna Roberts

Full Sail University, Master of Science in Instructional Design and Technology

Full Sail University, Bachelor of Science in Computer Animation

Faculty

Kevin Bolivar

Full Sail University, Bachelor of Science in Computer Animation

Michael Budd

Full Sail University, Associate of Science in Computer Animation

Jared Edwards

Full Sail University, Bachelor of Science in Computer Animation

Jack Geckler

Full Sail University, Associate of Science in Computer Animation

Doria Gomez

Full Sail University, Bachelor of Science in Computer Animation

Josh Hall

Full Sail University, Bachelor of Science in Computer Animation

Jeremy Johnson

Full Sail University, Bachelor of Science in Computer Animation

Jordan Lukrich

The Art Institute of California, San Diego, Bachelor of Science in Media Arts and Animation

Nathan Pratt

Savannah School of Art and Design, Bachelor of Fine Arts

Dean Rasmussen

Thomas Edison State University, Bachelor of Arts in Art

Academy College, Associate in Applied Science in Computer Animation and Design

Mike Spring

Ringling School of Art and Design, Bachelor of Arts in Computer Animation

Luis Suarez

Full Sail University, Bachelor of Science in Computer Animation

Full Sail University, Associate of Science in Computer Animation

Paul Waijman

Full Sail University, Bachelor of Science in Computer Animation

Oswaldo Webel de Simone

Full Sail University, Bachelor of Science in Computer Animation

David Wolgemuth

Full Sail University, Bachelor of Science in Computer Animation

AUDIO PRODUCTION

Program Director

Robert Delgadillo

Full Sail University, Master of Science in Instructional Design and Technology

Full Sail University, Bachelor of Science in Entertainment Business

The Los Angeles Film School, Associate of Science in Recording Arts

Program Manager

Albert Mata

Conservatory of Recording Arts and Sciences, Master Recording Program

San Diego State University, Bachelor of Arts in Music

Lead Faculty

Cody Morrison

University of Hartford – The Hartt School, Bachelor of Music in Percussion Performance

Faculty

Erik Jourgensen

California Polytechnic State University, San Luis Obispo, Bachelor of Arts in English Literature

Will Key

University of Colorado, Master of Music in Music

University of Louisville, Bachelor of Arts in Music

Gregg Kowalsky

Mills College, Master of Fine Arts in Electronic Music and Recording Media

Franklin and Marshall College, Bachelor of Arts in Spanish

Elise Schutte

Full Sail University, Bachelor of Science in Audio Production

The Los Angeles Film School, Associates of Science in Recording Arts

Jay Tibbitts

Indiana University, Master of Music in Jazz Studies

Brigham Young University, Bachelor of Music in Jazz Studies

DIGITAL FILMMAKING

Program Director

Charles Kanganis

*California State University, Northridge, Master of Fine Arts in Screenwriting
University of Akron, Master of Arts in Theater
Iona University, Bachelor of Arts in Speech and Theater*

Program Manager

Christa Luzynski

*Full Sail University, Master of Science in Instructional Design and Technology
Ithaca College, Bachelor of Science in Television-Radio*

Lead Faculty

Jenna Barrett

University of Florida, Bachelor of Science in Telecommunications

Faculty

Nakeisha Armorer

Full Sail University, Bachelor of Science in Film Production

Shan Baidwan

*Loyola Marymount University, Master of Fine Arts in Film Production
University of Colorado, Bachelor of Science in Marketing*

Ashton Bracciodieta

Full Sail University, Bachelor of Science in Film

Candice Buchanan

*Syracuse University, Master of Business Administration
Full Sail University, Bachelor of Science in Film*

Charles Burket

Full Sail University, Bachelor of Science in Film

Trent Duncan

*National University, Master of Arts in Film Studies
University of Phoenix, Bachelor of Science in Business Marketing
Valencia Community College, Associate of Science in Film Production Technology*

Angelica Figueroa Guzman

Full Sail University, Master of Science in Instructional Design and Technology
Universidad Nacional de Colombia, Bachelor of Arts in Cinema and Television

Sheryl Fountain

Regent University, Master of Fine Arts in Producing for Cinema/TV
Evangel University, Bachelor of Business Administration in Management

David Gerson

American Film Institute, Master of Fine Arts in Directing
Columbia University, Bachelor of Arts in English

Jonathan Green

Full Sail University, Master of Fine Arts in Film Production
University of Missouri-Kansas City, Bachelor of Arts in Film and Media Production

Sandra Lee

Chapman University, Master of Fine Arts in Film and Television Producing
Bradley University, Bachelor of Arts in Communications, Television/Radio Production

Bradley Lincoln

Full Sail University, Bachelor of Science in Film

Charles Sutter

University of Central Florida, Master of Fine Arts in Film
University of Central Florida, Bachelor of Arts in Film

Thomas Westgate

Florida State University, Bachelor of Science in Communication and Media Studies

Gerald Wu

Full Sail University, Master of Science in Instructional Design and Technology
Rutgers College, Bachelor of Arts in English

Amy Zimmitti

University of Rhode Island, Bachelor of Arts in Psychology and Studio Art
Full Sail University, Associate of Science in Recording Arts

ENTERTAINMENT BUSINESS

Program Director

Mac Torluccio

Ithaca College, Bachelor of Science in Television-Radio

Program Manager

Jessica Young

Full Sail University, Master of Science in Instructional Design and Technology

The Los Angeles Film School, Bachelor of Science in Entertainment Business

The Los Angeles Recording School, Associate of Science in Music Production

The Los Angeles Recording School, Associate of Science in Recording Arts

Lead Faculty

Robert McDermott

University of Southern Mississippi, Master of Business Administration

University of Southern Mississippi, Bachelor of Science in Personnel Management

Faculty

Julie Chase

DeVry University, Master of Business Administration

Indiana University, Bachelor of Arts in Social and Behavioral Science

Margot Curry-Leitman

Ithaca College, Bachelor of Arts in Drama

Richard Elkhouri

University of Central Florida, Bachelor of Arts in Advertising/Public Relations

Drew Ferrante

University of Massachusetts, Bachelor of Music in Music Performance and Sound Recording Technology

Stephanie Fleming

Nova Southeastern University, Doctor of Philosophy in Criminal Justice

Nova Southeastern University, Juris Doctorate

Full Sail University, Master of Fine Arts in Creative Writing

Nova Southeastern University, Master of Arts in Writing

University of Kentucky, Bachelor of Arts in Political Science

Jeffrey Friedman

Boston University, Bachelor of Science in Broadcast Journalism

Evelyn Howell

Capella University, Bachelor of Science in Information Technology

State College of Florida, Associate of Arts in Art

Robin Lake

Michigan State University, Bachelor of Arts in English

David Mouery

*Barry University School of Law, Juris Doctorate
Ohio State University, Bachelor of Arts in Communication*

Richard Murphy

*Georgia State University, Master of Business Administration
Boston College, Bachelor of Science in General Management*

Mark Netter

*New York University, Master of Fine Arts in Film and Television Production
Brown University, Bachelor of Arts in Semiotics*

Brad Rosenberger

University of California, Los Angeles, Bachelor of Arts in English

Robert Siegel

Virginia Commonwealth University, Bachelor of Fine Arts in Communication Arts and Design

Nan Sumski

Pepperdine University, Bachelor of Arts in Communication

Brian Walker

*Full Sail University, Master of Science in Entertainment Business
University of Florida, Bachelor of Science in Telecommunications*

GRAPHIC DESIGN

Program Director

Kenneth Norman

*Full Sail University, Master of Science in Instructional Design and Technology
Full Sail University, Bachelor of Science in Computer Animation*

Program Manager

Lollie Wahl

Rollins College, Bachelor of Arts in Computer Science

Faculty

Ashley Bracamonte

Full Sail University, Bachelor of Science in Digital Arts and Design

Gary Dufner

University of Central Florida, Master of Fine Arts in Emerging Media

School of Visual Arts, NYC, Bachelor of Fine Arts in Media Arts

Robin Lindblom

*Full Sail University, Master of Science in Instructional Design and Technology
California State University, San Bernadino, Bachelor of Arts in Graphic Design*

Jocelyn Morera

*Savannah College of Art and Design, Master of Fine Arts in Advertising
University of Central Florida, Bachelor of Arts in Digital Media*

Steven Parker

Full Sail University, Bachelor of Science in Digital Art and Design

Dorreen Petersen-Davis

*Full Sail University, Master of Science in Education Media Design and Technology
Art Center College of Design, Bachelor of Fine Arts in Advertising and Illustration
University of Wyoming, Bachelor of Arts in Art*

Kristina Sanchez

Full Sail University, Bachelor of Science in Digital Arts & Design

Sarah Schweiger

Stephens College, Bachelor of Science in Mass Communication: Broadcast Media

Christopher Swafford

*Savannah College of Art and Design, Master of Fine Arts in Film and Television
University of Arkansas, Little Rock, Bachelor of Arts in Radio, Television, and Film*

LIBERAL ARTS

Program Director

Michael Peter Bolus

*City University of New York Graduate Center, Doctor of Philosophy in Theatre Studies
Boston University, Master of Arts in English – Creative Writing
University of Southern California, Bachelor of Fine Arts in Acting*

Program Manager

Suzanne Wilson

*Full Sail University, Master of Science in Education Media and Design Technology
University of Alabama, Bachelor of Arts in Advertising*

Faculty

Angel Ric Acevedo

Full Sail University, Master of Fine Arts in Creative Writing
Rollins College, Bachelor of Arts in Organizational Communication

Lisa Acevedo

Keller Graduate School, Master of Business Administration
University of Phoenix, Bachelor of Science in Business

Jennifer Andrews

University of Central Florida, Master of Fine Arts in English
Florida State University, Bachelor of Arts in English Language and Literature

Christopher Costabile

University of South Florida, Master of Arts in Liberal Arts
University of South Florida, Bachelor of Arts in English

Derek Denckla

Fordham University, Juris Doctorate
The New School, Master of Fine Arts in Creative Writing

Stacy Feuerherdt

Sanford Brown, Master of Fine Arts in Media Design Management
Slippery Rock University, Master of Arts in English
Metropolitan State University, Bachelor of Arts in English

Leslie Filpo

Bellevue University, Master of Science in Industrial and Organizational Psychology
University of Central Florida, Bachelor of Science in Psychology

Tara Giannini

Hunter College, Master of Fine Arts in Art
Cleveland Institute of Art, Bachelor of Fine Arts in Art

Amanda Gibson Walden

University, Doctor of Philosophy in Forensic Psychology
Argosy University, Master of Science in Human Services
Central Michigan University, Bachelor of Science in Sociology

Joseph Huber

Full Sail University, Master of Science in Education Media Design and Technology
University of South Florida, Bachelor of Science in Secondary Social Science Education

Karina Jabiel

Nova Southeastern University, Master of Science in Management and Administrative Education
University of Central Florida, Bachelor of Science in English Language Arts Education

Natika Jackson

University of Central Florida, Master of Arts in Counselor Education

University of Central Florida, Bachelor of Arts in Psychology

Jose Jimenez

Florida International University, Master of Science in Mathematics Education

Florida International University, Bachelor of Science in Mathematics

Ashley McCormack

University of Central Florida, Master of Science in Teacher Leadership in Mathematics

University of Central Florida, Bachelor of Science in Mathematics Education/Science

Tafarah Meyers

Grand Canyon University, Master of Science in Psychology

Rollins College, Bachelor of Art in Psychology

Seminole State College, Associate of Art in Psychology

Mary Mobarak

University of Washington, Master of Arts in Cultural Studies

University of Central Florida, Bachelor of Arts in Humanities

Jeremiah Moore

University of Florida, Master of Business Administration

University of Florida, Bachelor of Science in Mathematics

Trisha Persen

Full Sail University, Master of Fine Arts in Creative Writing

Full Sail University, Master of Science in Education Media and Design Technology

Molloy College, Bachelor of Arts in English

Marelize Roets

University of Central Florida, Master of Fine Arts in Creative Writing

Full Sail University, Bachelor of Fine Arts in Creative Writing for Entertainment

Mohamad Ali Salim

California State University, Los Angeles, Master of Science in Mathematics

California State University, Los Angeles, Bachelor of Arts in Mathematics

Aaron Scott

University of Central Florida, Master of Arts in Communication

University of Central Florida, Bachelor of Arts in Advertising and Public Relations

Brandy Sintscha

University of Central Florida, Master of Arts in Counselor Education

Cameron University, Bachelor of Science in Psychology

Dulce Vera

Saint Leo University, Master of Education in Reading

University of Central Florida, Bachelor of Science in Elementary Education

Andrew Weeks

*University of Central Florida, Master of Arts in History
University of Central Florida, Bachelor of Arts in History*

MEDIA COMMUNICATIONS

Program Director

Mac Torluccio

Ithaca College, Bachelor of Science in Television-Radio

Program Manager

Derek Toombs

University of Central Florida, Bachelor of Fine Arts in Film

Faculty

Béla Cunningham

University of Florida, Bachelor of Fine Arts in Graphic Design

Timothy Downey Jr.

Full Sail University, Bachelor of Science in Graphic Design

Anton Duong

Full Sail University, Bachelor of Science in Graphic Design

James Holmes

University of Florida, Bachelor of Science in Telecommunication

Tiarah Maxwell

*Southern New Hampshire University, Master of Arts in New Media and Technology
Florida A&M University, Bachelor of Science in Public Relations*

Brandi Parigian

*Full Sail University, Master of Arts in Public Relations
Full Sail University, Bachelor of Science in Internet Marketing*

Jessica Torluccio

*University of Southern California, Master of Arts in Visual Anthropology
University of California Berkeley, Bachelor of Arts in Anthropology*

Marianthy Troupos-Mendez

Full Sail University, Master of Science in Entertainment Business

University of Pennsylvania, Bachelor of Science in Communications Media

Chantal Watts

University of Florida, Bachelor of Science in Telecommunication

MUSIC PRODUCTION

Program Director

Robert Delgadillo

Full Sail University, Master of Science in Instructional Design and Technology

Full Sail University, Bachelor of Science in Entertainment Business

The Los Angeles Film School, Associate of Science in Recording Arts

Program Manager

Roman Perry

Boston University, Bachelor of Science in Film and Television

Lead Faculty

Jameson Boyce

Berklee College of Music, Bachelor of Music in Music Synthesis

Colby Abbott

Berklee College of Music, Bachelor of Music in Music Production & Audio Engineering

Carl Alexander

University of Central Florida, Master of Arts in Music

Auburn University, Bachelor of Music – Jazz Studies

Rick Barclay

University of Oklahoma, Bachelor of Music in Music Education

Brian Boland

Southern Utah University, Master of Music in Music Technology

William Patterson University, Bachelor of Arts in Communication

Chandler Bridges

Florida State University, Doctor of Philosophy in Music Education

Florida State University, Master of Arts in Music – Liberal Arts

Florida State University, Bachelor of Arts in Music

Jason Denton

Full Sail University, Bachelor of Science in Digital Arts and Design

Full Sail University, Associate of Science in Recording Arts

Thomas Kahre

Florida State University, Bachelor of Arts in Music, General

Perette Lawrence

Syracuse University, Juris Doctorate

Binghamton University, State University of New York, Bachelor of Arts in English

Ricciano Lumpkins

Full Sail University, Master of Science in Entertainment Business

Full Sail University, Bachelor of Science in Entertainment Business

Full Sail University, Specialized Associates of Recording Arts

Joel Numa

Full Sail University, Bachelor of Science in Music Business

The Los Angeles Film School, Associate of Science in Recording Arts

Francisco Ojeda

New England Conservatory, Bachelor of Music in Music / Jazz Performance

Aaron Overton

Florida State University, Master of Arts in Music – Liberal Arts

Florida State University, Bachelor of Science in Communication – Commercial Music

Navinthran Ramasamy

Berklee College of Music, Bachelor of Music in Music Production and Engineering

Edward Salerno

Indiana University of Pennsylvania, Master of Arts in Music

Indiana University of Pennsylvania, Bachelor of Arts in Music

Rodney Michaels Shupenia

Full Sail University, Bachelor of Science in Music Business

Los Angeles Film School, Associate of Science in Recording Arts

Daniel Siper

Drexel University, Bachelor of Science in Music Industry

Michael Snyder

The Los Angeles Film School, Associate of Science in Recording Arts

WRITING FOR FILM & TELEVISION

Program Director

Charles Kanganis

*California State University, Northridge, Master of Fine Arts in Screenwriting
University of Akron, Master of Arts in Theater
Iona University, Bachelor of Arts in Speech and Theater*

Program Manager

Heather Blackmore

*University of Southern California, Master of Arts in Cinema-Television
University of Southern California, Bachelor of Arts in Cinema-Television*

Lead Faculty

Michael McCafferty

*California State University, Northridge, Master of Fine Arts in Screenwriting
California State University, Northridge, Master of Arts in Theater Arts
Eastern Michigan University, Bachelor of Science in Communication and Theater Arts*

Lisa Alden

University of Southern California, Bachelor of Arts in Filmic Writing

Lori Balaban

*City College of New York, Master of Fine Arts in Creative Writing
Virginia Commonwealth University, Bachelor of Fine Arts in Communication Arts and Design*

Ethan Banville

Emerson College, Bachelor of Science in Television/Video

Michael Fisher

*University of Southern California, Master of Fine Arts in Writing for Screen and Television
San Francisco State University, Bachelor of Arts in Theatre Arts*

Jarrett Golding

*University of Southern California, Master of Fine Arts in Writing for Screen and Television
Washington University, Bachelor of Arts in English Literature*

James Jones

*California State University, Northridge, Master of Fine Arts in Screenwriting
University of Connecticut, Bachelor of Arts in American Studies*

John Mattson

*University of California, Riverside, Master of Fine Arts in Creative Writing/Writing for Performing Arts
University of California, Los Angeles, Bachelor of Arts in Motion Picture/Television*

Christopher Moore

California State University, Northridge, Master of Fine Arts in Screenwriting
California State University, Northridge, Master of Arts in Screenwriting
California State University, Northridge, Bachelor of Arts in Film

Jerome Sable

University of Southern California, Master of Fine Arts in Cinema-Television
Brown University, Bachelor of Arts in Philosophy

Kathryn Schumaecker

New York University – Tisch School of the Arts, Bachelor of Fine Arts in Acting

Alan Trezza

Fordham University, Bachelor of Arts in Media Studies

Christian Vogeler

American Film Institute, Master of Fine Arts in Directing
State College of New York, Purchase, Bachelor of Arts in Communications and Media

Amy Weingartner

Union Institute & University – Vermont College of Fine Arts, Master of Fine Arts in Fiction Writing
Boston University, Master of Arts in English
Ithaca College, Bachelor of Arts in English

Eve Weston

University of Southern California, Master of Fine Arts in Writing for Screen and Television
Princeton University, Bachelor of Arts in Classics

INSTITUTIONAL OWNERSHIP

The school is owned by Los Angeles Film Schools, LLC, a California Limited Liability Company. Los Angeles Film Schools, LLC is owned by a group of business entities with a background in education and finance including:

- Phelps Education West, LLC
- The Heavener Company Education West, LLC
- Haddock Education, LLC
- LAFS, LLC
- Cal Lending

Board of Co-Chairmen

- James W. Heavener
- Jonathan D. Phelps
- Edward E. Haddock, Jr.

INSTITUTIONAL MANAGEMENT

Chief School Administrator

The Chief School Administrator is Mike Myles.

Educational Leadership

- Kenneth Norman, Program Director - Animation, Graphic Design
- Robert Delgadillo, Program Director - Audio Production, Music Production
- Charles Kanganis, Program Director - Film Production, Digital Filmmaking, Writing for Film & Television
- Mac Torluccio, Program Director - Entertainment Business, Media Communications
- Michael Peter Bolus, Program Director - Liberal Arts

Online Administration Officers

- Monica Landrum, VP Online Admissions
- Spencer Gibson, Associate Director, Online Student Advising
- Blake Cronin, Online Enrollment Guide Manager/Financial Aid

