2022 CATALOG

CREATIVITY MEETS CAREER

FLORIDA INSTITUTE OF RECORDING, SOUND AND TECHNOLOGY

423 S. Keller Rd.
Orlando, FL. 32810
407-316-8310

WWW.FIRST.EDU

Effective March 2022

FIRST INSTITUTE

A LETTER FROM THE DIRECTOR 4
INTRODUCTION 5
MISSION & VISION 5
OCCUPATIONAL GOALS & PHILOSOPHY 5
HISTORY 5
CAMPUS 6
RECORDING ARTS & SHOW PRODUCTION 6
DIGITAL FILMMAKING & VIDEO PRODUCTION 7
GRAPHIC DESIGN & WEB DEVELOPMENT 8
PROGRAMS 9
F.I.R.S.T. INSTITUTE EXPLANATION OF A QUARTER CREDIT HOUR 9
RECORDING ARTS & SHOW PRODUCTION - CAMPUS 10
RECORDING ARTS & SHOW PRODUCTION - CAMPUS PROGRAMS 11
DIGITAL FILMMAKING & VIDEO PRODUCTION - CAMPUS 14
DIGITAL FILMMAKING & VIDEO PRODUCTION - CAMPUS PROGRAMS 15
GRAPHIC DESIGN & WEB DEVELOPMENT - CAMPUS 18
GRAPHIC DESIGN & WEB DEVELOPMENT - CAMPUS PROGRAMS 19
RECORDING ARTS & SHOW PRODUCTION - IDL 22
RECORDING ARTS & SHOW PRODUCTION - IDL PROGRAMS 23
DIGITAL FILMMAKING & VIDEO PRODUCTION - IDL 27
DIGITAL FILMMAKING & VIDEO PRODUCTION - IDL PROGRAMS 28
GRAPHIC DESIGN & WEB DEVELOPMENT - IDL 31
GRAPHIC DESIGN & WEB DEVELOPMENT - IDL PROGRAMS 32
ADMISSION REQUIREMENTS 35
DOCUMENT INTEGRITY 36
APPLICATION EXPIRATION POLICY 36
RETURNING STUDENTS 36
DISCLOSURE OF CRIMINAL HISTORY 36
TRANSFER OF CREDITS 36
DISCRIMINATION STATEMENT 37
REQUESTING ACCOMMODATIONS 37
VACCINATION POLICY 38
FINANCIAL AID 39
TOTAL PROGRAM TUITION BREAKDOWN 39
REQUIRED CLASS MATERIALS CAMPUS 40
REQUIRED CLASS MATERIALS IDL 42
FEDERAL STUDENT FINANCIAL AID 48
ADDITIONAL PAYMENT OPTIONS 48
DELINQUENT TUITION 49
STUDENT LOAN DEFAULT POLICY 49
STUDENT SERVICES 50
CAREER DEVELOPMENT 50
JOB OPPORTUNITIES/INTERNSHIPS 50
TUTORING 50
OFFICE HOURS 51
GRADUATIONS 51
HOLIDAYS 51
ADMINISTRATIVE & FACULTY PROFILES 52

ADMINISTRATIVE PROFILES 52
FACULTY PROFILES 52
ADVISORY BOARD MEMBERS 54
GENERAL INFORMATION 55
STATEMENT OF LEGAL CONTROL 55
FLORIDA LICENSURE 55
STATEMENT OF ACCREDITATION 55
HOURS OF OPERATION 55
DESCRIPTION OF COURSE NUMBERING SYSTEM 55
DEFINITION OF A CLOCK HOUR 55
HEALTH & SAFETY 56
STUDENT ID 56
HEALTH SERVICES 56
SECURITY & FIRE SAFETY 56
INCLEMENT WEATHER 56
LOCKDOWN & EVACUATION PROCEDURES 56
FACILITY SECURITY 56
DRUG/ALCOHOL POLICY & PREVENTION 57
INSTITUTE POLICIES 58
GRIEVANCE PROCEDURE 58
GRADING 58
STUDENT VERIFICATION 59
SATISFACTORY ACADEMIC PROGRESS (SAP) 59
SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS PROCESS 59
SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID 59
RETAKING COURSES 59
CANCELLATION & REFUND 60
APPEAL PROCESS/COMPLAINT PROCESS 61
GRADUATION REQUIREMENTS 61
STUDENT RECORDS 61
RULES AND REGULATIONS 61
ATTENDANCE & ACADEMICS 62
DISCIPLINARY POLICY & STUDENT CODE OF CONDUCT 64
INDIANA RESIDENTS 68
OFFICE FOR CAREER AND TECHNICAL SCHOOLS 68
INDIANA REQUIRED REGULATION STATEMENT 69
INDIANA STUDENT COMPLAINT PROCESS 69

A LETTER FROM THE DIRECTOR

Dear Prospective Students:

I want to let you in on a little secret. You already have something in common with all of the students and alumni that have walked the halls of the Florida Institute of Recording, Sound, and Technology: a passion for the Digital Media industry.

The fact that you are dedicating your time to pursue further education and better yourself shows you have the motivation, desire, and interest to succeed in this field. Congratulations on taking this huge step in the right direction!

I welcome this opportunity to introduce you to F.I.R.S.T. Institute. In this catalog, you will find detailed information on how to become a student and all that is offered to you during your time with us.

F.I.R.S.T. Institute has fine-tuned three unique and highly successful programs in Recording Arts and Show Production, Digital Filmmaking and Video Production, and Graphic Design and Web Development. These educational programs are based on a philosophy that provides students with the technical skills, experience, and knowledge to gain entry-level employment and embark on a fulfilling career in the many fields of the modern Digital Media industry.

A student will have the opportunity to make use of our exciting campus with up-to-date audio recording studios, film and video editing suites, a large sound stage, and other cutting-edge equipment. With our extremely accomplished faculty, our students experience the real world in the classroom. You could be part of our growing alumni group that has gone on to shape the Digital Media industry in Central Florida and across the country.

On behalf of F.I.R.S.T. Institute, I am proud to say we are continuously expanding and maintaining a reputation of brilliance and distinction. I would like to personally invite you to apply and become an integral part of our growing institution. I urge you to take the next step towards your future and review this catalog of information along the way.

If you have any further questions or are ready to begin the application process, please call your Admissions Representative at (407) 316-8310. We look forward to hearing from you!

Sincerely,

Donney Smith, Director

INTRODUCTION

Our 40,000 square foot campus consists of production labs, studios, soundstages, as well as student lounge, bathrooms, administrative offices, and much more. Read on to see what our campus consists of for each of our three programs

MISSION & VISION

Mission: F.I.R.S.T. Institute's mission is to prepare students for successful entry-level careers in the digital media industry. The training philosophy centers on intensive, hands-on education, interactive distance learning, and continual advancement in technology.

Vision: F.I.R.S.T. Institute's vision is to ensure the highest quality education and learning experience for students.

OCCUPATIONAL GOALS & PHILOSOPHY

Digital Media is a very exciting, growing, and competitive field for those who have the right blend of drive, talent, and skill. F.I.R.S.T. Institute believes that it can make a huge difference in student development. Every lesson plan is based on the objectives faced by professionals in this field on a daily basis.

HISTORY

The Florida Institute of Recording, Sound, and Technology, Inc. (F.I.R.S.T.) was established in 2004 in "The City Beautiful," Orlando, Florida. During this time, much thought and effort went into how F.I.R.S.T. Institute would teach and inspire students in the Digital Media field. In 2005, F.I.R.S.T. Institute launched its first program in Audio Engineering and Music Production. Due to the success of the first program, and the growing need for employment in the Digital Media field, the Film and Video Production program was launched soon after. F.I.R.S.T. has continued to grow and flourish even in present day with its existence of The Graphic Design and Web Development program, cutting edge technology, and accomplished faculty. Our growing departments are readier than ever to be a part of each student's educational adventure and help young Digital Media professionals enter the working realm to follow their dreams.

CAMPUS

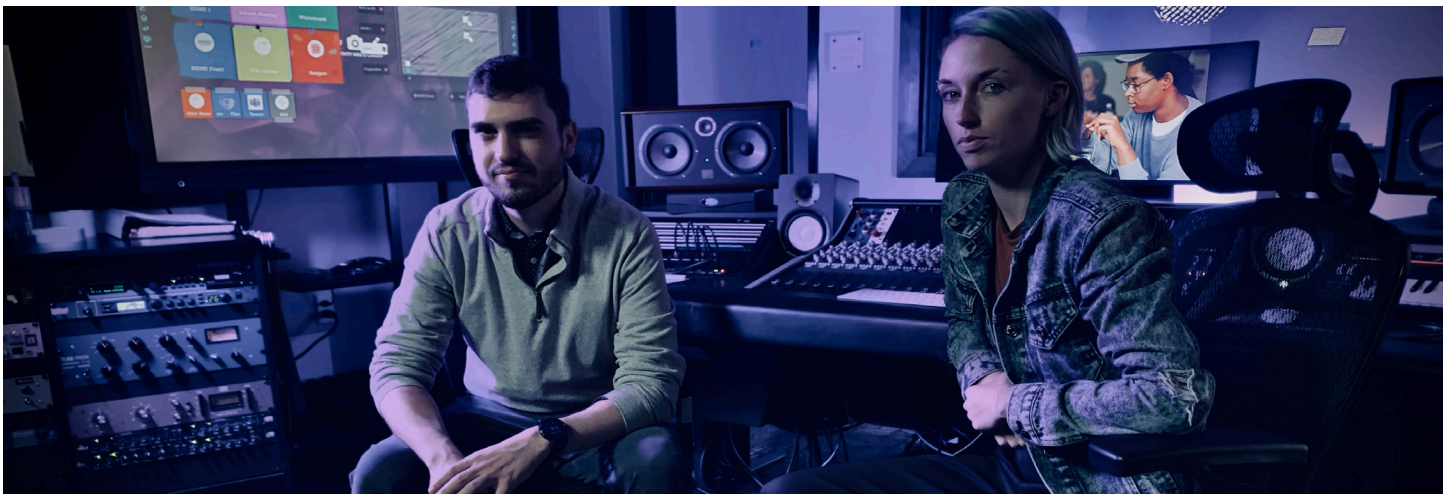
Our 40,000 square foot campus consists of production labs, studios, soundstages, as well as student lounge, bathrooms, administrative offices, and much more. Read on to see what our campus consists of for each of our three programs

RECORDING ARTS & SHOW PRODUCTION

Studio A
Studio A is centered around an analog console. The room is equipped with a Dante network, patch-bays, outboard gear, Logic Pro, Drum-A-Gog, and Pro Tools. Students can use this space to execute artist recording sessions and mixing projects.

Studio B
Studio B is an audio recording studio that features Avids Control 24 and surround sound. The room is equipped with a Foley Pit, and Pro Tools. Students can use this space to execute sound-to-picture projects.

Production Lab 9 AKA "Raven Lab"
One of our several audio production labs is equipped with Raven control surfaces. The Raven is a tactile touch surface that allows students to control Pro Tools, Logic Pro, Studio One by simply touching the screens surface. Students also gain access to industry standard plugins like those made by McDSP.



DIGITAL FILMMAKING & VIDEO PRODUCTION

The Film and Editing Suites

Our film and video editing suites feature Apple iMac workstations running professional software, including Adobe Creative Suite, Premiere, After Effects, Photoshop and Illustrator. Students in these labs focus on a wide range of digital content creation, including digital video production and editing, motion graphics and photo manipulation. Peripherals include professional video cameras for the capture, creation, and output of digital video imagery.

Students use these suites in the post production phase for projects such as commercials, testimonials, documentaries, music videos and short films.

The Control Room

The control room features a complete HD environment for F.I.R.S.T. students. This lab features Blackmagic cameras, a Blackmagic HD switcher, and Blackmagic HD decks. This control room allows students to learn television lighting and sound, teleprompter operation, jib control, and more.

The Soundstage

Our large soundstage is used for digital video production and is outfitted with a prop area and equipped with industry standard lighting and grip equipment. This room works with the Control Room and is used in conjunction to bring live content to life for student projects.

Digital Cameras

The cameras used for production in the sound stages and on location include Panasonic G85's, Sony PXW-X70 Professional XDCAM Compact Camcorders, Blackmagic Pocket Cinema Camera 4k's, and Blackmagic Ursa Mini Pro 4.6k G2's

GRAPHIC DESIGN & WEB DEVELOPMENT

Graphics Labs

Our graphics labs have an environment that is set-up to inspire creativity. Each graphics lab has been designed with industry-standard hardware and software for the production of graphics. In addition to this, the rooms have been designed to facilitate the coding, testing, and development of websites and applications.

Equipment

A variety of equipment is at the disposal of graphic design & web development students. They have access to a large format printer for high quality printing of student projects. There are photography light boxes situated in class and available for product photography. DSLR Canon cameras are available for sign out by students. Students can use Wacom tablets for the development of illustrative and design skills. Also, a green room is available for photoshoots and production.

Software

The labs have the latest version of the Adobe creative suite software including Photoshop for photo editing, manipulation, and animation, Adobe Illustrator for the creation of vector art and wireframes, Adobe InDesign for the composition and production of small to large digital and print publications, and Adobe After Effects for putting digital assets into action.

PROGRAMS

F.I.R.S.T. INSTITUTE EXPLANATION OF A QUARTER CREDIT HOUR

F.I.R.S.T. institute lecture time is instructor led explanation, discussion, and relevant course topic activities. *Laboratory time is also instructor led but with a strict emphasis in kinesthetic learning in either solitary or group projects relevant to the course attended. F.I.R.S.T. Institute defines a clock hour as 50 minutes of instructor led instruction with 10 minutes of break time. The table below has a breakdown of how F.I.R.S.T. Institute's clock hours are broken down into quarter credit hours for academic purposes (ACCET standards) and for financial aid (Title IV) purposes.

Academic Clock to Credit Hour Conversion	**Clock Hour to Quarter Credit Hour Ratio**	**Title IV**	**Clock Hour to Quarter Credit Hour Ratio**
Lecture	10:1	Lecture	20:1
Lab	20:1	Lab	20:1

Program	Clock Hours	Academic Quarter Credit Hours (AQC)	Title IV Quarter Credit Hours (T4C)
Recording Arts and Show Production	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits
Recording Arts and Show Production - IDL	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits
Digital Filmmaking and Video Production	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits
Digital Filmmaking and Video Production - IDL	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits
Graphic Design and Web Development	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits
Graphic Design and Web Development - IDL	1014 (811 Lecture/203 Lab)	91.26 Credits	50.7 Credits

RECORDING ARTS & SHOW PRODUCTION - CAMPUS

Program Objective

The Recording Arts and Show Production program strives to successfully train students for entry level employment in the audio engineering, music production, and show production industry.

Program Description

The Recording Arts and Show Production program is designed to teach students the fundamentals of recording arts and show production, including live sound reinforcement and audio visual production. Students will receive hands-on education using up-to-date technology for all types of audio production.

A wide spectrum of professional audio is covered throughout several courses covering areas in both studio, location, installation, and live settings. In each course, students will develop their skills under the mentorship of industry professionals, preparing them for an entry-level position in the audio industry.

Students are graded and held accountable for each course they experience during their instruction at F.I.R.S.T Institute. Consistent drills, labs, tests, and quizzes keep students engaged in the information presented by the instructors. F.I.R.S.T Institute's main objective is simple: to provide the highest quality education and inspire students to be successful in the career field of professional audio.

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: Campus = 100% Campus
Average Class Size: 16 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

RECORDING ARTS & SHOW PRODUCTION - CAMPUS PROGRAM COURSES

RASP 101 - Digital Audio Fundamentals

Digital Audio Workstations, also known as DAWs are an integral part of the modern audio industry. DAWs are used in all aspects of the audio industry, from the recording studio to live show production. In this course students will be introduced to DAWs and will learn about the many exciting possibilities the audio industry has to offer.

Learning the basics of computer technology and macOS is the starting ground for classes enrolled in the program. Students will move into the DAW, one of the primary tools of the audio industry. During their introductory course, students will focus on learning the industry standard workstation: Avid's Pro Tools.

Through many hands-on exercises, projects, and detailed instruction, students will develop an understanding of digital audio editing, effects processing, mixing, audio production, sound design, and critical listening skills. After students have learned the fundamentals of digital audio they will move into advanced editing techniques, jingle production, and sound design.

When learning with the use of creative projects, classes will learn about elastic audio, time compression, and expansion techniques in Pro Tools. Aligning audio loops and voice overs will be covered to create jingle productions. Students will also work on a sound design clip using audio and MIDI to create a unique sound design project for their demo reel.

RASP 101 – Digital Audio Fundamentals

- MacOS & File Management Project
- Pro Tools Editing Project
- Pro Tools Mixing Project
- Radio Spot Production Project

RASP 102- Music Production

Music producers must have a good understanding of music theory and artist interaction. In this course, students will be introduced to music production and an introductory course in music theory. Classes will learn about the theory and history of recorded sound, as well as developing a good foundation of music appreciation and diversity.

Students will quickly move into music theory where they will learn about scales, key signatures, and structure. Once students have a good understanding of music theory, they will move into the music production software: Logic Pro. Students will learn about MIDI production first inside Logic Pro, but also see how to use those aspects within Pro Tools as well.

Through many hands-on exercises, projects, and detailed instruction, students will develop a good understanding of Logic Pro and its endless creative possibilities. During the course projects, students will learn about MIDI and music production, as well as remixing and sampling techniques.

RASP 102 – Music Production

- Logic Pro MIDI Project
- Music Theory Project
- Remixing Project
- Sound Design Project

RASP 103- Recording Arts 101

Working in the recording studio is a very fun and creative environment for audio engineers and music producers. Having a good understanding of all technical equipment in the recording studio is essential for any audio engineer. In this course, students will be introduced to industry-standard equipment and techniques including analog consoles, patch-bays, signal flow, outboard processors, and audio recording.

This course is different from the previous individual and solitary learning focus and places students into small teams to accomplish project goals. Students will work on several signal flow projects and will connect studio equipment through patch-bays. They will learn the techniques used for installing and connecting studio equipment with consistent drilling. Students will also cover industry-standard microphones and the fundamental microphone techniques used for recording vocals and various musical instruments. By the end of this course, students will have a firm understanding of the recording process, studio etiquette, signal flow, and teamwork.

RASP 103 – Recording Arts 101

- Jingle Production Project
- Podcast Production Project
- Recording Session Project
- Performing Rights Organization Project

RASP 104-Recording Arts 201

This course is designed to implement all the knowledge of signal flow, microphone techniques, patching, studio etiquette and communication learned from the previous course to practical use. Students will produce a class production where they work together to produce a song from scratch. The students will work together to write the music and lyrics, then record live instruments and vocals. Following this project, the students will work with musical artists and bands to record and produce songs for a solo artist and full band. Students will work together to scout artists and bands to recruit and schedule the musicians for multiple recording sessions. Students end this course with a vast knowledge of studio acoustics and isolation by designing a recording studio.

RASP 104 – Recording Arts 201

- Class Production Project
- Solo Artist Recording Project
- Artist Development Project
- Studio Design Project

RASP 105 - Music Mixing and Mastering

Audio engineers must have a good understanding of music production and the technical equipment used during the mixing process. Mix engineers must have good communication skills and an understanding of the terminology used in the recording studio. In this course, students will be introduced to the techniques of mixing various genres of music. Students will also learn about more advanced editing techniques, vocal tuning, sample replacement, as well as critical listening skills and mix analysis. During these mixing projects, students will align drums, add samples, tune vocals, and learn industry standard editing shortcuts that will improve their workflow. During the course projects, students will learn about mixing music for specific genres and will develop their ears through various critical listening exercises. Once students have completed these mixing projects, they will learn the process of mastering. Students will master their final mix project in the DAW, Studio One, as well as learn the techniques of restoring poor quality audio. Students will also master all projects that were produced in the previous courses which will be sequenced on their demo reel. By the end of this course, students will have a good understanding of advanced editing and mixing techniques, as well as audio mastering and restoration. Students will complete this course by producing an audio demo reel.

RASP 105 – Music Mixing and Mastering

- Class Production Mix Project
- Solo Artist Recording Mix Project
- Artist Development Mix Project
- Audio Mastering Project
- Audio Restoration Project

RASP 106 - Sound for Visual Media 101

Location sound and audio post is an exciting industry for students to learn and experience. In this course, stu-

dents will be introduced to location sound and the techniques used for capturing high quality audio on set, as well as audio post and sound design. Audio post-production and sound design have specific techniques when added to visual media like TV, cinema, and even the web. Students will learn about the creative process that goes into sound design and Foley. Foley is a method used to create sounds using everyday props in real time, in sync with prerecorded video.

Students will also learn how to operate an industry-standard control surface, record looping dialogue, create new original sound effects, compose a short score, and mix for surround sound. During each class, a specific audio post-production technique is learned and then applied to the student's class project, which is posting audio to a scene from a film, video game, or television spot. By the end of the course, students will have scored, recorded dialogue, recorded Foley, recorded sound effects, and re-recorded two post projects. Additionally, students will be introduced to surround sound mixing, including Dolby Atmos.

RASP 106 – Sound for Visual Media 101

- Short Film Project
- Audio Post Project
- Field Project

RASP 107 - Sound for Visual Media 201

Students, after completing this course, are equipped with the knowledge to obtain an entry-level job in the A/V (audiovisual) industry. Students will learn the practices of A/V signal flow, set-up, and breakdown. During the course, students will learn how to connect audio equipment, visual equipment, and lighting.

Students will learn to operate A/V consoles different than encountered in previous courses, and additionally, wireless microphones, in-ear monitor systems, and A/V communications systems. As the course progresses, students will learn A/V Integration where they will learn techniques for commercial and residential installations.

RASP 107 – Sound for Visual Media 201

- Crimping Project
- Soldering Project
- Audio System Setup Project
- A/V System Design Project

RASP 108 - Show Production

Live sound is one of the largest and most exciting aspects of the entertainment industry. There are many more career opportunities in live sound and touring than in any other area of the audio industry. It is essential for any audio professional to understand the principles of live sound.

This course prepares our students for this career path. Classes will learn the theories and practices used in sound reinforcement, theater, and touring applications. Learning how sound systems work and are setup, along with live sound console operation, are the introductory topics in this course. As the course progresses, classes setup sound systems, use stage-plots, create artist monitor mixes, and most importantly front of house mixes for a live audience.

Throughout the course, students will learn the invaluable skills of system setup and installation, troubleshooting, safety, maintenance, streaming, and playback systems.

RASP 108 – Show Production

- (3) Full Production Tech Rehearsal Project
- (3) Live Event Project
- Portfolio Project

DIGITAL FILMMAKING & VIDEO PRODUCTION - CAMPUS

Program Objective
The Digital Filmmaking and Video Production program strives to successfully train students for entry-level employment in the film, video, and broadcast industry.

Program Description
The Digital Filmmaking and Video Production program is designed to teach students all aspects of high-definition cinema and video development, production, and broadcast. From basic classes all the way through advanced, students will receive hands-on education using up-to-date technology found in the field and used by professionals worldwide for any type of production.

We cover each stage of production in blocks where students progress through more advanced projects and processes in each. In each course, students will be given projects to develop their skills as they would apply them in the real world.

F.I.R.S.T. Institute students are graded and held accountable for each and every course they encounter. Consistent drills and quizzes keep students active and interested in the information given by the instructor. F.I.R.S.T. Institute's main objective for the program is simple: to provide the finest education by exposing students to the very things that inspire them to be successful in the career field known as Digital Filmmaking and Video Production

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: Campus = 100% Campus
Average Class Size: 16 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

DIGITAL FILMMAKING & VIDEO PRODUCTION - CAMPUS PROGRAM COURSES

DFVP 101 - Storytelling and Video Technology

Students will learn that no matter what role a person plays in the development of a movie or television broadcast, every crew member is responsible for enhancing the script using specific storytelling techniques that manipulate an audience's mood and understanding of the conceptual world of film and television.

By focusing on the art and science of visual storytelling, and using specific examples from movies past and present, classes will uncover a multitude of techniques that can be applied to any cinematic or television project in every aspect of the entertainment business. Students will also discover the various jobs and requirements in the digital cinema industry, learn to write scripts using standard Hollywood guidelines, create budgets and schedules, and most importantly learn the art of the pitch to present project ideas to clients.

Students will become familiar with the technical aspects of digital video production including the language and grammar used by professional technicians. They will learn fundamental camera techniques including building camera rigs, lens selection, and proper camera maintenance. Lighting concepts like 3-point lighting, chroma lighting, luma lighting, as well as alternative lighting for specific genres are covered.

Sound for production and post is discussed including the proper techniques for using wireless systems, lavaliers, and shotgun microphones. A basic understanding of power and electricity is also covered helping students with safety and proper usage of electricity on set or stage. HD and UHD camera systems including 2K and 4K cameras are exposed to classes including their specific workflows and considerations for editing in the future.

DFVP 101 – Storytelling and Video Technology

- Camera Framing Project
- Camera Exposure Project
- Audio Project

DFVP 102 - Digital Editing and Visual Effects

Students will cover the fundamental techniques and concepts of digital video, editing principles, and visual storytelling. The concept of visual storytelling will be explored and analyzed within various media projects to demonstrate the importance of constructing a fully developed idea using moving images. The course will instruct the process of video editing through the development of several media projects and footage assets.

There is an emphasis on footage sequencing with story continuity, media management, narration, and industry terminology. More time will also be dedicated to the importance of sound in the post environment and its subtlety in keeping the viewer grounded to the images onscreen. Classes will explore simple animation techniques, and overall, the basics of motion graphic design. Learning to animate, alter, and composite media using various tools including the use of optional plug-ins, is paramount in the process and workflow for every motion graphic professional.

There will be an emphasis on how text works in motion graphics through multiple in class exercises starting with a logo design project. Footage captured from greenscreen productions will come to life with scene compositing. Customizing particle effects and other more advanced concepts will also be covered through additional exercises and projects.

DFVP 102 – Digital Editing and Visual Effects

- Pre-Production Project
- Screen Writing Project
- Short Film Project

DFVP 103 - Commercial Production

In Commercial Production, students will break from the conventions of traditional modes of visual storytelling to explore short-form, interactive, and digital-media creation methods. The primary focus will be on the format of commercials.

As post-production unfolds, students will begin editing the projects that were shot during this course. They will utilize the post-production concepts that they have learned to date such as scene transitions, time and space perception, tempo, sound effects, and editing with music and mood changes to enhance their final projects.

DFVP 103 – Commercial Production

- Commercial 30 Sec. Project
- Commercial 60 Sec. Project
- Social Media Project

DFVP 104 - Music Video Production

In Music Video Production, students will develop and produce an advanced project with a focus on the music video. A music video project will help students understand the principles of shooting uncontrolled action and how to work with real clients.

At this level, classes also have a working knowledge of advanced editing techniques including editing on the beat, color correction, sound effects and applying musical compositions.

DFVP 104 – Music Video Production

- Music Video Project 1
- Music Video Project 2
- Live Music Performance Project

DFVP 105 - Short Film Production

In Short Film Production, students will continue to explore other short-form, interactive, and digital-media creation methods. The primary focus will be on the format of documentaries.

Students will learn the principles of interviewing talent and shooting supporting footage as a team. They will utilize the post-production concepts that they have learned to date such as dialogue editing, scene transitions, time and space perception, tempo, sound effects, and editing with music and mood changes to enhance their final projects.

DFVP 105 – Short Film Production

- Interview Project
- 1 Min. Documentary Project
- 5min. Documentary Project

DFVP 106 - Episodic Production

In Episodic Production, students will develop and produce an additional advanced project with an emphasis on the short film. During the short film, students will apply their knowledge of preproduction by breaking down a script, creating a budget, developing a schedule, casting talent, scouting locations, and much more. Students will also apply advanced production techniques of camera and lighting. At this level, classes also

have first-hand knowledge of advanced editing techniques including but not limited to enhanced color correction, dialogue editing, storytelling techniques and sound effects.

DFVP 106 – Episodic

- Boring Room Challenge Project
- Short Film 1 Project
- Final Short Film Project

DFVP 107 - Live Video Production

Students will learn the fundamentals of live video production and streaming by using up-to-date technology for all show needs. Students will be prepared to function independently or as part of a production team in the preparation and production of live shows for both traditional and web-based broadcast, as well as corporate presentations.

In this course, students will learn the technical aspects of streaming software, as well as studio equipment and continue learning proper signal flow for use in studio, stage, and remote-control rooms. They will learn specific camera, lighting, and production techniques unique to each of these live show realms, as well as the many different career paths within these industries.

DFVP 107 - Live Video Productoin

- Live Stream Project
- Live Talk Show Project
- Live Music Performance Project

DFVP 108 - Color Grading

Students will learn the essentials of color theory and apply these concepts in professional colorist program DaVinci Resolve. Practical filmmaking techniques like color balancing, correction, grading, and continuity will all be learned through hands-on work in the program's node-based editing system.

Students will also use Davinci Resolve to learn enhanced aspects of audio post-production, diving into the concepts of voiceover, ADR, Foley arts, sound effects, and sound design. Each of these concepts in color correction and audio post-production will then be applied to further enhance the student's portfolio projects.

DFVP 107 – Color Grading

- Color Balance Project
- Color Grading Project
- Color Separation Project

GRAPHIC DESIGN & WEB DEVELOPMENT - CAMPUS

Program Objective
The Graphic Design and Web Development Program strives to successfully train students for entry-level employment in the web and graphic design industry.

Program Description
The comprehensive Graphic Design and Web Development program is designed to prepare our students for the real world of web development and design, starting them from basic computer skills and multimedia design to working our way up to advanced graphics and web programming. We provide hands-on education using up-to-date technology found in the real world with F.I.R.S.T. Institute's signature teaching methods applied.

The web is changing rapidly so we use up-to-date technology and cover all areas of expertise that a modern web designer and developer would need. Our focus is not to spend the entire program on one area of design or development, but instead dive deep into core areas. This gives our students the ability to get their hands in many different areas, so they can have a better opportunity to see in what field they would like best to work. This creates a well-rounded graduate that will have many opportunities and the skills necessary to gain entry level employment in Graphic Design, Print and Web Design, and Development.

At F.I.R.S.T. Institute, we strive to keep our curriculum updated to reflect actual trends in this ever-growing and fast-paced industry. This means utilizing industry-standard creative design programs, the latest programming techniques, and knowledge of the ever-changing design and development landscape. We take advantage of the vast amount of open source frameworks, tooling, and software available.

Our students are graded and held accountable for each and every course they encounter. Consistent drills and quizzes keep students active and interested in the information provided by the instructor. Our main objective is simple: provide the finest in education by exposing students every day to the very things that inspire them to be successful in the web design and development career field.

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: Campus = 100% Campus
Average Class Size: 16 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

GRAPHIC DESIGN & WEB DEVELOPMENT - CAMPUS PROGRAM COURSES

GDWD 101 - Graphic Design Principles

Students learn a basic level understanding of computers, their parts, and terminology for the first week of Graphic Design Principles. After students have learned the fundamentals of computing and have a good understanding of the diverse types of digital media formats, students get a sneak peek at the Adobe Creative Suite of Products.

A set of tools that are widely used in the Graphics and Digital Design industry. F.I.R.S.T. then introduces them to art history, and the evolution of visual arts, in relation to the development of modern design principles and standards as a foundation to contemporary visual design and color theory.

Classes get introduced to Typography and Design Processes. Important skill sets are then developed through studies on Creative Thinking, Research and Concept Development, Business Communications, Client Briefing and Analysis, Digital Printing, and the importance of the print production processes. Students learn Branding fundamentals and then examine marketing in relation to corporate and personal branding and social media.

GDWD 101 – Graphic Design Principles

- Shade by Numbers Project
- Calligraphic Font Creation Project
- Creative Brief Logo Project
- Branding (Brand Book) Project

GDWD 102 - Digital Illustration

With an intense focus on illustration students are introduced to Adobe Illustrator, an industry standard used primarily in the creation of vector graphics and line art. Students first learn about the concept of illustration through the study of simple, sequential, editorial, and marketing illustration.

The Adobe Illustrator user interface, workspace and tools are then learned through demonstration and exercise. As skills are gained, students go from creating simple vector shapes to more advanced vector illustrations and graphics, including the use of typography. Students will take the skills learned in Illustrator to complete several projects that include logo design and other creative illustrations.

GDWD 102 – Digital Illustration

- Creative Portrait Project
- Flat Character Design Project
- Styled Architectural Illustration Project
- Layered Minimal Movie Poster Project

GDWD 103 - Photoshop & Digital Photography

Adobe Photoshop is an industry standard for graphics editing, creation, and photo manipulation. From the technical processing of multiple images to the making of unique artwork and digital paintings, Photoshop is used by animators, graphic designers, web designers, photographers, architects, and more.

In this course of study students are introduced to digital photography and camera basics. They will learn how to set up their cameras along with lighting considerations and learn to use them in real photo shoots. Photographs from Digital Photography are some of the images used to learn key skills in photo selections and editing.

Throughout this course, students are introduced to the many tools and features of this powerful raster graphic editing software. Building on the skills learned, more advanced features, effects and techniques are taught using demonstration and hands on exercises. Students use their full understanding of the tools to create several portfolio worthy graphics projects.

GDWD 103 – Photoshop and Digital Photography

- Product Photo Retouching Project
- Headshot Retouching Project
- Photo Collage Project
- Digital Ad / Web Banner Project

GDWD 104 - UI/UX Design

Students are introduced to a brief history of the web, the language, and vocabulary associated with it. They then cover important design considerations for websites and applications to make them practical for all users. Professional concepts in User Experience and User Interface Design are learned during this course.

Students gain an understanding in how to facilitate an easy end user experiences through meaningful and purposeful interface design. Skills are gained through practical exercise in the layout and positioning of web application content and elements. This is done through design research, wireframes, mock-ups, and prototyping. Several projects are completed that apply the UI/UX app design skills learned.

GDWD 104 – UI/UX Design

- Web Style Guide Project
- Accessibility Project
- GUI (Graphical User Interface) Project
- Landing Page Project

GDWD 105 - Web Design and Development

The internet through daily interaction, is an integrated way of life for both individuals and businesses. Students are introduced to HTML as a markup language, this is the foundation for building structure on websites. As languages are often broken down to basic words or elements, so too are coding related languages. Students then learn about HTML elements as the fundamentals of the language and the dynamic results that are produced through its use.

A look at the importance and necessity of inclusion for all, to have equal participation in the use of the web through accessibility is then covered. Students will also be introduced to CSS, the language used for taking the basic structure of HTML and how it applies the visual display and presentation of web pages through responsive design.

After learning how to develop a website from scratch, students then learn some basic Frame Works & Grid based layouts through templates. At this point students are learning some introductory concepts in how webpages are made to be interactive and engaging to the end user. Content Management Systems such as WordPress are integral to a significant percentage of existing sites on the web.

These systems make the creation and management of digital content easier for both consumers and designers alike. Time in WordPress is spent on how to modify existing templates and using the advanced features included in them.

GDWD 105 – Web Design and Development

- Wiki Project
- CSS Layout Project
- Bootstrap Scalability Project
- Custom Portfolio Template Project

GDWD 106 - Motion Graphics

After having developed strong skills in Layout and Design, Typography, Illustration, and Photo Editing, along with an understanding of the web. Students are taught the techniques needed for putting design assets and graphics into motion.

Motion theory is introduced at the beginning of the course to give students a sound foundation in the concepts needed to successfully execute projects. Students will learn technical skills that follow the principles of animation through key-framing, image positioning, masking, and other visual effects.

Projects are developed with the goal of helping students grow in their creative problem-solving skills, these will be utilized in the execution of various motion graphics projects.

GDWD 106 – Motion Graphics

- Bouncing Ball Project
- Animated Logo Project
- Flat Character Animation Project
- 3D Parallax Design Project

GDWD 107 - Layout Design

Understanding how various design elements are combined in the creation of successful visual communication is the basis of this course. Students begin with an introduction to the art of digital layout using the elements and principles of design.

Exercises in how to create good compositions are done through design challenges. Next, students take some time to apply and further grow their layout and design techniques while learning Adobe InDesign, an industry standard. Using InDesign, students will create several projects such as catalogs and brochures and then go on to develop a print campaign for their course project.

GDWD 107 – Layout Design

- Editorial Magazine Layout Project
- Concert Flyer Project
- Packaging Design Project

GDWD 108 - Web and Graphics Portfolio

In the Web and Graphics Portfolio course, students cumulatively refine and perfect all their previous projects to a finished and finalized form. This is accomplished in part through professional review and critique. The body of work from GDWD 101 through GDWD 107 is what is included during this last stage of the course.

Students leave the program with a diverse and strong, but most of all, professional level portfolio showing their abilities in graphic design, motion, and front-end web design & development.

GDWD 108 – Graphics and Web Portfolio

- Illustration Portfolio Review Project
- Photo Layout Portfolio Review Project
- Motion Graphics Portfolio Review Project
- Final Custom WordPress Portfolio Project

RECORDING ARTS & SHOW PRODUCTION - IDL

Program Objective

The Recording Arts and Show Production program strives to successfully train students for entry level employment in the audio engineering, music production, and show production industry.

Program Description

The Recording Arts and Show Production IDL program is designed to teach students the fundamentals of recording arts and show production, including live sound reinforcement and audio visual production. Students will receive remote education using up-to-date technology for all types of audio production.

A wide spectrum of professional audio is covered throughout several courses covering areas in both studio, location, installation, and live settings. In each course, students will develop their skills under the mentorship of industry professionals, preparing them for an entry-level position in the audio industry.

Students are graded and held accountable for each course they experience during their instruction at F.I.R.S.T Institute. Consistent drills, labs, tests and quizzes keep students engaged in the information presented by the instructors.

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: IDL = 100% Interactive Distance Learning
Average Class Size: 15-20 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

RECORDING ARTS & SHOW PRODUCTION - IDL PROGRAM COURSES

RASP 101IDL - Digital Audio Fundamentals

Digital Audio Workstations, also known as DAW's, are an integral part of the modern audio industry. DAWs are used in all aspects of the audio industry, from the recording studio to live show production. In this course, students will be introduced to DAWs and will learn about the many exciting possibilities the audio industry has to offer.

Learning the basics of computer technology is the starting ground for classes enrolled in the program. Students will also learn the principles of sound and the history of recorded sound. From there, students will move into one of the primary tools of the audio industry, the DAW. During their introductory course, students will focus on learning the industry standard workstation, Avid's Pro Tools.

Through many hands-on exercises, projects, and detailed instruction, students will develop an understanding of digital audio editing, effects processing, mixing, audio production, and critical listening skills. After students have learned the fundamentals of digital audio, they will move into advanced editing techniques for jingle production. When learning with the use of creative projects, classes will learn about elastic audio, time compression, and expansion techniques in Pro Tools. Aligning audio loops and voice overs will be covered to create jingle productions.

RASP 101IDL – Digital Audio Fundamentals

- MacOS & File Management Project
- Pro Tools Editing Project
- Radio Spot Production Project

RASP 102IDL - Music Production

Music producers must have a good understanding of music theory and artist interaction. In this course students will be introduced to music production and an introductory course in music theory. Many music producers use MIDI to create and modify their productions. Students will learn about MIDI and the various instruments in Pro Tools.

Once students have a good understanding of MIDI, they will quickly move into Music Theory 101 where they will learn about scales, key signatures, and structure, as well as voice leading, aural skills, compositional skills, and notation. Through many hands-on exercises, projects and detailed instruction, students will develop a good understanding of the use of MIDI in Pro Tools and its endless creative possibilities.

During the course projects, students will learn about MIDI and music production, as well as sound design, scoring, remixing, and sampling techniques. By the end of this course, students will have a firm understanding of music theory and music production in Pro Tools.

RASP 102IDL – Music Production

- Multi-Timbral Instrument Project
- Music Theory Project
- Music Production Project
- Sound Design Project
- Remixing Project

RASP 103IDL - Recording Arts 101

Working in the recording studio is an incredibly fun and creative environment for audio engineers and music producers. Having a good understanding of all technical equipment in the recording studio is essential for any audio engineer. In this course, students will be introduced to industry standard equipment and techniques including analog consoles, patch-bays, signal flow, outboard processors, and audio recording.

The recording arts course is centered around students working together as a team. During this course, stu-

dents will work on several signal flow projects where they will learn the techniques used for installing and connecting studio equipment. Students will also learn about industry standard microphones and fundamental microphone techniques used for recording vocals and various musical instruments.

Students will work together as a team to produce and record an original song, podcast, radio spot, and a songwriting project. Students will also learn the techniques of shopping productions for music artists. By the end of this course, students will have a firm understanding of finding clients, the recording process, studio etiquette, signal flow, teamwork and registering their productions with performing rights organizations.

RASP 103IDL – Recording Arts 101

- Jingle Production Project
- Podcast Production Project
- Class Production Project
- Songwriting Project
- Performing Rights Organization Project

RASP 104IDL - Recording Arts 201

Audio engineers must have a good understanding of music production and the technical equipment used during the mixing process. Mix engineers must have effective communication skills and an understanding of the terminology used in the recording studio. In this course, students will be introduced to the techniques of mixing various genres of music. Students will also learn about more advanced editing techniques, vocal tuning, sample replacement, as well as critical listening skills and mix analysis.

During these mixing projects, students will align drums, add samples, tune vocals, and learn industry standard editing shortcuts that will improve their workflow. During the course projects, students will learn about mixing music for specific genres and will develop their ears through various critical listening exercises. Once students have completed these mixing projects, they will learn the process of mastering.

Students will master their final mix project in the DAW, Studio One, as well as learn the techniques of restoring inadequate quality audio. Students will also master all projects that were produced in the previous courses which will be sequenced on their demo reel. By the end of this course, students will have a good understanding of advanced editing and mixing techniques, as well as audio mastering and restoration. Students will complete this course by producing an audio demo reel.

RASP 104IDL – Recoding Arts 201

- Class Production Mix Project
- Audio Mastering Project
- Audio Restoration Project
- Demo Reel Project

RASP 105IDL - Music Mixing and Mastering

Location sound and field recording is an exciting industry for students to learn and experience. In this course, students will be introduced to location sound and the techniques used for capturing high quality audio on set. During the course, students will learn about set etiquette, synchronization, microphone techniques, field recording and camera framing.

Once students have a good understanding of the techniques used to record high quality audio on set, they will learn how to scout a location for a shoot and interviewing techniques. Students will capture high quality audio using boom microphones, as well as lavalier and plant microphone techniques learned in the course. Students will then transfer the audio recorded on set and use the editing techniques learned in previous courses to clean the audio and sync to camera.

Once students have a good understanding of location sound and field recording, they will learn sound scaping. Sound scaping is a technique used to analyze different landscapes and habitats. Students will learn Kalei-

doscope, a DAW used to analyze various soundscapes. By the end of this course, students will have a particularly good understanding of working on set for TV and film, as well as capturing audio during field recording and analyzing the soundscape of various habitats.

RASP 105IDL – Music Mixing and Mastering

- Signal Flow Project
- Field Recording Project
- Interviewing Project
- Soundscape Project

RASP 106IDL - Sound for Visual Media 101

Audio post-production and sound design teaches students the techniques of adding sound for visual media. In this course, students will be introduced to the exciting and creative audio post industry. During the course, students will learn about the creative process of sound design and Foley.

Students will also learn how to operate an industry standard control surface, record dialogue (ADR), create sound effects, compose a score, and surround sound mixing. During each class, a specific audio post-production technique is learned and then applied to the student's class project, which is posting audio to a scene from a film, video game or television spot.

By the end of the course, students will have scored, recorded dialogue, Foley, sound effects and re-recorded two post projects. Additionally, students will be introduced to game audio and will implement sound using a video game engine.

RASP 106 – Sound for Visual Media 101

- Short Film Project
- Audio Post Project
- Field Recording Project

RASP 107IDL - Sound for Visual Media 201

The audiovisual (A/V) industry is one of the top industries for employment in the audio field. Students that graduate from the program are equipped with the knowledge to obtain an entry-level job in the A/V industry. In this course, students will learn the practices of A/V signal flow and setup through system design projects.

During the course, students will use industry standard system analysis and design programs for venues and theaters. As the course progresses, students will be introduced to various streaming services and will learn how to operate streaming programs. By the end of this course, students will have a good understanding of designing concert venues, conferences and steaming services.

RASP 107 – Sound for Visual Media 201

- Sound System Design Project
- Theater Design Project
- Streaming Project

RASP 108IDL - Show Production

Game audio is the art of collecting or producing sounds to implement in a game or interactive media. Students will learn advanced sound design techniques to use when creating sounds or ambience for video games. During the course, students will learn middleware programs that are used to implement the sounds in the game or interactive media.

Through these projects, students will learn more advanced file management and naming conventions for digital media and how multiple departments communicate to develop a video game. Students will also learn how game engines work and will integrate the game engine and middleware to create their own unique game. By

the end of this course, students will have a good understanding of what it takes to design, create, and implement sounds for their favorite video games.

RASP 108IDL – Show Production

- (3) Sound Design Project
- Middleware Project
- Implementation Project
- Playback System Project
- Portfolio Project

DIGITAL FILMMAKING & VIDEO PRODUCTION - IDL

Program Objective
The Digital Filmmaking and Video Production program strives to successfully train students for entry-level employment in the film, video, and broadcast industry.

Program Description
Digital Filmmaking and Video Production is a program designed to teach students all aspects of high-definition cinema, video development, live video production, and post production. From basic introductory classes to advanced, students will receive hands- on education using up-to-date technology found in the field and used by professionals for any type of production.

Each stage of production is covered in blocks where students progress through more advanced projects and processes in each. Students will be given grounded real word projects to develop their skills as they would apply them in eventual employment.

F.I.R.S.T. Institute students are graded and held accountable for each and every course they encounter. Consistent drills and quizzes keep students active and interested in the information given by the instructor.

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: IDL = 100% Interactive Distance Learning
Average Class Size: 15-20 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

DIGITAL FILMMAKING & VIDEO PRODUCTION - IDL PROGRAM COURCES

DFVP 101IDL - Storytelling and Video Technology

Students will learn that no matter what role a person plays in the development of a movie or television broadcast, every crew member is responsible for enhancing the script using specific storytelling techniques that manipulate an audience's mood and understanding of the conceptual world of film and television. By focusing on the art and science of visual storytelling, and using specific examples from movies past and present, classes will uncover a multitude of techniques that can be applied to any cinematic or television project in every aspect of the entertainment business.

Students will also discover the various jobs and requirements in the digital cinema industry, learn to write scripts using standard Hollywood guidelines, create budgets and schedules, and most importantly learn the art of the pitch to present project ideas to clients. Students will become familiar with the technical aspects of digital video production including the language and grammar used by professional technicians. They will learn fundamental camera techniques including building camera rigs, lens selection, and proper camera maintenance.

Lighting concepts like 3-point lighting, chroma lighting, luma lighting, as well as alternative lighting for specific genres are covered. Sound for production and post is discussed including the proper techniques for using wireless systems, lavaliers, and shotgun microphones. A basic understanding of power and electricity is also covered helping students with safety and proper usage of electricity on set or stage. HD and UHD camera systems including 2K and 4K cameras are exposed to classes including their specific workflows and considerations for editing in the future.

DFVP 101 – Storytelling and Video Technology

- Camera Framing Project
- Camera Exposure Project
- Audio Project

DFVP 102IDL - Digital Editing and Visual Effects

Students will cover the fundamental techniques and concepts of digital video, editing principles, and visual storytelling. The concept of visual storytelling will be explored and analyzed within various media projects to demonstrate the importance of constructing a fully developed idea using moving images.

The course will instruct the process of video editing through the development of several media projects and footage assets. There is an emphasis on footage sequencing with story continuity, media management, narration, and industry terminology. More time will also be dedicated to the importance of sound in the post environment and its subtlety in keeping the viewer grounded to the images onscreen.

Classes will explore simple animation techniques, and overall, the basics of motion graphic design. Learning to animate, alter, and composite media using various tools including the use of optional plug-ins, is paramount in the process and workflow for every motion graphic professional. There will be an emphasis on how text works in motion graphics through multiple in class exercises starting with a logo design project. Footage captured from greenscreen productions will come to life with scene compositing. Customizing particle effects and other more advanced concepts will also be covered through additional exercises and projects.

DFVP 102 – Digital Editing and Visual Effects

- Pre-Production Project
- Screen Writing Project
- Short Film Project

DFVP 103IDL - Commercial Production

In Commercial Production, students will break from the conventions of traditional modes of visual storytelling to explore short-form, interactive, and digital-media creation methods. The primary focus will be on the format of commercials. As post-production unfolds, students will begin editing the projects that were shot during this course.

They will utilize the post-production concepts that they have learned to date such as scene transitions, time and space perception, tempo, sound effects, and editing with music and mood changes to enhance their final projects.

DFVP 103 – Commercial Production

- Commercial 30 Sec. Project
- Commercial 60 Sec. Project
- Social Media Project

DFVP 104IDL - Music Video Production

In Music Video Production, students will develop and produce an advanced project with a focus on the music video. A music video project will help students understand the principles of shooting uncontrolled action and how to work with real clients. At this level, classes also have a working knowledge of advanced editing techniques including editing on the beat, color correction, sound effects and applying musical compositions.

DFVP 104IDL – Music Video Production

- Music Video Project 1
- Music Video Project 2
- Live Music Performance Project

DFVP 105IDL - Short Film Production

In Documentary Production, students will continue to explore other short-form, interactive, and digital-media creation methods. The primary focus will be on the format of documentaries. Students will learn the principles of interviewing talent and shooting supporting footage as a team.

They will utilize the post-production concepts that they have learned to date such as dialogue editing, scene transitions, time and space perception, tempo, sound effects, and editing with music and mood changes to enhance their final projects.

DFVP 105IDL – Short Film Production

- Interview Project
- 1 Min. Documentary Project
- 5min. Documentary Project

DFVP 106IDL - Episodic Production

In Episodic Production, students will develop and produce an additional advanced project with an emphasis on the short film. During the short film, students will apply their knowledge of preproduction by breaking down a script, creating a budget, developing a schedule, casting talent, scouting locations, and much more.

Students will also apply advanced production techniques of camera and lighting. At this level, classes also have first-hand knowledge of advanced editing techniques including but not limited to enhanced color correction, dialogue editing, storytelling techniques and sound effects.

DFVP 106IDL – Episodic Production

- Boring Room Challenge Project
- Short Film 1 Project
- Final Short Film Project

DFVP 107IDL - Live Video Production

Students will learn the fundamentals of audio mixing and editing using Davinci Resolve Fairlight. Students will learn the basic functions of the user interface and how to manage audio projects. Students will also learn the technical aspects of audio software, as well as, the creative strategies to immerse audiences and accentuate the visual narrative.

DFVP 107IDL – Live Video Production

- Audio Normalizing Project
- ADR Project
- Short Film Audio Mixing Project

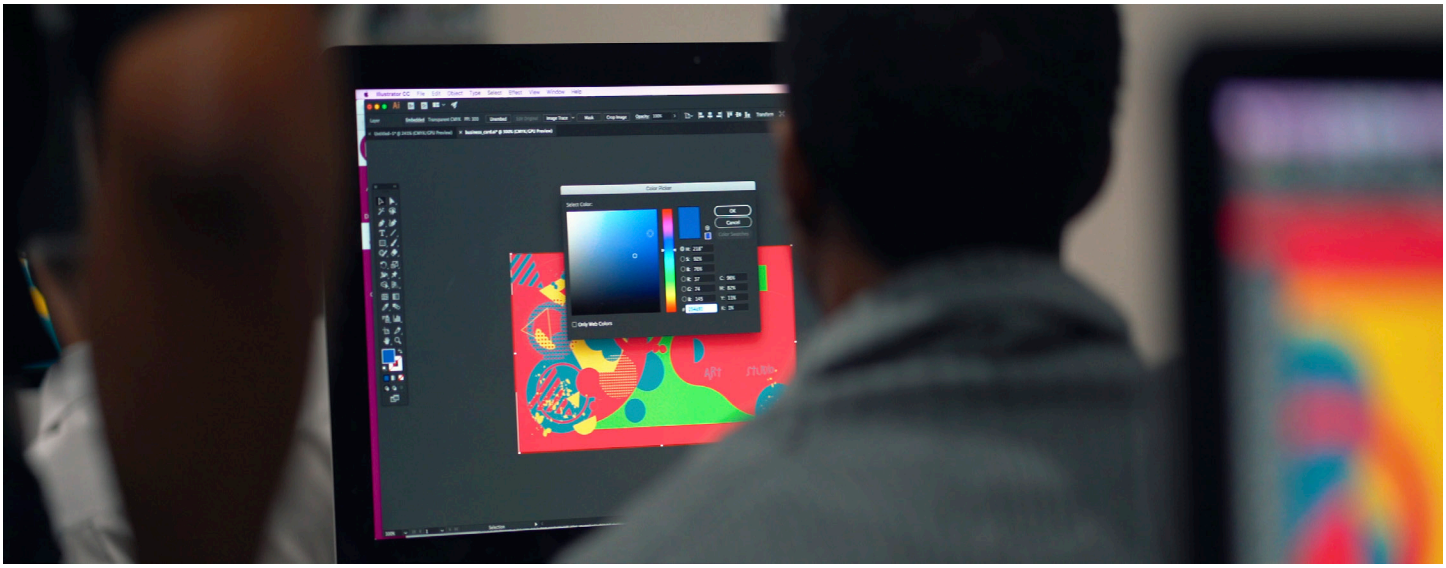
DFVP 108IDL - Color Grading

Students will learn the essentials of color theory and apply these concepts in professional colorist program DaVinci Resolve. Practical filmmaking techniques like color balancing, correction, grading, and continuity will all be learned through hands-on work in the program's node-based editing system.

Students will also use Davinci Resolve to learn enhanced aspects of audio post-production, diving into the concepts of voiceover, ADR, Foley arts, sound effects, and sound design. Each of these concepts in color correction and audio post-production will then be applied to further enhance the student's portfolio projects.

DFVP 108IDL – Color Grading

- Color Balance Project
- Color Grading Project
- Color Separation Project



GRAPHIC DESIGN & WEB DEVELOPMENT - IDL

Program Objective
The Graphic Design and Web Development Program strives to successfully train students for entry-level employment in the web and graphic design industry.

Program Description
The Graphic Design & Web Development program is designed to prepare students for the real world of digital based graphic design and web development. This program starts with basic computer skills, digital media design fundamentals, illustration, and basic photography, then works all the way to advanced concepts in front end web programming.

The web changes rapidly so the use of up-to-date technology is paramount at F.I.R.S.T. Institute. Our focus is to spend time in multiple areas of design and development, focusing on core areas practical for the modern designer. Having a broad scope of knowledge makes for a more competent and skilled professional and opens up more opportunities for our graduates. The end result of program completion creates a well-rounded graduate that will have the skills necessary to get an entry level career in the fields of graphic design and web development.

At F.I.R.S.T. Institute, we strive to keep our curriculum updated to reflect actual trends in an ever growing and fast paced industry. We take advantage of the vast amount of open source frameworks, tools, and software available for the web based content creation. Every course will assess students on weekly objectives with regular quizzing, real world projects, and performance based evaluations.

Prerequisite: Basic Mac and Internet competencies. High School level English or higher.
Delivery Methodology: Campus = 100% Interactive Distance Learning
Average Class Size: 15-20 Students
Upon successful completion of the program, graduates obtain a Diploma.

Thirty-Nine (39) Weeks - 1014 Clock Hours / 91.26 Academic Quarter Credit Hours
811 Hours / 81.11 Academic Quarter Credit Hours - Instruction
203 / 10.15 Academic Quarter Credit Hours – Lab

GRAPHIC DESIGN & WEB DEVELOPMENT - IDL PROGRAM COURSES

GDWD 101IDL - Graphic Design Principles

Students learn a basic level understanding of computers, their parts, and terminology for the first week of Graphic Design Principles. After students have learned the fundamentals of computing and have a good understanding of the diverse types of digital media formats, students get a sneak peek at the Adobe Creative Suite of Products.

A set of tools that are widely used in the Graphics and Digital Design industry. F.I.R.S.T. then introduces them to art history, and the evolution of visual arts, in relation to the development of modern design principles and standards as a foundation to contemporary visual design and color theory.

Classes get introduced to Typography and Design Processes. Important skill sets are then developed through studies on Creative Thinking, Research and Concept Development, Business Communications, Client Briefing and Analysis, Digital Printing, and the importance of the print production processes. Students learn Branding fundamentals and then examine marketing in relation to corporate and personal branding and social media.

GDWD 101IDL – Graphic Design Principles

- Shade by Numbers Project
- Calligraphic Font Creation Project
- Creative Brief Logo Project
- Branding (Brand Book) Project

GDWD 102IDL - Digital Illustration

With an intense focus on illustration students are introduced to Adobe Illustrator, an industry standard used primarily in the creation of vector graphics and line art. Students first learn about the concept of illustration through the study of simple, sequential, editorial, and marketing illustration.

The Adobe Illustrator user interface, workspace and tools are then learned through demonstration and exercise. As skills are gained, students go from creating simple vector shapes to more advanced vector illustrations and graphics, including the use of typography.

Students will take the skills learned in Illustrator to complete several projects that include logo design and other creative illustrations.

GDWD 102IDL – Digital Illustration

- Creative Portrait Project
- Flat Character Design Project
- Styled Architectural Illustration Project
- Layered Minimal Movie Poster Project

GDWD 103IDL - Photoshop & Digital Photography

With an intense focus on illustration students are introduced to Adobe Illustrator, an industry standard used primarily in the creation of vector graphics and line art. Students first learn about the concept of illustration through the study of simple, sequential, editorial, and marketing illustration.

The Adobe Illustrator user interface, workspace and tools are then learned through demonstration and exercise. As skills are gained, students go from creating simple vector shapes to more advanced vector illustrations and graphics, including the use of typography.

Students will take the skills learned in Illustrator to complete several projects that include logo design and other creative illustrations.

GDWD 103IDL – Photoshop and Digital Photography

- Product Photo Retouching Project
- Headshot Retouching Project
- Photo Collage Project
- Digital Ad / Web Banner Project

GDWD 104IDL - UI/UX Design

Students are introduced to a brief history of the web, the language, and vocabulary associated with it. They then cover Important design considerations for websites and applications to make them practical for all users. Professional concepts in User Experience and User Interface Design are learned during this course.

Students gain an understanding in how to facilitate an easy end user experiences through meaningful and purposeful interface design. Skills are gained through practical exercise in the layout and positioning of web application content and elements. This is done through design research, wireframes, mock-ups, and prototyping. Several projects are completed that apply the UI/UX app design skills learned.

GDWD 104IDL – UI/UX Design

- Web Style Guide Project
- Accessibility Project
- GUI Project
- Landing Page Project

GDWD 105IDL - Web Design and Development

The internet through daily interaction, is an integrated way of life for both individuals and businesses. Students are introduced to HTML as a markup language, this is the foundation for building structure on websites. As languages are often broken down to basic words or elements, so too are coding related languages. Students then learn about HTML elements as the fundamentals of the language and the dynamic results that are produced through its use.

A look at the importance and necessity of inclusion for all, to have equal participation in the use of the web through accessibility is then covered. Students will also be introduced to CSS, the language used for taking the basic structure of HTML and how it applies the visual display and presentation of web pages through responsive design.

After learning how to develop a website from scratch, students then learn some basic Frame Works & Grid based layouts through templates. At this point students are learning some introductory concepts in how webpages are made to be interactive and engaging to the end user.

Content Management Systems such as WordPress are integral to a significant percentage of existing sites on the web. These systems make the creation and management of digital content easier for both consumers and designers alike. Time in WordPress is spent on how to modify existing templates and using the advanced features included in them.

GDWD 105 – Web Design and Development

- Wiki Project
- CSS Layout Project
- Bootstrap Scalability Project
- Custom Portfolio Template Project

GDWD 106IDL - Motion Graphics

After having developed strong skills in Layout and Design, Typography, Illustration, and Photo Editing, along with an understanding of the web. Students are taught the techniques needed for putting design assets and graphics into motion. Motion theory is introduced at the beginning of the course to give students a sound foundation in the concepts needed to successfully execute projects. Students will learn technical skills that

follow the principles of animation through key-framing, image positioning, masking, and other visual effects. Projects are developed with the goal of helping students grow in their creative problem-solving skills, these will be utilized in the execution of various motion graphics projects.

GDWD 106IDL – Motion Graphics

- Bouncing Ball Project
- Animated Logo Project
- Flat Character Animation Project
- 3D Parallax Design Project

GDWD 107IDL - Layout Design

Understanding how various design elements are combined in the creation of successful visual communication is the basis of this course. Students begin with an introduction to the art of digital layout using the elements and principles of design. Exercises in how to create good compositions are done through design challenges.

Next, students take some time to apply and further grow their layout and design techniques while learning Adobe InDesign, an industry standard. Using InDesign, students will create several projects such as catalogs and brochures and then go on to develop a print campaign for their course project.

GDWD 107IDL – Layout Design

- Editorial Magazine Layout Project
- Concert Flyer Project
- Packaging Design Project
- Vehicle Wrap Project

GDWD 108IDL - Web and Graphics Portfolio

In the Web and Graphics Portfolio course, students cumulatively refine and perfect all their previous projects to a finished and finalized form. This is accomplished in part through professional review and critique. The body of work from GDWD 101 through GDWD 107 is what is included during this last stage of the course. Students leave the program with a diverse and strong, but most of all, professional level portfolio showing their abilities in graphic design, motion, and front-end web design & development.

GDWD 108IDL – Graphics and Web Portfolio

- Illustration Portfolio Review Project
- Photo Layout Portfolio Review Project
- Motion Graphics Portfolio Review Project
- Final Custom WordPress Portfolio Project

ADMISSION REQUIREMENTS

Here at the F.I.R.S.T. Institute, we take the admissions process very seriously as it is a privilege to become accepted. Our Admissions team will be with you every step of the way to guide you through the process. No previous experience is necessary; however, you must possess a strong desire to work in the Digital Media industry. Please review the steps below to ensure you are qualified to apply.

Step 1: Make sure you have everything needed to apply

•Proof of high school diploma or GED
•Applicants must have graduated with a standard high school diploma or have passed the GED by their start date
•If under 18, must be at least 16 years of age and provide written consent of a parent or guardian
•Social Security Number or Alien Registration Number
•Basic computer (Mac Preferred) and internet skills
•High school level English speaking, reading, and writing abilities
•Strong desire to work in the Digital Media industry in field of choice
•Knowledge of tuition breakdown
•IDL ONLY: Ensure you are a resident of one of the following U.S. states - Florida, Illinois, Indiana, Kentucky, Maine, Massachusetts, New Hampshire, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia.*

Step 2: Complete an interview and campus tour with an Admissions Representative

•Interviews can be completed in person or by telephone, campus tours can be completed in person or online
•Applicant will be assessed based on personal goals and if the representative believes the applicant will benefit from attending F.I.R.S.T. Institute
•Applicant will detail their education and career goals as well as what they hope to get out of F.I.R.S.T.
•Interviews include a virtual or in-person campus tour and tuition planning information

Step 3: Submit Completed Application

•Application found under Admissions tab on website, www.first.edu

Additional Notes:
The institute does not admit students under Ability to Benefit (ATB) criteria. Please note that the institute does not issue I-20s. Evaluation of official transcripts and GED test scores are required to verify eligibility to attend. Please contact an Admissions Representative for more information regarding the English Proficiency exam (http://www.test-my-english.com).

Upon receipt and review of all required materials by a director, an applicant is then notified if they are accepted.

*For students interested in our IDL programs please refer to our computer requirements.

DOCUMENT INTEGRITY

Intentionally furnishing a false document (such as a high school diploma, GED diploma, or transcripts) to the institute via forgery, deliberate misrepresentation, unauthorized alteration, or submitting form(s) that one has reason to believe have been forged, altered, or modified will result in immediate rejection from the school and the student application will not be considered.

Any student that has already been accepted and is found guilty of falsifying a document will be immediately dismissed from the program. A meeting must be scheduled with the Director to determine if and when re-admittance would be permitted.

APPLICATION EXPIRATION POLICY

Current High School/College Students – Current high school/college students are encouraged to apply to F.I.R.S.T. Institute within their senior year. Applications will remain valid for up to 6 months after graduation. During this period, the student must also complete financial aid planning and an enrollment agreement.

Regular Applications - Regular applicants are encouraged to apply to F.I.R.S.T. Institute within 6 months of their anticipated start date. Applications will remain valid for up to 6 months post-acceptance into F.I.R.S.T. Institute. The financial aid planning & enrollment agreement must be completed in this time.

Expired Applications - Students whose applications become expired are required to submit an updated application.

RETURNING STUDENTS

Students who wish to enroll in another program at F.I.R.S.T. Institute will be required to attend the new class orientation and have proof of a standard high school diploma or GED on file.

DISCLOSURE OF CRIMINAL HISTORY

Any student that has been convicted of or adjudicated to be guilty of a violent felony offense, required to register as a sex offender by any legal authority in the U.S. or any other country, or has any pending charges involving a violent felony or sex offense is required to disclose this information on their online application. If the student fails to disclose their criminal history and it is later determined that the student was not truthful, the institute may dismiss the student from their program if there is reason to believe there is a cause for concern about the safety of the F.I.R.S.T. Institute Community. Additionally, students should be aware that prior convictions could adversely impact the students' ability to work in the field.

TRANSFER OF CREDITS

To ensure the equitable treatment of students, the Director or Director of Education will evaluate requests in the best interest of the student, grant appropriate credit, and communicate training time and tuition reductions proportionally.

Transfers are approved at the institute's discretion. No fees are assessed for evaluating or granting credit transfers. No credits will be granted for prior work experience or by examination.

F.I.R.S.T. Institute does not have any institutions of higher education with whom it has articulated agreements for credit transfer.

*Veteran students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified. Veteran students and the Veterans Administration will be notified of credit transfers.

REQUIREMENTS:

- Students must request transfers prior to their assigned registration week. The written request, transcripts, and course syllabi must be provided to the Director of Education.

- All transfers must be equivalent to 80% of F.I.R.S.T. Institute course content and equal to the existing credits earned.

- The student must have received at least a 70% for any credits they wish to transfer, and must not have taken the transferring coursework within the last 12 months. Credits cannot exceed 64 clock hours.

Appeals must be presented in writing to the Director or Director of Education within 72 hours of denial. Appeals will be approved or denied within one week of receiving appropriate documentation.

When transferring credits to another institute by student request, F.I.R.S.T. Institute will provide guidance, counseling, an official transcript, syllabi, and course outlines as appropriate. The transfer of credit is up to the receiving institution.

DISCRIMINATION STATEMENT

F.I.R.S.T. Institute does not discriminate regarding sex, sexual orientation, gender, age, race, ethnicity, color, disability, national origin, creed, or religion.

Services for Students with Disabilities

F.I.R.S.T. Institute is committed to providing qualified students with a disability equal opportunity to access the benefits, rights, and privileges of educational services, programs, and activities in compliance with The American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Programs are not developed for the deaf, blind, or those needing special services extending outside the normal boundaries of working in Digital Media fields. Admissions requirements for all students are the same, regardless of disability or lack thereof. The accommodations for disabilities are meant to assure education experience and opportunity. Any accommodations deemed necessary and reasonable will be made on a case-by-case basis. They will not necessarily incorporate all changes requested and will only be made following provision of proof of such disability.

REQUESTING ACCOMMODATIONS

Students seeking accommodations should notify their Admissions Representative of any special needs, requirements, or requests before enrolling in a program of study.

To request accommodations, a student must provide the following in the Student Application or via email to their Admissions Representative:

- Written description of the extent and nature of the disability
- Current medical certification of disability from a doctor or other appropriate professional
- Written document stating any/all accommodations, auxiliary aids and/or services requested

All required documentation must be received no later than 60 days prior to the student's start date. Accommodations will be approved or denied within one week of receiving appropriate documentation.

The school director makes the determination as to whether or not the request is reasonable. In addition, a postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. If you have a concern or complaint in this regard, please contact the Director. Complaints will be handled in accordance with the school's internal Grievance Procedure for complaints of discrimination and harassment.

VACCINATION POLICY

F.I.R.S.T. Institute does not require any particular vaccinations as a prerequisite for enrollment.

FINANCIAL AID

TOTAL PROGRAM TUITION BREAKDOWN

*The following class breakdowns are based on Title IV quarter credit hours

Recording Arts and Show Production:
$21,450.00 Total quarter credit hours: 50.7 ($423.07/quarter credit hour) = Tuition*

Recording Arts and Show Production - IDL:
$18,450.00 Total quarter credit hours: 50.7 ($363.90/quarter credit hour) = Tuition*

Digital Filmmaking and Video Production:
$21,450.00 Total quarter credit hours: 50.7 ($423.07/quarter credit hour) = Tuition*

Digital Filmmaking and Video Production - IDL:
$18,450.00 Total quarter credit hours: 50.7 ($363.90/quarter credit hour) = Tuition*

Graphic Design and Web Development:
$21,450.00 Total quarter credit hours: 50.7 ($423.07/quarter credit hour) = Tuition*

Graphic Design and Web Development - IDL:
$18,450.00 Total quarter credit hours: 50.7 ($363.90/quarter credit hour) = Tuition*

*The Tuition price includes all textbooks needed for campus students.
*All IDL students need to purchase a Creative P.A.K. for their program.

REQUIRED CLASS MATERIALS CAMPUS

Students are required to be prepared for class. This includes having these items at all times: pen, writing paper/notebook, ID badge, and all required materials for their program. The following required items are not included in the tuition. It is the student's responsibility to purchase the items for use in their second day of class.

RECORDING ARTS & SHOW PRODUCTION (CAMPUS)

Required materials, as of this printing, are approximately $200.00

Recording Arts and Show Production	
Required Equipment	**Info**
Hard Drive	• USB-C/Thunderbolt 3 drives only. • Minimum storage size 1TB Example: Western Digital Elements Mac 1TB (Approximately $50 from Amazon, comes with adapter)
SD Card	• Minimum size 16GB • Maximum size 32 GB Example: SanDisk Extreme Pro 32GB SDHC UHS-I Card (Approximately $15 on Amazon)
Over-the-ear Headphones	• No ear buds permitted • If no 1/8" to 1/4"adapter is packaged with headphones you will need to purchase one separately Example: Sennheiser HD280 (Approximately $100 from Amazon)
Optional Equipment	**Info**
Avid Pro Tools	Student discount is available
Apple Logic X	No discount available
Presonus Studio One	Student discount is available
Celomony Melodyne	No discount available
Wave Machine Labs Drumagog	No discount available

Graphic Design and Web Development (CAMPUS)

Required materials, as of this printing, are approximately $100.00

Graphic Design and Web Development	
Required Equipment	Info
Hard Drive	Minimum storage size 1TB
SD Card	• Minimum size 16GB Example: SanDisk Extreme Pro 32GB SDHC UHS-I Card (Approximately $15 on Amazon)
Sketchpad	
Graphite Pencils	

Digital Filmmaking & Video Production (CAMPUS)
Required materials, as of this printing, are approximately $300.00

Digital Filmmaking and Video Production	
Required Equipment	**Info**
Hard Drive	• 1x 1TB SSD for cloning Example:SanDisc 1TB Extreme Portable SSD • 1x 1TB SSD (or larger) SSD as backup Example: SanDisc 1TB Extreme Portable SSD
SSD Dock	• USB-C connectivity • Must be Dual Bay Example: Wavlink USB-C 3.1 Dual Bay (Approximately $38 on Amazon)
SD Card	• Minimum size 16GB • Maximum size 32GB for audio recorders Example: SanDisk Extreme Pro 32GB SDHC UHS-I Card (Approximately $15 on Amazon)
Over-the-ear Headphones	• No ear buds permitted • If no 1/8" to 1/4"adapter is packaged with headphones you will need to purchase one separately Example: Sennheiser HD280 (Approximately $100 from Amazon)
Optional Equipment	**Info**
Adobe Creative Cloud Account	Student discount is available
Camera	Consult your instructor for recommendations

REQUIRED CLASS MATERIALS IDL

IDL requirements all Programs

*While attending F.I.R.S.T. Institute, IDL students have access to an institution-curated online library and other required learning services within their learning management system.

RECORDING ARTS & SHOW PRODUCTION IDL

Recording Arts and Show Production IDL	
Required Equipment	**Info**
Computer Requirements	Operating System: macOS 10.15 or macOS Big Sur (11.*), Mac OS Monterey (12.*) Processor - Intel or Apple Silicon (Rosetta2 Supported) RAM - 8GB of Ram (16GB Recommended) Hard Drive Space -256 GB with minimum 40 GB available GPU VRAM - 2 GB of GPU VRAM Monitor Resolution - 1440x900 Webcam - Yes- Used for attendance and exams Microphone - Yes - Used for class participation
Adobe Creative Cloud Account	Student discount is available
Creative P.A.K.	RASP IDL =$1,650 *See website for current list of items in Creative P.A.K.s
Internet Requirements	Broadband or higher from your internet service provider (minimum 100 Mbps) for your computer or any other device to access Canvas materials)

Digital Filmmaking and Video Production IDL

Digital Filmmaking and Video Production IDL	
Required Equipment	**Info**
Computer Requirements	Operating System: macOS 10.15 or macOS Big Sur (11.*), Mac OS Monterey (12.*) Processor - Intel or Apple Silicon (Rosetta2 Supported) RAM - 8GB of Ram (16GB Recommended) Hard Drive Space -256 GB with minimum 40 GB available GPU VRAM - 2 GB of GPU VRAM Monitor Resolution - 1440x900 Webcam - Yes- Used for attendance and exams Microphone - Yes - Used for class participation
Adobe Creative Cloud Account	Student discount is available
Creative P.A.K.	DFVP IDL =$1,850 *See website for current list of items in Creative P.A.K.s
Internet Requirements	Broadband or higher from your internet service provider (minimum 100 Mbps) for your computer or any other device to access Canvas materials)

Graphic Design and Web Development IDL

Graphic Design and Web Development IDL	
Required Equipment	**Info**
Computer Requirements	Operating System: macOS 10.15 or macOS Big Sur (11.*), Mac OS Monterey (12.*) Processor - Intel or Apple Silicon (Rosetta2 Supported) RAM - 8GB of Ram (16GB Recommended) Hard Drive Space -256 GB with minimum 40 GB available GPU VRAM - 2 GB of GPU VRAM Monitor Resolution - 1440x900 Webcam - Yes- Used for attendance and exams Microphone - Yes - Used for class participation
Adobe Creative Cloud Account	Student discount is available
Creative P.A.K.	GDWD IDL =$1,050 *See website for current list of items in Creative P.A.K.s
Internet Requirements	Broadband or higher from your internet service provider (minimum 100 Mbps) for your computer or any other device to access Canvas materials)
Sketchpad	
Graphite Pencils	

RASP (Campus)		
RASP 101	Digital Audio Fundamentals	No Prerequisites
RASP 102	Music Production	RASP 101
RASP 103	Recording Arts	RASP 101, RASP 102
RASP 104	Advanced Audio Theories and Applications	RASP 101, RASP 102, RASP 103
RASP 105	Location Sound	RASP 101, RASP 102, RASP 103, RASP 104
RASP 106	Sound for Visual Media	RASP 101, RASP 102, RASP 103, RASP 104, RASP 105
RASP 107	Audio Visual Systems	RASP 101, RASP 102, RASP 103, RASP 104, RASP 105, RASP 106
RASP 108	Show Production	RASP 101, RASP 102, RASP 103, RASP 104, RASP 105, RASP 106, RASP 107
RASP - IDL		
RASP 101IDL	Digital Audio Fundamentals	No Prerequisites
RASP 102IDL	Music Production	RASP 101
RASP 103IDL	Recording Arts	RASP 101IDL, RASP 102IDL
RASP 104IDL	Advanced Audio Theories and Applications	RASP 101IDL, RASP 102IDL, RASP 103IDL
RASP 105IDL	Location Sound	RASP 101IDL, RASP 102IDL, RASP 103IDL, RASP 104IDL
RASP 106IDL	Sound for Visual Media	RASP 101IDL, RASP 102IDL, RASP 103,IDL RASP 104IDL, RASP 105IDL
RASP 107IDL	Audio Visual Systems	RASP 101IDL, RASP 102IDL, RASP 103IDL, RASP 104IDL, RASP 105IDL, RASP 106IDL
RASP 108IDL	Show Production	RASP 101IDL, RASP 102IDL, RASP 103IDL, RASP 104IDL, RASP 105IDL, RASP 106IDL, RASP 107IDL

DFVP (Campus)		
DFVP 101	Storytelling and Video Technology	No Prerequisites
DFVP 102	Digital Editing and Visual Effects	DFVP 101
DFVP 103	New Media Production 1	DFVP 101, DFVP 102
DFVP 104	New Media Production 2	DFVP 101, DFVP 102, DFVP 103
DFVP 105	New Media Production 3	DFVP 101, DFVP 102, DFVP 103, DFVP 104
DFVP 106	New Media Production 4	DFVP 101, DFVP 102, DFVP 103, DFVP 104, DFVP 105
DFVP 107	Color Correction and Audio Post	DFVP 101, DFVP 102, DFVP 103, DFVP 104, DFVP 105, DFVP 106
DFVP 108	Live Video Production	DFVP 101, DFVP 102, DFVP 103, DFVP 104, DFVP 105, DFVP 106, DFVP 107
DFVP - IDL		
DFVP 101IDL	Storytelling and Video Technology	No Prerequisites
DFVP 102IDL	Digital Editing and Visual Effects	DFVP 101IDL
DFVP 103IDL	New Media Production 1	DFVP 101IDL, DFVP 102IDL
DFVP 104IDL	New Media Production 2	DFVP 101IDL, DFVP 102IDL, DFVP 103IDL
DFVP 105IDL	New Media Production 3	DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL
DFVP 106IDL	New Media Production 4	DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL
DFVP 107IDL	Color Correction and Audio Post	DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL, DFVP 106IDL
DFVP 108IDL	Live Video Production	DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL, DFVP 106IDL, DFVP 107IDL

GDWD (Campus)		
GDWD 101	Graphic Design Principles	No Prerequisites
GDWD 102	Digital Illustration	GDWD 101
GDWD 103	Photoshop & Digital Photography	GDWD 101, GDWD 102
GDWD 104	Layout Design	GDWD 101, GDWD 102, GDWD 103
GDWD 105	UI/UX Design	GDWD 101, GDWD 102, GDWD 103, GDWD 104
GDWD 106	Web Design & Development	GDWD 101, GDWD 102, GDWD 103, GDWD 104, GDWD 105
GDWD 107	Motion Graphics	GDWD 101, GDWD 102, GDWD 103, GDWD 104, GDWD 105, GDWD 106
GDWD 108	Web and Graphics Portfolio	GDWD 101, GDWD 102, GDWD 103, GDWD 104, GDWD 105, GDWD 106, GDWD 107
GDWD - IDL		
GDWD 101IDL	Graphic Design Principles	No Prerequisites
GDWD 102IDL	Digital Illustration	GDWD 101IDL
GDWD 103IDL	Photoshop & Digital Photography	GDWD 101IDL, GDWD 102IDL
GDWD 104IDL	Layout Design	GDWD 101IDL, GDWD 102IDL, GDWD 103IDL
GDWD 105IDL	UI/UX Design	GDWD 101IDL, GDWD 102IDL, GDWD 103IDL, GDWD 104IDL
GDWD 106IDL	Web Design & Development	GDWD 101IDL, GDWD 102IDL, GDWD 103IDL, GDWD 104IDL, GDWD 105IDL
GDWD 107IDL	Motion Graphics	GDWD 101IDL, GDWD 102IDL, GDWD 103IDL, GDWD 104IDL, GDWD 105IDL, GDWD 106IDL
GDWD 108IDL	Web and Graphics Portfolio	GDWD 101IDL, GDWD 102IDL, GDWD 103IDL, GDWD 104IDL, GDWD 105IDL, GDWD 106IDL, GDWD 107IDL

FEDERAL STUDENT FINANCIAL AID

Available to those who qualify.
No fees will be charged for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of Title IV.

The federal school code for F.I.R.S.T. Institute is G41976.

Federal Pell Grant
The Federal Pell Grant Program provides need-based grants to eligible undergraduate students to promote access to postsecondary education. Grants are awarded based on the need and do not have to be repaid. Awards for the 2021-2022 year range up to $7671. Individual eligible amounts are determined by a standard formula from the U.S. Department of Education.

Federal Stafford Loans
Direct Subsidized Stafford Loan: Need-based loan in which the U.S. Department of Education pays the interest that accrues while the student is in an institute, during grace period, and periods of authorized deferments.

Direct Unsubsidized Stafford Loan: Non-need-based loan in which the borrower is responsible for the interest that accrues while in an institute, during the grace period, and periods of authorized deferments.

Federal Parent PLUS Loans
Non-need-based loan available to either credit-worthy parent of a dependent student. These are credit-based loans where the borrower is responsible for the interest that accrues as well as the repayment. These loans provide funds for the eligible student's educational expenses and may also provide additional funding for living expenses.

Military Aid
F.I.R.S.T. Institute programs are approved for veterans' educational training. Eligible benefits are determined by the U.S. Department of Veterans' Affairs. Students interested in military benefits should contact the Financial Aid Office.

ADDITIONAL PAYMENT OPTIONS

Self-Payment
Tuition is paid-in-full at the time of enrollment to secure a student's scheduled program start date. Paying in full guarantees a seat in the upcoming programs being offered.

F.I.R.S.T. Institute accepts cash, check, money order, and credit/debit card payments.

Scholarships
F.I.R.S.T. has internal scholarships available for qualified students. For more information, see the scholarship guide at www.first.edu under School Downloads.

Monthly Payment Plan
Payment Installment Plans are available directly through the institute. Payment plans consist of ten equal monthly payments while the student is in school. To guarantee a seat for a start date, a student needs to pay a down payment of at least $1650.00 ($300 processing fee will apply).

Tuition Options (Educational Lender)
This third-party program offers low monthly payments and low interest for those who qualify. To guarantee a seat for a start date, a student needs to pay a down payment of at least $1650.00.

Other
Qualified students may also obtain funds from Vocational Rehab and Florida Prepaid.

DELINQUENT TUITION

In the event a student's tuition payment becomes 30 days late, written and/or verbal notice will be given advising the student of their payment status. If a student becomes 90 days late, the account will be placed with a collection agency. If this occurs while the student is still attending their program, they will be withdrawn at the 90-day delinquent mark. To avoid being withdrawn from the program, the student must bring their balance current. All student payment and loan obligations must be current at the time of graduation for the student to receive their diploma or transcript.

STUDENT LOAN DEFAULT POLICY

If a student has defaulted on their federal loans and are planning to go back to school, the student needs to resolve their default before the federal government will allow future financial aid eligibility.

F.I.R.S.T. Institute requires all students who are in default, to resolve the default prior to starting their program. If the student has further questions on how to resolve their default, please refer them to Financial Aid.

Any student who has applied and has been accepted who is currently in a defaulted loan status has 1 year from their date of acceptance to bring their loans out of default before their application will expire. Once the application expires, the student will need to re-apply in it's entirety.

STUDENT SERVICES

CAREER DEVELOPMENT

Students will meet one-on-one with a Career Development Advisor prior to graduation. This time will be scheduled outside of normal class hours and will be used to discuss goals beyond graduation. Students are welcome to schedule additional appointments with a Career Development Advisor or Student Success Coordinator to get further assistance with academic or personal matters. Appointments with a Career Development Advisor may be made Monday-Thursday between 9am - 8pm.

JOB OPPORTUNITIES/INTERNSHIPS

F.I.R.S.T. Institute does not guarantee employment, nor do they provide students with internships. The Student Services Department updates and maintains internship and job opportunities which are communicated via social media, email, canvas, teams, and other methods through campus resources. Students are welcome to request additional assistance in securing employment/internships, but it is ultimately their responsibility to follow through and finalize arrangements.

Should our students choose to participate in an internship, they must complete the appropriate paperwork. Paperwork can be obtained from a Career Development Advisor. All internships must be approved by a Career Development Advisor before a student begins completing hours. Students should also adhere to all F.I.R.S.T. Institute policies during internship hours.

*For veteran students, F.I.R.S.T. Institute will work with the internship sponsor to schedule the internship. It is the veteran student's responsibility to attend all scheduled hours.

TUTORING

Individual tutoring may be requested on a case-by-case basis but is subject to instructor availability and has a rate of $45.00 per hour. Instructors may make suggestions to those students they notice need additional practice/assistance to prompt them to take advantage of this and other student services. Tutoring sessions are preferred to be a 1:1 instructor to student ratio but in special cases up to two students may attend at the discretion of the Director. Payment is to be paid in advance at the front desk to reserve the instructor for the session.

OFFICE HOURS

All students can call the front desk to set up an appointment with an instructor, Program Director, and Student Services for office hours. Students can make arrangements for interactions with fellow students via their Microsoft Teams or Canvas accounts. Our regular office hours will be Monday through Friday 9 a.m. - 6 p.m.

GRADUATIONS

All programs have the same Start and Graduation dates. Contact the institute for the specific date and time of a particular semester's graduation ceremony. IDL students that meet all academic requirements and have completed an IDL program will receive a diploma via mail. If you are in the Orlando area and would like to participate in one of F.I.R.S.T. Institute's graduation ceremonies, please call 407-316-8310.

Semester	Start Date	End Date *Approximate Dates*	Graduation Ceremony Date (Tentative)
January	January 10th, 2022	November 2022	January 2023
March	March 21st, 2022	December 2022	January 2023
June	June 7th, 2022	February 2023	July 2023
August	August 15th, 2022	April 2023	July 2023
October	October 24th, 2022	June 2023	July 2023

HOLIDAYS

The institute and/or classes will be closed on the following holidays:

Martin Luther King, Jr. Day
Presidents' Day
Memorial Day
Independence Day
Labor Day
Christmas Eve & Day
New Year's Eve & Day
Thanksgiving Day (+ Fri. & Sat.)
Winter Break

*Additional holidays may be added at the discretion of the Director.
**Please see website for full calendar.

ADMINISTRATIVE & FACULTY PROFILES

ADMINISTRATIVE PROFILES

Donney Smith: Director

Donney Smith has worked in the audio industry for over 15 years. His love and passion for the audio world has led him to become a successful engineer and producer in his field. Donney not only has years of teaching experience himself in the field, but he has also worked with many corporations and major industry clients. His knowledge of working with many types of students has played an important role in making F.I.R.S.T. Institute a reality. Donney's reputation and name have had a large impact in the industry. Donney has made it a priority to ensure the education and business office departments are operating at the highest standards at F.I.R.S.T. Institute.

FACULTY PROFILES

John LaRosa: Program Director of Recording Arts and Show Production

John LaRosa started his audio engineering career after graduating from A.R.T.I. in early 2000. He began as a voiceover editor, which led him to manage an audio department that produced books on tape for publishing companies, such as Harcourt, Inc., and Holt, Rinehart and Winston.

LaRosa later changed his career path to strictly work in the music industry as a recording and mixing engineer for genres including: Gospel, Blues, Rock, Pop, RnB, and Rap. LaRosa works at Hard Rock Live Orlando as a stagehand and monitor engineer. He has also been an instructor at F.I.R.S.T. Institute in Orlando and mentor for students since 2004. He enjoys teaching and knowing he is affecting students' lives in a positive way.

Jamile Johnson: Program Director of Digital Filmmaking and Video Production

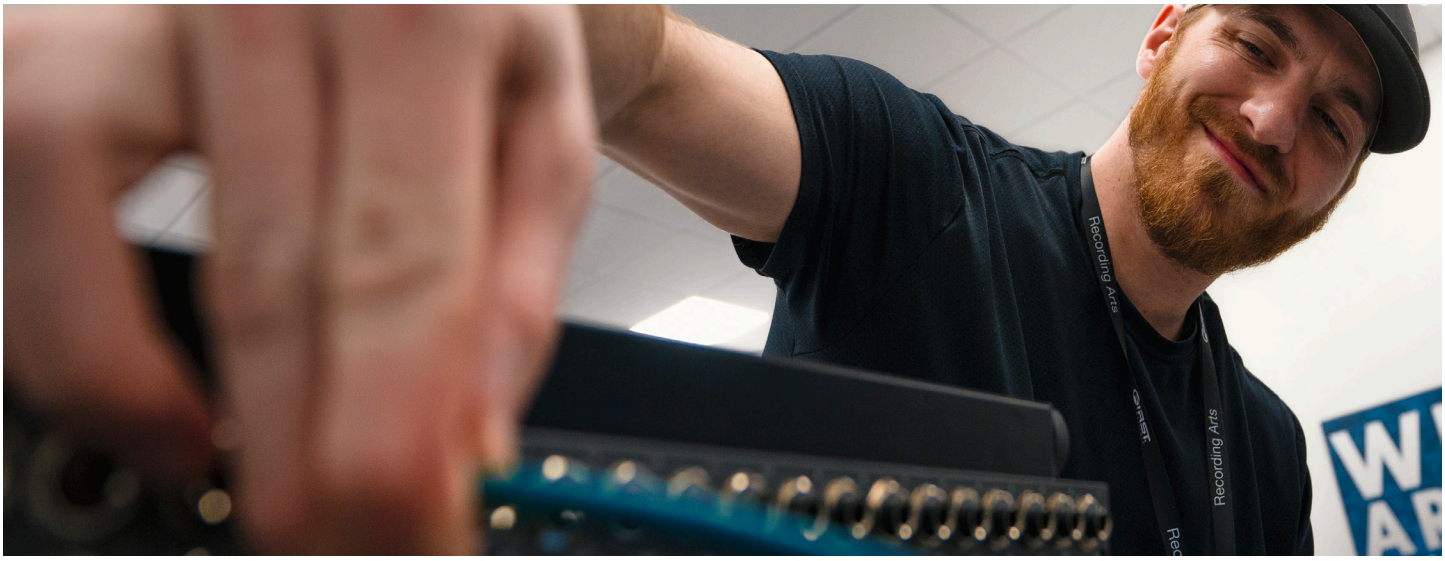
Jamile Johnson is a passionate video professional from Sacramento, California. Jamile received his degree from Valencia College where he studied graphic design and motion graphics. He started his career at the University of Central Florida where he honed his chops as a producer creating promotional and educational motion graphic videos. He then moved on to work as a Creative Producer for ABC Network Television, creating hundreds of compelling commercials and video marketing ads for local and national businesses.

Outside of the world of video marketing and production Jamile is known in the local Orlando art scene as a fine artist. Jamile creates paintings and drawings of realistic portraits using an expressive style. Jamile has has been showcased in many galleries across Orlando such as City Arts Factory Galleries and the Orlando Museum of Art. With almost 10 years of experience working as a creative producer he has gained the knowledge and skill to be respected among his peers as a leader and educator in the field.

Ian Carroll: Program Director of Graphic Design and Web Development

Ian is a passionate visual storyteller with over 10 years of experience writing, shooting, editing, and teaching graphic design and the video production process. He is a proficient camera operator that uses light, lenses, movement and framing to tell a compelling story with imagery and empathy. Ian was buried in books and movies for his entire childhood. Given to writing fiction and poetry he was encouraged by teachers and family to pursue his passion for storytelling.

In 1998, at the age of 13, Ian bought his first camera from ebay. He would often be found filming around his neighborhood as it stood in for fantastic locations. Ian pursued a degree in film history and theory from the University of Georgia, during this time he began working as a freelance filmmaker and graphic designer. He has been lucky enough to have his work seen in galleries across the U.S. and film festivals around the world. He has even seen some of the locations he used to imagine; he has flown drones off the Spanish Coast and shot video throughout the Italian countryside, he even got the chance to film a movie in Morocco. While the cameras have gotten better and the locations more fantastic. Ian is still doing the thing he's loved since he was a child, finding an interesting way to tell a story.



ADVISORY BOARD MEMBERS

Recording Arts & Show Production

Ethan Curtis
(Plush Studios)

Steve Ossenheimer
(PSAV)

Jesus Tossas
(River Bear Studios)

Gareth Prosser
(Tin Pig Music)

Chris Bianchet
(Herman Integration)

Digital Filmmaking & Video Production

Chris Ranung
(IATSE)

Nancy McBride
(Disney)

Dale Metz
(Freelance Video Production)

Tim Bartlett
(Adrenaline Films)

Gene Culver
(Orlando Music & Film Placement Conference)

Jim Mitchell
(Longshot Pictures)

Graphic Design & Web Development

Ben Gardner
(OrlandoBands.com)

Ed Hernandez
(Orange County Government Graphic Designer)

Dave Thompson
(The Baker Press)

Natalie Bednarz
(City of Orlando Digital Communications)

GENERAL INFORMATION

STATEMENT OF LEGAL CONTROL

The Florida Institute of Recording, Sound, and Technology, Inc. is a corporation formed under the laws of the State of Florida. Owners/Directors are George Forbes and Donney Smith.

FLORIDA LICENSURE

F.I.R.S.T. Institute is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400 or toll-free at (888) 224-6684; License #3250.

STATEMENT OF ACCREDITATION

F.I.R.S.T. Institute is accredited by the Accrediting Council for Continuing Education & Training (ACCET). ACCET is located at 1722 N Street NW, Washington, D.C. 20036, (202) 955-1113. ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency: www.accet.org. Refer to ACCET Document 30- Policies on Recruiting, Advertising, and Promotional Practices.

HOURS OF OPERATION

In addition to class times, the institute's business office is open 9 a.m. to 6 p.m. EST, Monday-Friday.

DESCRIPTION OF COURSE NUMBERING SYSTEM

The course numbering system reflects which program is taken and in what order. Courses are not designed to be taken independently. They are designed to be taken in order as numbered. For example, course number 101 would be taken prior to course number 102.

Course Prefix	**Program of Study**
RASP	Recording Arts and Show Production
DFVP	Digital Filmmaking and Video Production
GDWD	Graphic Design and Web Development

DEFINITION OF A CLOCK HOUR

A clock hour represents 50 minutes of class instruction and a 10 minute break.

HEALTH & SAFETY

STUDENT ID

The first day of class, students receive a student photo I.D. at no charge. Student I.D.s are to be worn at all times while in the building. Any student not wearing an I.D. will be asked to put on a temporary name badge while in the building. If a student does not have their I.D. for two (2) consecutive classes they will be required to purchase a replacement for $15.00.

HEALTH SERVICES

F.I.R.S.T. Institute does not provide health services, emergency or otherwise. In case of an emergency, call 911.

SECURITY & FIRE SAFETY

A comprehensive look at the institute's security resources, safety policies and procedures, crime statistics, and fire safety information may be found on the institute website. Our campus is also staffed with trained security personnel during class hours.

INCLEMENT WEATHER

When weather conditions make it necessary to delay opening, cancel classes, or close the institute, a notice will be provided by F.I.R.S.T. Institute via voicemail message on the individual program department phone extensions.

LOCKDOWN & EVACUATION PROCEDURES

Lockdown procedures and Evacuation routes are reviewed at the beginning of every program with incoming students.

FACILITY SECURITY

All visitors to the campus must check in at the front desk to be issued a guest name tag for the duration of their visit. If the visitor is a guest of a student, the student will be retrieved in order to escort their guest to the proper area of the campus. Visitors will not be permitted to roam the halls without a name tag and escort. Students are not to bring guests to the campus without prior approval from their instructor and/or Program

Director. No guests of students will be permitted on campus during class time.

Front door access to the institute is open to the public from 9 a.m. to 6 p.m., Monday through Thursday, while classes are in session. After 6 p.m. and before 9 a.m. the front door is locked. After 10 p.m., the front door will be locked for entry - students may only exit the building after this time.

In addition, F.I.R.S.T. Institute utilizes a security camera system which monitors all critical areas of the campus.

DRUG/ALCOHOL POLICY & PREVENTION

A comprehensive look at the institute's standards of conduct, outline of federal, state, and local laws regarding drug and alcohol violations, as well as health risks associated with drug and alcohol abuse may be found on the institute website in the Downloads section.

Treatment Facilities

Alcoholism	Central Florida Intergroup	www.cflintergroup.org	(407) 260-5408
Drug Abuse	Bridges of America	Orlando	(407) 926-8134
Medical Treatment	Urgent Care Facility	Winter Park	(407) 629-9281
Mental Health	Beachway Therapy Center	Delray Beach	(800) 206-8809
Pregnancy	Planned Parenthood	Orlando	(407) 246-1788
Social Services	Social Bridges	Winter Park	(407) 539-2450

INSTITUTE POLICIES

GRIEVANCE PROCEDURE

F.I.R.S.T. Institute has an open-door policy. Any concern or complaint a student has should be brought to the immediate attention of the instructor. If the concern or situation is not satisfactorily resolved, an appointment can be scheduled to speak with the Program Director. Extreme circumstances will be referred to the Director of Education or Director of the institute.

Any student wishing to appeal academic or disciplinary actions may do so in writing which must be submitted directly to the Director. Refer to the Appeal Process for additional information regarding this process.

Students with unresolved complaints can contact:

Commission for Independent Education
Florida Department of Education
325 W Gaines Street, Suite 1414
Tallahassee, FL 32399
www.fldoe.org/cie (website)
(888) 224-6684 (toll free)

OR

ACCET
1722 N Street NW. 20036
Washington, D.C. 20036
www.accet.org
(202) 955-1113
complaints@accet.org
Utilize Document 49.1

GRADING

Due to the creative nature of the programs offered, the institute maintains a certain amount of flexibility in its grading of students. Instructors will test students in a variety of ways including quizzes, tests, and projects.

Quizzes are given frequently to monitor class comprehension of curriculum objectives. Quizzes and tests may be multiple choice, fill in the blank, short answer, or performance evaluation based. Tests are administered at the end of each course within the program.

Performance and project evaluations are assessed in the presence of an instructor who grades according to an established rubric. Rubric criteria are based upon punctuality, participation, and level of completion of a given task or required skill.

Students will be graded on the following scale for tests, quizzes, performance evaluations, and project evaluations:

A	100 - 90%	B	89 - 80%	C	79 - 70%	F	69% or below

All course grades are averaged for the final program grade.

Each course must be completed with a 70% or higher in order to advance to the next course in the program. Final course tests, either written or evaluation based, can be retaken at the expense of the student. The fee to retake a final test proctored by an instructor is $75 and can be paid at the front desk. This courtesy is only offered once per course. If the test can not be passed with a score of 70% or above on the second attempt, then the student will have to pay to retake the entire course. The fee for retaking a course is outlined in the Retaking Courses section of the school catalog.

IDL Submission of Assignments

Student assignments are submitted inside of Canvas via an upload. In some special circumstances a OneDrive (cloud storage) account, Teams, or email will be used as an alternative submission method if needed.

IDL Course Test-Outs

At the end of every course in an IDL program students will take a proctored examination. These tests are proctored through a third party service. Students will need to set-up an account with this service to be able to access this exams. Explanations of how to access these tests are given through a short video provided by the third party embedded in Canvas. Only proctored exams will be accepted.

STUDENT VERIFICATION

Verification is done at the beginning of a student's first course in their instructor introduction conferences. Students are required to hold their government issued ID card or license up during the conference via their webcam. Instructors confirm the identity of the student by matching the info and picture on the ID to the person in the webcam. Students are also given their own unique login and password to participate in the program through Canvas.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (S.A.P.) is calculated based on course completion (credits earned) and periods of attendance at F.I.R.S.T. Institute. Student progress is measured by grade and attendance percentage. Students must maintain a GPA of 2.0 or higher and an attendance percentage above 80% to complete a course.

This is applied consistently and reported to students at the end of every course or set of courses. Students will be notified by their Program Director at the end of their course as to their current S.A.P. status. If a student does not meet the GPA and attendance standard at the end of a course, the student will have the option to retake the course or be withdrawn from the program. A student is only allowed to retake each course one time.

All program requirements must be met within a maximum timeframe of 150% the normal program length. If a course retake would lead to exceeding the maximum timeframe, the student will instead be withdrawn. In order for students to have Satisfactory Academic Progress and meet completion to obtain a diploma, attendance of no less than 80% and an average GPA of 2.0 or higher is required in all courses within a program.

SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS PROCESS

A SAP appeal may be based on undue hardship when the failure to make satisfactory academic program is caused by the death of a relative of the student, severe personal injury or illness of the student, or other special circumstances determined by the school.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

In order for students to have Satisfactory Academic Progress and obtain a diploma, an average grade of 70% or higher is required. If a student is not meeting SAP at the 50% point of the payment period, they will be issued a Financial Aid Warning.

At the end of the payment period, if the student is still not meeting SAP, they will be placed on Financial Aid Probation. During that timeframe, a student is still eligible for financial aid. If the student fails to meet SAP during the next payment period, then all financial aid will be suspended subject to appeals. See Appeal Process.

RETAKING COURSES

Students must pass each course before advancing to the next. Please refer to each program's specific table below for reference. In the case where a student is taking multiple courses per day, they are required to pass both before moving on to the next course set. In instances where retaking the final exam would result in a student achieving a passing grade for the course, that student may be given a final attempt to pass the course. This must be done at the Director's discretion, following mandatory paid tutoring sessions within two weeks of the original final exam. Failure to pass the final exam on the second attempt will result in the failing of that course. No student may try to take the same final exam a third time. The student may reenroll to the institute and retake a failed course if they wish to make another attempt to complete the program. There is a $1150.00 charge for any course or course set needing to be retaken.

CANCELLATION & REFUND

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

• Cancellation can be made in person, by electronic mail, by Certified Mail or by termination.

• All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.

• Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid (not to exceed $150.00).

• Cancellation after attendance has begun, but prior to 75% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours.

• Cancellation after completing 75% of the program will result in no refund.

• Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.

• Refunds will be made within thirty (30) days of termination of students' enrollment or receipt of Cancellation Notice from student.

Cancelled Courses or Programs

In the event that F.I.R.S.T. Institute cancels a program or course, the student will be placed in another class or program, or the student will have the option to withdraw from the institution if no means of course fulfillment can be found. Those students will be entitled to a full refund.

Refund for Title IV Aid

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government, or the lending institution, by the institute and/or student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws without completing the payment period. The R2T4 formula does not apply for anyone who does not begin training.

The federal formula requires a Return of Title IV calculation if the student received, or could have received, federal financial assistance and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time.

The percentage of the payment period completed is calculated by the hours completed in the payment period, as of the withdrawal date, divided by the scheduled hours in the payment period.

The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was, or could have been, disbursed as of the withdrawal date. If a student receives less Title IV funds than the amount earned, the institute will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal, which is a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell Grant funds first, if eligible. If there are current educational costs still due to the institute at the time of withdrawal, a Pell Grant post withdrawal disbursement will be credited to the student's account. Any Pell Grant funds in excess of current educational costs will be offered to the student. Any federal loan program funds due in a post withdrawal disbursement must be offered to the student and the institute must receive the student's permission before crediting their account.

Refund Due Dates
If an applicant never attends class (no-show) or cancels the contract prior to the class start date, all refunds due will be made thirty (30) calendar days from the first scheduled day of class, or date of cancellation, whichever is first.

For an enrolled student, the refund due will be calculated using the last day of attendance and be paid within thirty (30) calendar days from the documented date of determination. The date of determination is the date the student gives written or verbal notice of withdrawal to F.I.R.S.T. Institute, or the date F.I.R.S.T. Institute terminates the student by applying F.I.R.S.T. Institute's attendance, conduct, or Satisfactory Academic Progress policy.

Students will be notified of any changes made at the institution.

APPEAL PROCESS/COMPLAINT PROCESS

A student may submit a written appeal to the Director within three (3) calendar days of their disciplinary action. The appeal should outline the circumstances preventing Satisfactory Academic Progress or appropriate student conduct. Only extraordinary circumstances will be considered for appeal, such as death or severe illness in the immediate family. The Director will determine whether the student may be permitted to continue in the program and the student will be notified in writing within ten (10) days of the initial appeal. The decision of the Director is final. If they are reinstated, it will be on the basis of a viable written academic plan for the student.

GRADUATION REQUIREMENTS

To successfully receive a diploma from F.I.R.S.T. Institute, students must:

• Obtain a 70% or higher grade percentage and complete all required courses, assignments, tests, and evaluations.

• Attend at least 80% of the 1014 clock hours.

• Fulfill all monetary obligations to the institute prior to graduation.
Students will not be permitted to walk at graduation or receive their transcript until they fulfill all three of these requirements. If, following graduation, a student falls into delinquency, additional copies of their transcript will be withheld.

Students receive a diploma and transcript upon successful completion of their program at no cost. Reprints of diplomas after graduation may be obtained for a fee of $40.00 and copies of official transcripts may be obtained for a fee of $15.00.

STUDENT RECORDS

Student records are permanently retained by the institute and are available to students upon individual request. Student records are made available to potential employers only after the student has submitted a written request to the institute office. Institute officials needing access to student records will only be given data relevant to their purpose.

Under FERPA, any student who is 18 years of age or older or who attends a post secondary institution will be able to have access to their educational records. They also have the opportunity to have records amended. Under no circumstance will the institute release educational records to any party without the student's consent. Students will have the opportunity to sign a waiver releasing specific information: Academic, Attendance, and/or Financial, to persons of their choice.

RULES AND REGULATIONS

F.I.R.S.T. Institute enforces Rules and Regulations to provide the utmost professional and educational working environment for everyone. The Rules and Regulations will prepare students for the digital media industry. The institution's policy on student conduct and academic conduct are defined below. Failure to follow these rules and regulations set forth in this catalog will result in disciplinary actions.

ATTENDANCE & ACADEMICS

Attendance
Attendance is tracked and input by the course instructor. Students are required to attend at least eighty percent (80%) of each course. This percentage ensures students are in class a sufficient amount of time to adequately absorb the knowledge and skills necessary to reach the program objective. IDL students must be visible live in their webcam during the entire duration of the class time to maintain attendance. Malfunctioning technology will not be considered an excuse.

*Veteran students must maintain 80% attendance per calendar month to continue to receive their VA benefits. Students will not receive their benefits again until they meet this attendance requirement for an entire calendar month. After such time, the student may be re-certified for VA education benefits. Student's attendance records will be retained in veteran's file. See Make-Up Time.

Tardiness/Early Departures
Any student who is not in the classroom, and ready to work, under the following circumstances or any combination will be deemed tardy:

- Arriving ten (10) minutes after class is scheduled to begin
- Arriving ten (10) minutes after a scheduled break
- Leaving ten (10) minutes early prior to a scheduled break
- Leaving ten (10) minutes early prior to a course dismissal for the day

Students who have missed more than 50% of the course for the day will be deemed absent. See Excused Absences and Unexcused Absences. Three (3) tardies per course equals one unexcused absence.

Excused Absences
Excused Absences are still considered absences and will only be issued for extenuating circumstances of illness, family bereavement, military duty, court summons, or jury duty with acceptable documentation for validation. If a student accrues excused absences they are granted the use of make-up time to complete their make-up work. The only formal documentation that will be accepted is an official doctor's note, funeral home note, military note, court summons, or day of jury note. Documentation must be received by the Student Success Coordinator and turned in before the end of the course or the excuse will not be accepted. Phone calls and emails will not be accepted as validated documentation.

Tests and quizzes given on days of Excused Absences must be made up upon return to class. Make-up hours for Excused Absences must be scheduled with the Student Success Coordinator and completed before the end of the course. Makeup hours for IDL students are done through an additional assignment via Canvas. IDL student must receive a 70% or higher on this assignment to receive credit for the day missed in that course.

Unexcused Absences
If a student is absent and does not provide valid documentation for an Excused Absence, it is considered an Unexcused Absence. Unexcused absences do not grant a student make-up time, but they are still responsible for any work missed during their absences.

Any graded material, excluding tests and quizzes, that is due on a day that a student has an Unexcused Absence, will incur a 10-point penalty per class day until it is turned in.

Tests and quizzes given on days of Unexcused Absences must be made up within one (1) week of absence.

Consecutive Absences
A student with eight (8) consecutive Unexcused Absences will be automatically withdrawn from the program and deemed a withdrawal.

Leave of Absence
If a student requires an extended period of absence, they may apply for a Leave of Absence through the Student Services Department. Keep in mind that leaves are issued for extenuating circumstances, such as medical leave, financial difficulty, employment, child care, or transportation. This will postpone the continuation of their education and graduation date until the same program is offered again. These leaves are approved by the Director of Education.

A leave may not be taken in the first 9 weeks of any program offered by F.I.R.S.T. Institute. Also, no institute resources may be utilized during the requested leave. The total of all leaves of absence may not exceed 180 days for campus programs. There is no guarantee that there will be an open seat (re-enrollment may be the only option to continue) and there may be a need to change the class schedule upon return. Extensions of an initial leave are at the discretion of the Director of Education, provided they do not exceed the maximum timeframe.

Students will not incur any additional tuition charges during any leave of absence. In the event a student does not return from a leave of absence, any refunds due will be made to the appropriate financial aid programs within 30 days of the date the student is scheduled to return. The official date of withdrawal for campus students will be the last date of attendance. The student will be counseled on repayment obligations if they fail to return within the allotted timeframe. For Federal loan borrowers: if you do not return from your leave, your payment grace period will be reduced.

Make-Up Work
Following any absence, it is the student's responsibility to obtain missed coursework from their instructor. Any make-up work not turned in by the end of the deadline given by the instructor will result in a failing grade for that assignment.

Make-Up Time
If a student has submitted proper documentation that yields an excused absence, they are eligible for make-up time. Make-up time is scheduled with the Student Success Coordinator. Make-up time must be completed prior to the completion of a course.

Veteran Students
Veteran students exceeding 20% total absences in a calendar month will be terminated from their VA benefits for unsatisfactory attendance. In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be re-certified for VA education benefits. Student's attendance records will be retained in veteran's file.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This 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.

However, to qualify for this provision, such students may 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

Class Schedules
Students wishing to change their class schedule time must make a request through the Student Success Coordinator and their Program Director. The student must provide proof as to why their schedule needs to be changed, such as a letter from employment. Class schedules depend on availability and no class schedule time is guaranteed.

Re-Entry Requirements
A student who has cancelled and desires to re-enter the program must notify the institute and follow the required admissions procedures. However, if a student failed to meet their Satisfactory Academic Progress, they will not be eligible for re-entry into the program. A student that was dismissed must have an interview with the Director to determine if the student qualifies for reinstatement. All reinstatement decisions are final.

Academics
Academic grades are tracked by the course instructor and input by the Program Director. Students are required to maintain at least a seventy percent (70%) in the program.

DISCIPLINARY POLICY & STUDENT CODE OF CONDUCT

A student who violates any combination of the policies below three (3) times will be sent to the Director for immediate dismissal. All offenses will be notated in F.I.R.S.T. Institute's Student Information System and the student will be notified by their Program Director.

Attendance and academics listed above have a separate disciplinary policy and will be handled separately from the below listed rules and regulations.

Immediate dismissal from F.I.R.S.T. Institute is at the discretion of the Director.

Conduct
As representatives of F.I.R.S.T. Institute, students are expected to conduct themselves in a professional manner at all times. The primary responsibility for managing the classroom environment rests with the faculty.

Dress Code
Students may not wear derogatory or explicit graphics on clothing. Faces must be unobstructed at all times - this includes not wearing hoodies over your head and keeping your brimmed hats backwards. Absolutely no undergarments are to be seen. Revealing clothing, including revealing tank tops, are prohibited. Pants, shorts, or skirts are to be worn at the waist. Due to safety concerns, no open-toed shoes or flip-flops are allowed on campus (this includes socks with slides).

Profanity
No profanity is to be used at any time. This includes in classrooms, hallways, the break room, or any other location on campus. A student using profanity can be asked to leave by a faculty member which will result in an Unexcused Absence.

Falsifying Information
Intentionally furnishing oral or written false information to the institute's faculty and/or staff via forgery, deliberate misrepresentation, unauthorized alteration, or unauthorized use of any institute document or identification including, but not limited to, photo I.D.s, excused absence documentation, traffic decals, etc. or submitting form(s) that one knows, or has reason to believe, have been forged, altered, or modified will result

in immediate dismissal from the program. A meeting must be scheduled with the Director to determine if and when re-admittance would be permitted.

This includes intentionally initiating or causing any false report regarding an emergency on the premises (i.e. fire).

Smoking
Please be advised that F.I.R.S.T. Institute is a smoke free campus. For the health of our students, staff, and visitors, please refrain from smoking on the F.I.R.S.T. Institute grounds.

This includes all buildings, sidewalks, parking lots (including inside your vehicle), courtyard, and inside the building. At F.I.R.S.T., we take health seriously and smoke of any kind can cause irritation to allergies, throat irritation, and coughing.

Smoke is also disruptive to the learning process for many. For the stake of yourself and those around you please adhere to our smoke free campus guidelines, thank you in advance for taking care of our school and not smoking on campus grounds.

Break Room
A break room is provided for students' leisure to eat and socialize. This room is where all food and drinks must be kept. No food or drinks are to be taken into classrooms, labs, studios, or left in hallways. The only exception is water in a capped container. Students are required to clean up after themselves, including trash, wiping table areas, cleaning microwaves, etc.

Technology
Computers owned by the institute shall be used only for official F.I.R.S.T. Institute business, including academic pursuits.

Internet Usage
Students are to restrict internet usage to project research and email access for academic purposes only.

Social Media
As a representative of F.I.R.S.T. Institute, it is expected of students to promote themselves and their lifestyle in a professional manner on all social media that is made available for public viewing. Posting negative or harmful comments about the institute, its programs, or other students or faculty is prohibited. Posting of activities, verbiage, photos, etc. that are illegal and violate state laws can result in immediate dismissal from the institute.

Students are not to access social media sites, such as Facebook and Twitter, on F.I.R.S.T. Institute computers unless doing so for networking and personal marketing purposes.

Electronic Devices in Class
Personal electronic devices are not to be used in any manner during class which creates a distraction for the instructor and/or other students. This includes, but is not limited to, smartphones, music players, games, laptops, tablets, etc. Any student who violates this policy will be removed from the classroom and issued an Unexcused Absence.

Protection of Confidential/Sensitive Information
Students are required to protect confidential and sensitive information stored electronically at the institute and distributed for educational purposes. This policy applies to all network services operated by the institute including computer systems and data against misuse and loss as well as any and all users of the institute's computer systems. This includes accidental or unauthorized destruction, disclosure, or modification of hardware, programs, data, and documents.

Institute Property
Students must utilize the utmost care with regards to institute property, including but not limited to, console boards, microphones, cameras, lights, computers, etc. Students who cause damage due to negligence will be subject to disciplinary action up to and including withdrawal.

Copyright Laws
Students are encouraged to do their research with regards to what is acceptable use of copyright content for use in mash-ups, reports, films, and so on. In addition, unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities. By violating the rights secured by a copyright, students are looking at legal penalties that range from paying the actual dollar amount of damages and profits, paying for all attorney fees and court costs, and/or jail time based on the level of infraction. Any student engaging in illegal downloading or unauthorized distribution of copyrighted materials using the institute's information technology system will be subject to immediate dismissal from their program. The United States Copyright Office hosts www.copyright.gov which outlines all laws regulating copyright.

Public Law
All students are required to obey Federal, State, and local laws while on campus. Below is a list of activities deemed illegal according to public law. For more detailed information regarding a particular offense, refer to the institute's Drug and Alcohol Abuse Policy and Prevention manual as well as the Security and Fire Safety manual.

Alcohol and Illegal Substances
Possession, use, suspected use, sale, or manufacture of any substance declared illegal by Florida State Statutes. Also, aiding and abetting the possession and/or consumption of alcoholic beverages by a person under the age of 21, driving under the influence, using, selling, or manufacturing alcoholic beverages while on property or attending class.

Fireworks
Possession or unauthorized use of any explosive device on the premises (i.e. firecrackers, dynamite, etc.).

Harassment
Verbal or physical, directed toward particular person(s) that is unwelcome, severe, pervasive, or violates criminal/civil rights law.

Stolen Property
Receiving or possessing property known, or with reason to believe, is stolen. This includes unlawful taking or use of institute property such as use of telephones, use of computers, copying of software, violation of copyright laws, theft, duplication of institute keys, etc.

Trespassing
Unauthorized entry into the building, an office, room, or other restricted areas.

Vandalism/Defacement of Property
Destroying, damaging, or defacing institute property, or the property of any person(s) on the premises.

Weapons
Unauthorized use, possession, or storage of any weapon on premises. "Weapon" includes gun, rifle, pistol, bomb, grenade, bowie knife, dagger, nun chucks, slingshot, switch-blade knife, brass knuckles, stun gun, mace, pepper spray, blade of five or more inches in length, etc.

Sexual Harassment
Includes behavior such as sexual advances, requests for sexual favors, and other verbal/physical conduct of a sexual nature directed towards an employee, student, or applicant. Particularly when submission to such

conduct is made a condition of an individual's employment or education. Any student or employee who has a complaint of sexual harassment should notify the Director as soon as possible. The institution complies with the Title IX rule effective August 14, 2020. To view the Title IX Policy visit our downloads section at www.first.edu

Title IX Coordinator Contact Information
F.I.R.S.T. Institute's Director of Human Resources and Institutional Compliance is also the Title IX Coordinator for the school. All formal complaints regarding this policy should be reported (in person, by email, phone, or mail) to the Title IX Coordinator, whose contact information is found below:

Justina Fiocco,
423 S Keller Rd. Suite 100
Orlando, FL 32810

(407) 316-8310 EXT 1304

justina.fiocco@first.edu

Sexual Misconduct
Rape, or other sexual offenses, and sexual assault including forcing someone to have intercourse, engage in sexual acts, etc. without the individual's full and free consent. The institution complies with the Title IX rule effective August 14, 2020.

Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website and toll free telephone number.

FDLE website - https://offender.fdle.state.fl.us/offender/sops/home.jsf

FDLE toll-free number - 1-888-357-7332 for TTY Accessibility choose option 711

INDIANA RESIDENTS

OFFICE FOR CAREER AND TECHNICAL SCHOOLS

REFUND POLICY

The postsecondary proprietary educational institution shall pay a refund to the student in the amount calculated under the refundpolicyspecifiedbeloworasotherwiseapprovedbytheOfficeforCareerandTechnical-Schools(OCTS). Theinstitution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

If a postsecondary proprietary educational institution utilizes a refund policy of their recognized national accrediting agency or the United States Department of Education (USDOE) Title IV refund policy, the postsecondary proprietary educational institution must provide written verification in the form of a final refund calculation, upon the request of OCTS, that its refund policy is more favorable to the student than that of OCTS.

The following refund policy applies to each postsecondary proprietary educational institution as follows:

1. A student is entitled to a full refund if one (1) or more of the following criteria are met:
   (a) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
   (b) The student does not meet the postsecondary proprietary educational institution's minimum ad mission requirements.
   (c) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.
   (d) If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student with drew from the program within three (3) days.
2. A student withdrawing from an instructional program, after starting the instructional program at a post secondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

3. A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enroll

ment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

4. A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
5. A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

6. A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.
   Student Protection Fund

   IC 22-4.1-21-15 and IC 22-4.1-21-18 requires each educational institution accredited by the Office for Career and Technical Schools to submit an institutional surety bond and contribute to the Career College Student Assurance Fund which will be used to pay off debt incurred due to the closing of a school, discontinuance of a program, or loss of accreditation by an institution. To file a claim, each student must submit a completed "Student Complaint Form."

This form can be found on OCTS's website at

http://www.in.gov/dwd/2731.htm

OCTS Refund Policy Revised 8/21/17

INDIANA REQUIRED REGUALTION STATEMENT

This instituteion is regulated by:
Indiana Department of Workforce Development
Office for Career and Rechnical Schools
10 N Senate Avenue, Suite SE 308
Indianapolis IN 46204
OCTS@dwd.in.gov
http://www.in.gov/dwd/2731.htm

INDIANA STUDENT COMPLAINT PROCESS

OCTS is responsible for reviewing and responding to student claims for monetary reimbursement against post-secondary proprietary schools that are non-credit bearing and non-degree granting. OCTS adjudicates only claims for monetary reimbursement and cannot adjudicate claims involving programmatic content. Monetary claims for reimbursement are limited to tuition and fees paid out of pocket by the student. OCTS does not have jurisdiction to adjudicate claims for reimbursement of scholarships, financial assistance, or fee reductions. OCTS cannot offer legal advice or initiate civil court cases.

Students filing claims must meet these requirements:

Be a current or former student in a program at a school regulated by OCTS (see List of Accredited Institutions).
Follow and exhaust the school's complaint resolution process with the school directly; or provide a detailed explanation (see Complaint Form in step 3) as to why the school's complaint process was not completed.

File a formal claim with OCTS by completing the online Student Complaint Form, and attaching the following documents:
A statement of the facts supporting the claim and outlining the problem, and
A copy of the enrollment agreement signed by the student, and
Copies of all receipts for tuition paid by cash, check, money order or credit card, and
Any other material which substantiates the claim.
OCTS will review the claim and contact the claimant if additional information or clarification is needed. When the student's initial claim is determined valid by OCTS, OCTS will forward a copy of the claim to the school, and the school will have three (3) weeks to respond. Upon receipt of the school's response, OCTS will adjudicate the claim and issue a final determination. Both the student and the school will receive notification of the OCTS final determination. The determination by OCTS is final and is not appealable through the Department.

NOTE: If you believe a school has acted in a discriminatory manner, you may wish to contact the Indiana Civil Rights Commission using the ICRC's complaint form.

STAY CONNECTED

CHECK OUT OUR WEBSITE TO VIEW STUDENT AND FACULTY BLOGS, CAMPUS VIDEOS, AND MORE

F.I.R.S.T. Institute
423 S. Keller Rd.
Orlando, FL 32810

www.first.edu

Phone: 407-316-8310
Email: info@first.edu