

# 2025-2026 CATALOG

## CREATIVITY MEETS CAREER


FLORIDA INSTITUTE OF RECORDING, SOUND AND TECHNOLOGY

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FIRST. INSTITUTE

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# A LETTER FROM THE DIRECTOR

To Our Prospective Students:

F.I.R.S.T. Institute is a campus filled with opportunity for those who seek it.  Over the years, thousands of creatives have walked through the doors of F.I.R.S.T. in pursuit of their dreams and walked out with the skills to transform those dreams into thriving careers. No matter how many students I see leave here and achieve success, I never feel any less astonished. Witnessing our students' passion and creativity for their craft daily is truly remarkable. Embarking on the path into a creative industry such as digital media may seem unconventional to some, but if there is one thing that I know for sure, it is that F.I.R.S.T. students exude the strength and resilience to forge their path and make their mark in the field.

As a leading educator in the digital media industry, we believe in creating an authentic learning environment. Our students gain hands-on experience to develop and refine their skill sets, preparing them for the real world that awaits them working in the industry. Our graduates can step into their next chapter of starting a career empowered with knowledge and a support system of fellow students, staff, and faculty.

F.I.R.S.T. Institute has always been a place that creatives call home, and my wish for our future students is that they, too, find a home here. Know that F.I.R.S.T. is where the path starts, not where it ends.

Sincerely,
Donney Smith
School Director
F.I.R.S.T. Institute




# INTRODUCTION

## 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 technological advancement.

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

## 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 into the present day with cutting-edge technology, accomplished faculty, and expansion of program offerings to include Graphic Design and Web Development and Digital Photography. 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

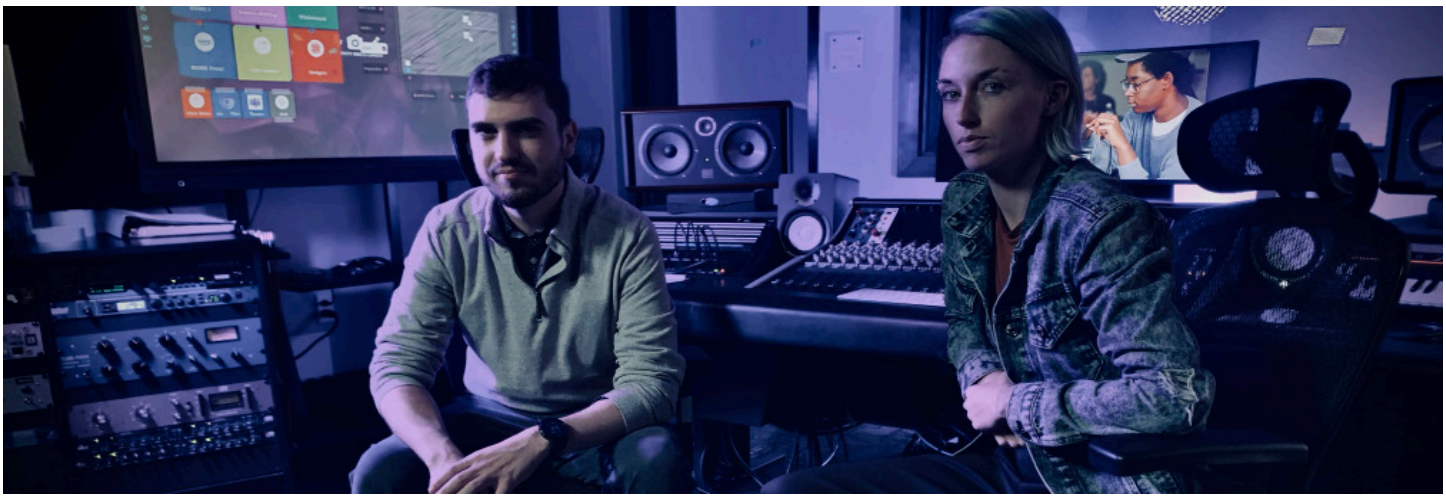
Our 40,000-square-foot campus comprises multiple production labs, studios, sound stages, and a print shop. Student amenities include a student lounge, bathrooms, a scenic outdoor courtyard, and more. Read on to see what our campus offers for our four programs.

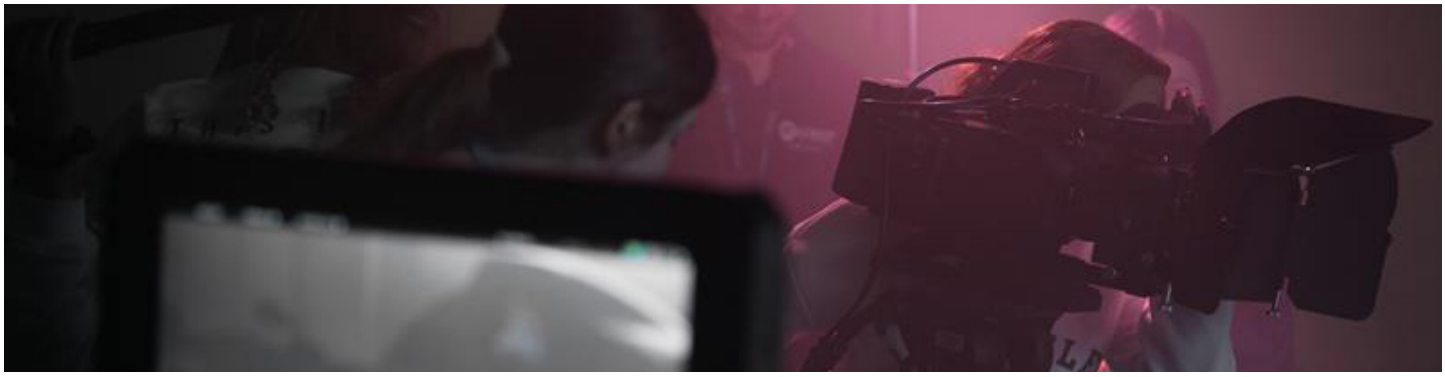
## RECORDING ARTS & SHOW PRODUCTION

**Studio A**
Studio A is centered around an analog console. The room has 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 featuring an Avid 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**
One of our several audio production labs is equipped with Raven control surfaces. The Raven is a tactile touch surface, allowing students to control Pro Tools, Logic Pro, and Studio One by simply touching the screen. Students also gain access to industry-standard plugins like those made by McDSP.





# DIGITAL FILMMAKING & VIDEO PRODUCTION

**Film & Video Labs**

Each of our film and video labs features Apple iMac workstations running professional software, including Adobe Premiere, Adobe After Effects, DaVinci Resolve, and more. Students work in these labs on a variety of projects and assignments, including the editing, compositing, motion graphics creation, and color grading required for the commercials, short films, music videos, and documentaries included in the curriculum.

**The Control Room**

The control room features a complete production environment for live ultra-high-definition video projects, including a 4K video switcher, video playback and recording hardware, camera control units, a digital audio mixer, and streaming encoders. The control room hardware interfaces with the soundstage and show production space, enabling live, multi-camera production from either room.

**The Soundstage**

Our soundstage is designed to enable students to learn and practice a variety of skills in a controlled environment, including lighting, camera movement, set etiquette, and on-set safety. Industry-standard lighting and grip equipment, including LED Fresnel, monolight, and panels, are used on all student projects. This space also includes a large cyc wall, enabling students to achieve clean keys for projects requiring green screen production.

**Production Equipment**

The DFVP program uses a variety of industry-standard equipment, including:

- The RED Komodo-X Digital Cinema Camera
- Blackmagic URSA Mini and Pocket 6K Pro Camera Systems
- Blackmagic Studio Cameras
- RGB LED Fresnel Fixtures
- Aputure Mono Light Fixtures
- Matthews Light Stands & C-stands
- Flags, Silks, Nets, Cookies, and Other Modifiers
- Sound Devices Multitrack Field Recorders
- Lavalier and Shotgun Microphones
- Ronin Gimbals
- Blackmagic ATEM Switchers
- Blackmagic HyperDeck Recorders
- Blackmagic Camera Control Unit



# GRAPHIC DESIGN & WEB DEVELOPMENT

### Graphics Labs

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

#### Equipment

Graphic design and web development students have access to a variety of equipment. 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 students to sign out. Students can use Wacom tablets to develop 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.

### Print Shop

Students enjoy access to a professional-grade print shop equipped with top-of-the-line tools, including an EPSON Sure Color S60600 printer, a Mimaki plotter, and a Kala laminator, among other industry-standard instruments. Our print shop is meticulously designed to prepare students for career opportunities in fast-paced sign shops and similar environments.



# DIGITAL PHOTOGRAPHY

Our photography classrooms are a space where students can learn about and practice the art of photography. The classroom is equipped with Apple Computers, cameras, lenses, and other equipment necessary for students to capture and edit their photographs. The space is also set up with a place for students to view and critique their work, as well as a space for lectures and discussions on the technical and artistic aspects of photography. In the photography classroom, students can learn about composition, lighting, and other essential elements of photography and develop their creative vision and style.

**Photography Studio**

Our photography studio is fully equipped with essential gear found in most professional studios. Students can access both strobe and continuous lighting and soft boxes. Additionally, the studio features C-stands, straight stands, and multiple backdrops.

# PROGRAMS

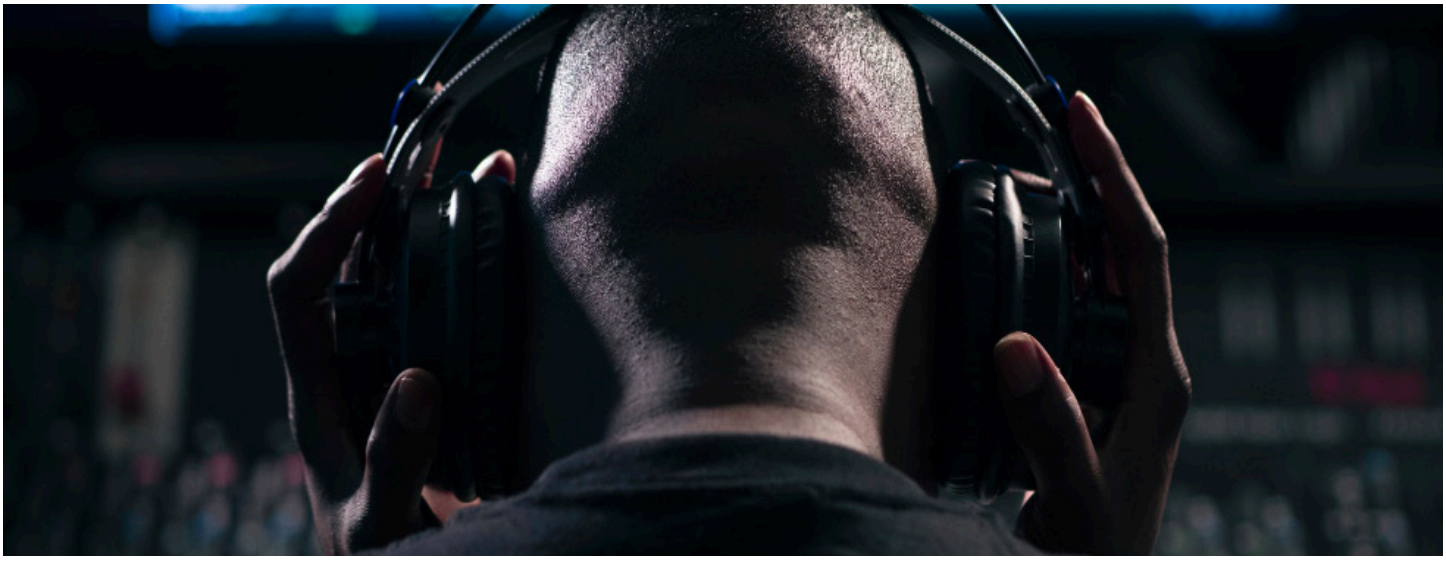
## F.I.R.S.T. INSTITUTE EXPLANATION OF A QUARTER CREDIT HOUR

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 strictly emphasizes kinesthetic learning in 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 breaks down 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 |
| Digital Photography | 1014 (811 Lecture/203 Lab) | 91.26 Credits | 50.7 Credits |
| Digital Photography - 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, including 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, or 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 learn about the many exciting possibilities the audio industry offers.

Learning the basics of computer technology is the foundation for classes enrolled in the program. Students will also learn sound principles and recorded sound's history. 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 multiple hands-on exercises and detailed instruction, students will develop an understanding of digital audio editing, effects processing, mixing, audio production, sound design, and critical listening skills. With the application of creative projects, classes will learn about elastic audio, time compression, and expansion techniques utilizing Pro Tools software. Students will further their knowledge by aligning audio loops and voiceovers to create jingle productions. In addition, students will get the opportunity to work on a sound design clip using audio and MIDI, creating a unique sound design project for their demo reel, which can be used in their professional portfolio.

**RASP 101 – Digital Audio Fundamentals**

- File Management Project
- Pro Tools Editing Project
- Pro Tools Mixing Project
- Logic Pro Midi Project
- Multi-Media Production Project
- Sound Design Project
- Cover Letter & Resume Project

## RASP 102 - Music Theory

Music producers must possess a strong understanding of music theory and artist interaction. In this course, students will be introduced to music production and the basics of music theory. Many music producers use MIDI to create and modify their productions. Students will first learn about MIDI production inside the music production software Logic Pro and how to use those aspects within Pro Tools.

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

During the course projects, students expand their knowledge by exploring 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 both Logic Pro and Pro Tools.

**RASP 102 – Music Theory**

- Music Theory MIDI Project
- Remixing Project

## RASP 103 - 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.

This course is centered around students working together as a team. During this course, students will work on several signal flow projects, during which they will learn the techniques used for installing and connecting studio equipment. Students will also learn about industry-standard microphones and the fundamental microphone techniques for recording vocals and various musical instruments.

Students will work as a team to produce and record an original song, podcast, radio spot, and a songwriting project. 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 103 – Recording Arts 101**

- Podcast Project
- Recording A Vocal Session Project
- Recording B Session Project
- Studio Design Project

## RASP 104 - Recording Arts 201

This course utilizes all the knowledge of signal flow, microphone techniques, patching, studio etiquette, and communication learned from the previous course for practical application. Students will assemble a class production where they work together to produce a song from scratch. They will build teamwork skills as they collaborate, from writing the music and lyrics to recording 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. Working together, students will scout artists and bands to recruit and schedule the musicians for multiple recording sessions. This course ends with various professional development projects to provide students with a vast knowledge of freelancing and operating a business in the recording industry.

**RASP 104 – Recording Arts 201**

- Class Production Project
- Solo Artist Recording Project
- Artist Development Project
- Professional Development Project

## RASP 105 - Music Mixing and Mastering

Audio engineers must have a solid comprehension of music production and the technical equipment used during the mixing process. Mix engineers require good communication skills and an understanding of the terminology used in the recording studio. In this course, students will be introduced to techniques for mixing various genres of music.

Students will dive into more advanced editing techniques, vocal tuning, sample replacement, 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.

The course concludes with students producing an audio demo reel. Students will master their demo reel

project in the DAW, Studio One, and learn how to restore poor-quality audio. Students will also master all projects that were produced in the previous courses, which will then be sequenced on their demo reel. By the end of this course, students will have gained a strong understanding of advanced editing and mixing techniques, as well as audio mastering and restoration.

**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
- Performing Rights Organization Project
- Demo Reel Project

## RASP 106 - Location Sound

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 for capturing high-quality audio on set. Students will learn about set etiquette, synchronization, microphone techniques, field recording, and camera framing during the course.

Once students have a good understanding of the techniques used to record high-quality audio on set, they will learn interviewing techniques and how to scout a location for a shoot. Students will capture high-quality audio using boom microphones and learn lavalier and plant microphone techniques. Students will then transfer the audio recorded on set, clean the audio, and sync using the editing techniques learned in previous courses. At the end of this course, students will have a very good understanding of working on sets for TV and film, as well as capturing audio using field recording techniques.

**RASP 106 – Location Sound**

- Interview Project
- Signal Flow Evaluation Project
- Recording Project A Interview 2 Project
- Recording Project B Short Narrative Scene Project

## RASP 107 - Sound for Visual Media

Sound for Visual Media teaches students the techniques of adding sound to 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, and compose a score, as well as stereo, surround sound, and Atmos 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.

**RASP 107 – Sound for Visual Media**

- Voice Over Project
- Soundscape Project
- Short Post Project
- DFVP Collaboration Project

## RASP 108 - Show Production

Live sound is one of the entertainment industry's largest and most exciting aspects. There are many more career opportunities in live sound and touring than in any other area of the audio industry. Any audio professional needs 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 set up, along with live sound console operation, are the introductory topics in this course. As the course progresses, classes set up sound systems, use stage-plots, create artist monitor mixes, and make 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**

- (2) Full Production Tech Rehearsal Project
- (2) Live Event 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 film and video 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 every stage of production in blocks where students progress through more advanced projects and processes. Students will be given projects in each course to develop their skills as they apply them in the real world.

F.I.R.S.T. Institute students are graded and held accountable for each course they encounter. Consistent exercises and quizzes keep students active and interested in the information given by the instructor. F.I.R.S.T. Institute's primary objective for the program is simple: to provide students with a superior education through exposure to the elements that drive their passion and equip them with the necessary skills and knowledge to thrive in the Digital Filmmaking and Video Production industry.

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 short film or video production, 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 video.

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 video project in each aspect of the entertainment business. Students will also discover the various jobs and requirements in the digital cinema industry and learn to write scripts using standard Hollywood guidelines.

Students will become familiar with the technical aspects of digital video production, including common jargon used by professional technicians and the different lighting concepts applied to distinct film styles. In addition, they will learn fundamental camera techniques, including building camera rigs, lens selection, and proper camera maintenance.

**DFVP 101 – Storytelling and Video Technology**

- Exposure Project
- Composition Project
- Lighting Project
- Movement Project
- Preproduction 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 editing 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 in the images on-screen. Classes will explore simple animation techniques, including 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 to the process and workflow of every motion graphic professional.

**DFVP 102 – Digital Editing and Visual Effects**

- Commercial Edit Project
- Music Video Editing 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 and digital-media creation methods. The primary focus will be on creating projects for social media and marketing.

As post-production unfolds, students will begin editing the projects shot during this course. During the post-production process for each of their projects, students will further refine their understanding of important editing techniques, including the use of transitions and sound effects to help convey a message to the audience. Additionally, the use of motion graphics and unconventional aspect ratios will be introduced as a

way to prepare projects for social media outlets. 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**

- Movie Theater Intro Project
- Product Shot Project
- Spec Commercial Project
- Social Media Ad Project
- Client Commercial 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 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, and sound effects.

**DFVP 104 – Music Video Production**

- Pre-Production & Pitch Project
- Music Video Project

## DFVP 105 - Short Film Production

In this course, 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 105 – Short Film Production**

- Emotion Project
- Boring Room Project
- Short Film 2 Project
- Short Film 3 Project

## DFVP 106 - Documentary Filmmaking

In Documentary Filmmaking, students will be introduced to the fundamental concepts and techniques involved in producing documentary-style projects. Interview lighting techniques, multi-camera production, and the importance of b-roll to help tell a story will be reinforced through the production of a short documentary on a local person, location, or event.

Additionally, students will learn the basics of DaVinci Resolve for editing, color correction, and audio post-production through hands-on exercises and demonstrations before completing the final edit of their documentary and the short film from the previous course.

**DFVP 106 – Documentary Filmmaking**

- Pitch Project
- Assembly Cut 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 live streaming, 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 Production**

- Cameras & Signal Flow Project
- Conference Set Up Project
- Multi Camp Production Project
- Broadcast Project
- Live Streaming Project
- Event Videography Project

## DFVP 108 - Color Grading

Students will learn the essentials of color theory and apply these concepts in the professional colorist program DaVinci Resolve. Practical techniques related to color correction and color grading will be introduced through hands-on exercises using the node-based system within DaVinci. 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.

Additionally, students will take another look at Fairlight as they work to enhance the audio in their projects from previous courses. Using all of the tools and techniques they have learned during their time in the program, they will finalize their demo reels using clips from their best work. Students will also use DaVinci Resolve to learn enhanced aspects of audio post-production, diving into the concepts of voiceover, sound effects, and sound design. Each of these concepts in color correction and audio post-production will then be applied to enhance the student's portfolio projects further.

**DFVP 108 – Color Grading**

- Correct & Grade Project
- Demo Reel Project
- Live Shows & Concerts 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 Graphic Design & Web Development program is designed to prepare students for the real world of digital-based graphic design and web development. The web changes rapidly, and 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 number of open-source frameworks, tools, and software available for the web-based content creation.

Our program explores multiple areas of design and development, focusing on core areas that are practical for the modern designer. This program begins with establishing basic computer skills, digital media design fundamentals, illustration, and basic photography. Students will then progress to advanced concepts of front-end web programming. Having a broad scope of knowledge makes for a more competent and skilled professional, opening greater opportunities for our graduates.

Every course will assess students on weekly objectives with regular exercises and projects. The result of program completion is a well-rounded graduate with the diverse skill set necessary to get an entry-level career in the field of graphic design and web development.

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 understanding of computers, their parts, and terminology for the first week of Graphic Design Principles. After learning the fundamentals of computing and developing 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 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 for contemporary visual design and color theory.

Classes will then be 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**

- Custom Logo Project
- Style Guide Project
- National Parks Poster Project
- Book Cover Project

## GDWD 102 - Digital Illustration

Students first learn about the concept of illustration. Classes then introduce Adobe Illustrator, an industry standard used primarily in creating vector graphics and line art.

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

**GDWD 102 – Digital Illustration**

- Creative Portrait Project
- Character Design Project
- Styled Architectural Illustration Project

## GDWD 103 - Photoshop & Digital Photography

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

Adobe Photoshop is an industry standard for creation, editing, and photo manipulation. From the technical processing of multiple images to making unique artwork and digital paintings, Photoshop is used by animators, graphic designers, web designers, photographers, architects, and more. 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 will then utilize their new knowledge of the tools combined with personal artistry to create several portfolio-worthy graphics projects.

**GDWD 103 – Photoshop and Digital Photography**

- Product Photography Project
- Portrait Photography
- Photo Collage Project
- Digital Ad / Web Banner Project

## GDWD 104 - UI/UX Design

Students are introduced to a brief history of UI/UX, including the language and vocabulary associated with it. Professional concepts in User Experience and User Interface Design, such as wireframing and prototyping, are learned during this course. Students gain knowledge of important design considerations for websites and applications to make them practical for all users.

Students gain an understanding of how to facilitate an easy end-user experience through meaningful and purposeful interface design. Skills are gained through practical exercises 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**

- GUI (Graphical User Interface) Project
- App Design Project

## GDWD 105 - Web Design and Development

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

The course will then examine the importance and necessity of inclusion for all to have equal participation in the use of the web through accessibility. Students will also be introduced to CSS, the language that transforms the basic structure of HTML and applies the visual display and presentation of web pages through responsive design.

After practicing how to develop a website from scratch, students are introduced to some basic grid-based layouts through templates. At this point, students are learning introductory concepts in how web pages 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 creating and managing 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**

- HTML Potluck Project
- Generic License Project
- Bootstrap Scalability Project
- Custom Portfolio Template Project

## GDWD 106 - Motion Graphics

After developing strong skills in Layout and Design, Typography, Illustration, and Photo Editing, along with an understanding of the web, students are now 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, which will then be utilized in the execution of various motion graphics principles.

**GDWD 106 – Motion Graphics**

- Animated Logo Project
- 3D Scene Project
- Lower Thirds 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
- Banner Project
- Xbox Controller Wrap

## GDWD 108 - Web and Graphics Portfolio

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

Students leave the program with a diverse, strong, and, most importantly, professional-level portfolio that showcases their abilities in graphic design, motion, and front-end web design & development.

**GDWD 108 – Graphics and Web Portfolio**

- Final Portfolio
- Final Resume
- Final Cover Letter



# DIGITAL PHOTOGRAPHY - CAMPUS

**Program Objective**

The Digital Photography Program strives to successfully train students for entry-level employment in the digital photography industry.

**Program Description**

Digital Photography is a program designed to teach students all aspects of digital photography, including lighting, picture staging and capture, editing, and the business of photography. From basic introductory to more advanced classes, 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. Students will develop their skills while completing grounded real-world projects mirroring the same application they will use in eventual employment.

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

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 PHOTOGRAPHY - CAMPUS PROGRAM COURSES

## DP 101 - Intro to the Camera and Lightroom

For the first week of Intro to the Camera and Lightroom, students will be taught a basic level understanding of computers, their parts, and terminology.

After students have learned the fundamentals of computing and have a good understanding of the different types of digital media formats, students get a sneak peek at Photo Shop and Light Room which is part of the Adobe Creative Suite of Products and is widely used in the photography industry. F.I.R.S.T. then introduces them to the history of the camera, the photographic process, and its relation to the development of the modern digital process. Students will be taught how cameras have been built over time.

Classes are introduced to the exposure triangle, which introduces many of the camera's mechanical and electronic functions. Students will learn about lenses, first in terms of angle of view, followed by the specialty functions of different lens types. The students will also learn the basics of lighting and composition. Once the students have taken photos, they are taught to use Adobe Lightroom and to see how it has replaced traditional film development processes in the digital space.

**DP 101 – Intro to the Camera and Lightroom**

- 3 Point Lighting Project
- Resume & Cover Letter Project

## DP 102 - Composition and Aesthetics

In Composition and Aesthetics, students will dive deep into the visual language of photography. They will start by learning common design principles, such as balance, rhythm and repetition, emphasis, proportion, scale, harmony, and contrast.

They will use these principles to study the philosophy of aesthetics and identify common patterns humans find pleasing to the eye. They will analyze some common patterns, such as the Golden Ratio, and how it is applied to photography using the Fibonacci Spiral and the Rule of Thirds.

Students will also learn other common compositional techniques, such as using leading lines to guide the eye, creating frames within the frame, and using contrast to direct attention. Finally, students will explore color theory as it relates to human psychology and the physics of light.

**DP 102 – Composition and Aesthetics**

- Composition Project
- Color Theory Project,
- Aesthetics Project
- Leading Lines Project

## DP 103 - Studio Photography

Studio Photography focuses on the principles of lighting through studio portraiture and product photography. Students begin by learning basic 3-point lighting techniques. They will then study other lighting styles by looking at modern photo portraiture and classical art examples.

Students will learn to use studio strobes and light modifiers. Students will replicate some lighting techniques, such as Loop, Butterfly, Rembrandt, and Chiaroscuro, on their models. Emphasis will be placed on studio portrait photography's creative and commercial aspects.

Students will study the works of some of the great portrait photographers, such as George Hurrell, Annie Leibovitz, Diane Arbus, and Richard Avedon. Students will also spend time on product photography, exploring creative ways to market a product. They will explore minimalist product photography to isolate their subject and active product photography to show the subject in use. Students will become familiar with common product photography tools such as tripods and macro lenses.

**DP 103 – Photoshop for Digital Editing and Experimental Photography**

- Studio Lighting Project
- Product Photography Project
- Portrait Photography project
- Portfolio Project

## DP 104 - Spatial Photography (Landscape, Street, and Architecture)

In Spatial Photography, students will learn to illustrate the essence of a scene. During their exploration of landscape photography, students will document the beauty of the natural world. They will be taught to emphasize depth in an environment through lens choice, depth of field, and use of foreground elements.

Students will learn to use filters, long exposure, weather, and time of day to evoke their impression of the natural spaces around them.

Students will then move into urban environments, using the same techniques to document human-made interventions, structures, and environments. They will be taught to find interesting, unexplored perspectives and isolate small details. As street photographers, they will learn to isolate movement within these spaces to document incidental moments of life.

Throughout this course, students will also survey the history of photographers whose work focuses on the spaces in our lives and more.

**DP 104 – Spatial Photography (Landscape, Street, and Architecture)**

- Landscape Project
- Architecture Project
- Sequences Project
- Real Estate Project

## DP 105 - Photoshop for Digital Editing and Experimental Photography

Photoshop can digitally replicate the darkroom and montage techniques that experimental artists use. Photoshop for Digital Editing and Experimental Photography is an extensive survey of Photoshop's many tools through the lens of experimental photography.

Students will learn non-destructive Photoshop processes and tools, including blend modes, adjustment layers, color channels, and effects and filters. Using these tools, students will learn to composite, retouch photos, create multiple exposures, and digitally replicate the effects of specialty optical equipment.

Finally, they will be exposed to the many new features that use neural networks and artificial intelligence to solve complex photo manipulation better and even create images from scratch.

**DP 105 – Photoshop for Digital Editing and Experimental Photography**

- Product Retouching Project
- Portrait Retouching Project
- Composite Project

## DP 106 - Event Photography (Social, Stage, and Sports)

Students will focus on three practical projects in Event Photography. First, they will document a social event. Students will create a shooting strategy for the event and create a list of key images that they must photograph. They will shoot a mix of posed, candid, and environmental photos at the event. This will teach them the skills they need to pursue commercial enterprises in wedding and party photography.

Next, students will document a staged event. Here, they must learn to work in unusual lighting situations, which will put their camera skills to the test. They must also learn to collaborate with the production team to complete their work unnoticed, allowing performances to continue unimpeded. Finally, students will photograph a sporting event where they will need to focus on lensing and shutter speed to get action photos in a fast-paced and dynamic environment.

*Students may be required to seek out events to photograph.

**DP 106 – Event Photography (Social, Stage, and Sports)**

- Shooting for Social Events Project
- Shooting for Staged Events Project
- Shooting for Sports Project

## DP 107 - Narrative in Editorial Photography

Narrative in Editorial Photography is all about story. Students will look to the work of previous photographers such as Dorothea Lange, Gordon Parks, Robert Frank, and Gregory Crewdson who have made narrative a key ingredient of their work.

Story will be analyzed and broken down into key components to illustrate the intersection of character and plot. They will analyze how a single moment caught in a photo can imply both previous and subsequent moments of cause and effect. Students will create work to compliment articles as well as short series that stand alone as narrative experiences.

**DP 107 – Narrative in Editorial Photography**

- Narrative Photographers Project
- Storytelling Project
- Short Series Project

## DP 108 - Business of Photography

In the Business of Photography, important skill sets are developed through studies on creative thinking, research and concept development, business communications, client briefing, and analysis.

Students learn branding fundamentals and then examine marketing in relation to corporate and personal branding and social media. Students will finish the program by completing a comprehensive portfolio, participating in critique sessions, and finalizing the portfolio on their own website.

**DP 108 – Business of Photography**

- Portfolio Website Project
- Printed 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 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 exercises, 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, or 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 learn about the many exciting possibilities the audio industry offers.

Learning the basics of computer technology is the foundation 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 multiple hands-on exercises and detailed instruction, students will develop an understanding of digital audio editing, effects processing, mixing, audio production, sound design, and critical listening skills. With the application of creative projects, classes will learn about elastic audio, time compression, and expansion techniques utilizing Pro Tools software. Students will then further their knowledge by aligning audio loops and voiceovers to create jingle productions. In addition, students will get the opportunity to work on a sound design clip using audio and MIDI, creating a unique sound design project for their demo reel, which can be used in their professional portfolio.

**RASP 101IDL – Digital Audio Fundamentals**

- File Management Project
- Pro Tools Editing Project
- Pro Tools Mixing Project
- Radio Spot Production Project
- Sound Design Project

## RASP 102IDL - Music Theory

Music producers must possess a strong understanding of music theory and artist interaction. In this course, students will be introduced to music production and the basics of 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 gain a solid understanding of MIDI, they will quickly move into music theory, where they will learn about scales, key signatures, and structure, as well as voice leading, aural skills, compositional skills, and notation. Through various hands-on exercises, projects, and detailed instruction, students develop a good understanding of the use of MIDI in Pro Tools and its endless creative possibilities.

During the course projects, students expand on their knowledge, exploring 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 Theory**

- Pro Tools MIDI Project
- Music Theory 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.

This course is centered around students working together as a team. During this course, students will work on several signal flow projects, during which they will learn the techniques used for installing and connecting studio equipment. Students will also learn about industry-standard microphones and the fundamental microphone techniques used for recording vocals and various musical instruments.

Students will work as a team to produce and record an original song, podcast, radio spot, and a songwriting project. 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
- Remote Acoustic Treatment Project
- Class Production Project
- Songwriting Project
- Studio Design Project

## RASP 104IDL - Recording Arts 201

This course utilizes all the knowledge of signal flow, microphone techniques, patching, studio etiquette, and communication learned from the previous course for practical application. Students will assemble a class production where they work together to produce a song from scratch. They will build teamwork skills as they collaborate, from writing the music and lyrics to recording 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. Working together, students will scout artists and bands to recruit and schedule the musicians for multiple recording sessions. This course ends with various professional development projects to provide students with a vast knowledge of freelancing and operating a business in the recording industry.

**RASP 104IDL – Recoding Arts 201**

- Class EP Production Project Demo
- Class Production Project Final
- Wix Project
- Gmail Project
- Professional Account Project
- Building a Network Project

## RASP 105IDL - Music Mixing and Mastering

Audio engineers must have a solid comprehension of music production and the technical equipment used during the mixing process. Mix engineers require good communication skills and an understanding of the terminology used in the recording studio. In this course, students will be introduced to techniques for mixing various genres of music.

Students will dive into more advanced editing techniques, vocal tuning, sample replacement, 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.

The course concludes with students producing an audio demo reel. Students will master their demo reel project in the DAW, Studio One, and learn the techniques of restoring poor-quality audio. Students will also master all projects that were produced in the previous courses, which will then be sequenced on their demo reel. By the end of this course, students will have gained a strong understanding of advanced editing and mixing techniques, as well as audio mastering and restoration.

**RASP 105IDL – Music Mixing and Mastering**

- Drum Editing & Sample Replacement Project
- DAW Mix Project
- Songwriting Project Mix
- Class Production Project Mix
- EP Project Mix
- Demo Reel Project
- Portfolio Mastering
- Audio Restoration Project

## RASP 106IDL - Location Sound

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 for capturing high-quality audio on set. Students will learn about set etiquette, synchronization, microphone techniques, field recording, and camera framing during the course.

Once students have a good understanding of the techniques used to record high-quality audio on set, they will learn interviewing techniques and how to scout a location for a shoot. Students will capture high-quality audio using boom microphones and learn lavalier and plant microphone techniques. Students will then transfer the audio recorded on set, clean the audio, and sync using the editing techniques learned in previous courses. At the end of this course, students will have a very good understanding of working on sets for TV and film, as well as capturing audio using field recording techniques.

**RASP 106IDL – Location Sound**

- Field Recording Project
- Interviewing Project
- LinkedIn Resume Project

## RASP 107IDL - Sound for Visual Media

SSound for Visual Media teaches students the techniques of adding sound to 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, and compose a score, as well as stereo, surround sound, and Atmos 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.

**RASP 107IDL – Sound for Visual Media**

- Explosion Project
- ADR & Foley Project
- Group Post-Production Project - ADR / Foley/ Sound Design/ Scoring

## RASP 108IDL - 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 set up, along with live sound console operation, are the introductory topics in this course. As the course progresses, classes set up sound systems, use stage-plots, create artist monitor mixes, and make 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 108IDL – Show Production**

- Live Event Project
- Stage Plot & Input List Project
- Feedback Project
- Dante Certification
- AV Systems Behringer X32 Editor



# 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**

The Digital Filmmaking and Video Production program is designed to teach students all aspects of film and video 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 every stage of production in blocks where students progress through more advanced projects and processes. Students will be given projects in each course to develop their skills as they apply them in the real world.

F.I.R.S.T. Institute students are graded and held accountable for each course they encounter. Consistent exercises 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**
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# DIGITAL FILMMAKING & VIDEO PRODUCTION - IDL PROGRAM COURSES

## DFVP 101IDL - Storytelling and Video Technology

Students will learn that no matter what role a person plays in the development of film or video production, 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 video.

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 video project in each aspect of the entertainment business. Students will also discover the various jobs and requirements in the digital cinema industry and learn to write scripts using standard Hollywood guidelines.

Students will become familiar with the technical aspects of digital video production, including common jargon used by professional technicians and the different lighting concepts applied to distinct film styles. In addition, they will learn fundamental camera techniques, including building camera rigs, lens selection, and proper camera maintenance.

HD and UHD camera systems, including 2K and 4K cameras, are exposed in classes, including their specific workflows and considerations for future editing.

**DFVP 101IDL – Storytelling and Video Technology**

- Composition Project
- Screenplay Format Project
- Commercial Edit Project
- Short Film Edit Project
- Documentary Edit Project
- Music Video Edit 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 in the images on screen. Classes will explore simple animation techniques, including 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 of every motion graphic professional.

**DFVP 102IDL – Digital Editing and Visual Effects**

- Exposure Project
- Lighting Project
- Movement Project

## DFVP 103IDL - Commercial Production

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

As post-production unfolds, students will begin editing the projects shot during this course. During the post-production process for each of their projects, students will further refine their understanding of important editing techniques, including the use of transitions and sound effects to help convey a message to the audience. Additionally, the use of motion graphics and unconventional aspect ratios will be introduced as a way to prepare projects for social media outlets. 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 103IDL – Commercial Production**

- Product Shots Project
- Movie Theater Intro Project
- Social Media Ad Project
- Spec Commercial Project
- Client Commercial 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 and how to work with real clients.

At this level, classes incorporate 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**

- Blocking & Rehearsal Project
- Music Video Project

## DFVP 105IDL - Short Film Production

In this course, 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 implement advanced production techniques of camera and lighting. At this level, classes maintain first-hand knowledge of advanced editing techniques, including but not limited to enhanced color correction, dialogue editing, storytelling techniques, and sound effects.

**DFVP 105IDL – Short Film Production**

- Script Review Project
- Crowd Funding Project
- Short Film 1 Project
- Short Film 2 Project
- Short Film 3 Project

## DFVP 106IDL -Documentary Filmmaking

In Documentary Filmmaking, students will be introduced to the fundamental concepts and techniques involved in producing documentary-style projects. Interview lighting techniques, multi-camera production,

and the importance of b-roll to help tell a story will be reinforced through the production of a short documentary on a local person, location, or event.

Additionally, students will learn the basics of DaVinci Resolve for editing, color correction, and audio post-production through hands-on exercises and demonstrations before completing the final edit of their documentary and the short film from the previous course.

**DFVP 106IDL – Documentary Filmmaking**

- Show Bible Project
- Virtual Film Project

## DFVP 107IDL - Live Video Production

Students will learn the fundamentals of live video production and streaming using up-to-date technology for all show needs. Students develop the skills to function independently in the preparation and production of live shows for both traditional and live streaming, as well as corporate presentations.

In this course, students will learn the technical aspects of streaming software and 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 live show realm and discover the many different career paths within these industries.

**DFVP 107IDL - Live Video Production**

- Reaction Video Project
- Gaming Live Stream Project
- Live Stream Project

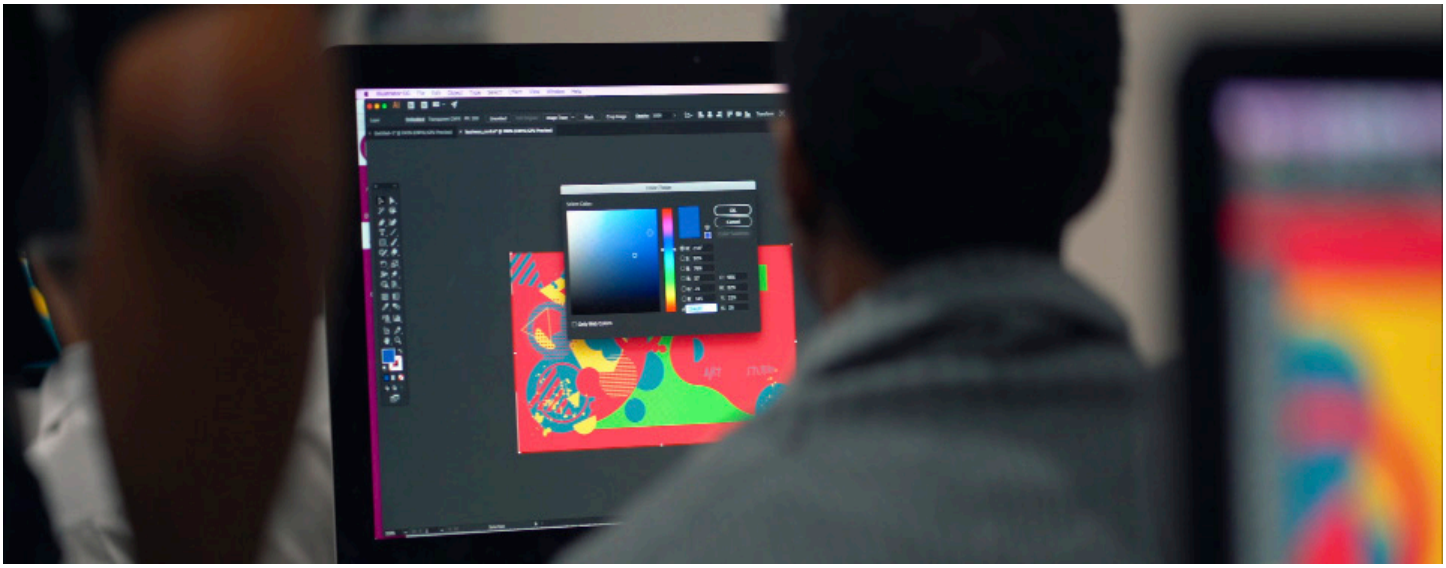
## DFVP 108IDL - Color Grading

Students will learn the essentials of color theory and apply these concepts in the professional colorist program DaVinci Resolve. Practical techniques related to color correction and color grading will be introduced through hands-on exercises using the node-based system within DaVinci.

Additionally, students will take another look at Fairlight as they work to enhance the audio in their projects from previous courses. Using all of the tools and techniques they have learned during their time in the program, they will finalize their demo reels using clips from their best work.

**DFVP 108IDL – Color Grading**

- Color Balance Project
- Color Grading Project
- Professional Development



# 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. The web changes rapidly, and 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 number of open-source frameworks, tools, and software available for the web-based content creation.

Our program explores multiple areas of design and development, focusing on core areas that are practical for the modern designer. This program begins with establishing basic computer skills, digital media design fundamentals, illustration, and basic photography. Students will then progress to advanced concepts of front-end web programming. Having a broad scope of knowledge makes for a more competent and skilled professional, opening greater opportunities for our graduates.

Every course will assess students on weekly objectives with regular exercises and projects. The result of program completion is a well-rounded graduate with the diverse skill set necessary to get an entry-level career in the field of graphic design and web development.

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 understanding of computers, their parts, and terminology for the first week of Graphic Design Principles. After learning the fundamentals of computing and developing 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 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 for contemporary visual design and color theory.

Classes will then be 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**

- Custom Logo Project
- Style Guide Project
- National Parks Poster Project
- Book Cover Project

## GDWD 102IDL - Digital Illustration

Students first learn about the concept of illustration through the study of simple, sequential, editorial, and marketing illustrations. Classes then introduce Adobe Illustrator, an industry standard used primarily in creating vector graphics and line art.

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

**GDWD 102IDL – Digital Illustration**

- Creative Portrait Project
- Character Design Project
- Styled Architectural Illustration Project

## GDWD 103IDL - Photoshop & Digital Photography

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

Adobe Photoshop is an industry standard for creation, editing, and photo manipulation. From the technical processing of multiple images to making unique artwork and digital paintings, Photoshop is used by animators, graphic designers, web designers, photographers, architects, and more. 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 will then utilize their new knowledge of the tools combined with personal artistry to create several portfolio-worthy graphics projects.

**GDWD 103IDL – Photoshop and Digital Photography**

- Product Photography Project
- Portrait Photography
- Photo Collage Project
- Digital Ad / Web Banner Project

## GDWD 104IDL - UI/UX Design

Students are introduced to a brief history of UI/UX, including the language and vocabulary associated with it. Professional concepts in User Experience and User Interface Design, such as wireframing and prototyping, are learned during this course. Students gain knowledge of essential design considerations for websites and applications to make them practical for all users.

Students gain an understanding of how to facilitate an easy end-user experience through meaningful and purposeful interface design. Skills are gained through practical exercises 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**

- GUI (Graphical User Interface) Project
- App Design Project

## GDWD 105IDL - Web Design and Development

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

The course will then examine the importance and necessity of inclusion for all to have equal participation in the use of the web through accessibility. Students will also be introduced to CSS, the language that transforms the basic structure of HTML and applies the visual display and presentation of web pages through responsive design.

After practicing how to develop a website from scratch, students are introduced to some basic grid-based layouts through templates. At this point, students are learning introductory concepts in how web pages 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 creating and managing 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 105IDL – Web Design and Development**

- HTML Potluck
- Generic License
- Mebay Product Page
- Custom Portfolio Template Project

## GDWD 106IDL - Motion Graphics

After developing strong skills in Typography, Illustration, and Photo Editing, along with an understanding of the web, students are now 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 execute projects successfully. Students will learn technical skills that follow the principles of animation through keyframing, image positioning, masking, and other visual effects.

Projects are developed with the goal of helping students grow in their creative problem-solving skills, which will then be utilized in executing various motion graphics principles.

**GDWD 106IDL – Motion Graphics**

- Animated Logo Project
- 3D Scene Project
- Kinetic Typography Project

## GDWD 107IDL - Layout Design

Understanding how various design elements are combined to create 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
- Banner Project
- Xbox Controller Wrap

## GDWD 108IDL - Web and Graphics Portfolio

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

Students leave the program with a diverse, strong, and, most importantly, professional-level portfolio showcasing their graphic design, motion, and front-end web design & development abilities.

**GDWD 108IDL – Graphics and Web Portfolio**

- Final Portfolio Project
- Final Resume Project
- Final Cover Letter Project




# DIGITAL PHOTOGRAPHY - IDL

**Program Objective**

The Digital Photography IDL Program strives to successfully train students for entry-level employment in the digital photography industry.

**Program Description**

Digital Photography IDL is a program designed to teach students all aspects of digital photography, including lighting, picture staging and capture, editing, and the business of photography. From basic introductory to more advanced classes, 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. Students will develop their skills while completing grounded real-world projects mirroring the same application they will use in eventual employment.

F.I.R.S.T. Institute students are graded and held accountable for each course they encounter. Consistent exercises and quizzes keep students active and interested in the information provided 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.
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**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 PHOTOGRAPHY - IDL PROGRAM COURSES

## DP 101IDL - Intro to the Camera and Lightroom

For the first week of Intro to the Camera and Lightroom, students will be taught a basic level understanding of computers, their parts, and terminology.

After students have learned the fundamentals of computing and have a good understanding of the different types of digital media formats, students get a sneak peek at Photo Shop and Light Room which is part of the Adobe Creative Suite of Products and is widely used in the photography industry. F.I.R.S.T. then introduces them to the history of the camera and the photographic process and its relation to the development of the modern digital process. Students will be taught how cameras have been built over time.

Classes are introduced to the exposure triangle, which introduces many of the camera's mechanical and electronic functions. Students will learn about lenses, first in terms of angle of view, followed by the specialty functions of different lens types. The students will also learn the basics of lighting and composition. Once the students have taken photos, they are taught to use Adobe Lightroom and to see how it has replaced traditional film development processes in the digital space.

**DP 101IDL – Intro to the Camera and Lightroom**

- 3 Point Lighting Project
- Resume & Cover Letter Project

## DP 102IDL - Composition and Aesthetics

In Composition and Aesthetics, students will dive deep into the visual language of photography. They will start by learning common principles of design such as balance, rhythm and repetition, emphasis, proportion, and scale, as well as harmony and contrast.

They will use these principles to study the philosophy of aesthetics and identify common patterns that humans find pleasing to the eye. They will analyze some of these common patterns, such as the Golden Ratio and how it is applied to photography using the Fibonacci Spiral and the Rule of Thirds.

Students will learn other common compositional techniques as well, such as using leading lines to guide the eye, creating frames within the frame, and using contrast to direct attention. Finally, students will explore color theory as it relates to human psychology as well as the physics of light.

**DP 102IDL – Composition and Aesthetics**

- Composition Project
- Color Theory Project,
- Philosophy of Aesthetics
- Leading Lines Project

## DP 103IDL - Studio Photography

Studio Photography focuses on the principles of lighting through studio portraiture and product photography. Students begin by learning basic 3-point lighting techniques. They will then study other lighting styles by looking at both modern photo portraiture as well as classical art examples.

Students will learn to use continuous Lighting, on-camera flash, and light modifiers. Students will replicate some of these lighting techniques, such as Loop, Butterfly, Rembrandt, and Chiaroscuro, on their models.

Emphasis will be placed on the creative and commercial aspects of studio portrait photography.

Students will study the works of some of the great portrait photographers, such as George Hurrell, Annie Leibovitz, Diane Arbus, and Richard Avedon. Students will also spend time on product photography, exploring creative ways to market a product. They will explore both minimalist product photography to isolate their subject as well as active product photography showing the subject in use. Students will become familiar with common product photography tools such as tripods and macro lenses.

**DP 103IDL – Photoshop for Digital Editing and Experimental Photography**

- Studio Lighting Project
- Product Photography Project
- Portrait Photography project
- Portfolio Project

## DP 104IDL - Spatial Photography (Landscape, Street, and Architecture)

In Spatial Photography, students will learn to illustrate the essence of a scene. During their exploration of landscape photography, students will document the beauty of the natural world. They will be taught to emphasize depth in an environment through lens choice, depth of field, and use of foreground elements.

Students will learn to use filters, long exposure, weather, and time of day to evoke their impression of the natural spaces around them.

Students will then move into urban environments, where they will use the same techniques to document human-made interventions, structures, and environments. They will be taught to find interesting unexplored perspectives and isolate small details. As street photographers, they will learn to isolate movement within these spaces to document incidental moments of life.

Throughout this course students will also survey a history of photographers whose work focuses on the spaces in our lives and more.

**DP 104IDL – Spatial Photography (Landscape, Street, and Architecture)**

- Landscape Project
- Architecture Project
- Sequences Project
- Real Estate Project

## DP 105IDL - Photoshop for Digital Editing and Experimental Photography

Photoshop is capable of digitally replicating the darkroom and montage techniques that experimental artists use.  Photoshop for Digital Editing and Experimental Photography is an extensive survey of Photoshop's many tools through the lens of experimental photography.

Students will learn non-destructive Photoshop processes and tools including blend modes, adjustment layers, color channels, and effects and filters.  Using these tools students will learn to composite, retouch photos, create multiple exposures, and digitally replicate the effects of specialty optical equipment.

Finally, they will be exposed to the many new features that use neural networks and artificial intelligence to better solve for complex photo manipulation and even create images from scratch.

**DP 105IDL – Photoshop for Digital Editing and Experimental Photography**

- Product Retouching Project
- Portrait Retouching Project
- Composite Project

## DP 106IDL - Event Photography (Social, Stage, and Sports)

Students will focus on three practical projects in Event Photography. First, they will document a social event. Students will create a shooting strategy for the event and create a list of key images that they must photograph. At the event, they will shoot a mix of posed, candid, and environmental photos. This will teach them the skills they need to pursue commercial enterprises in wedding and party photography.

Next, students will document a staged event. Here, they must learn to work in unusual lighting situations, which will put their camera skills to the test. They must also learn to collaborate with the production team to complete their work unnoticed and allow performances to continue unimpeded. Finally, students will photograph a sporting event where they will need to focus on lensing and shutter speed to get action photos in a fast-paced and dynamic environment.

*Student may be required to find their own event to photograph.

**DP 106IDL – Event Photography (Social, Stage, and Sports)**

- Shooting for Social Events Project
- Shooting for Staged Events Project
- Shooting for Sports Project

## DP 107IDL - Narrative in Editorial Photography

Narrative in Editorial Photography is all about the story. Students will look to the work of previous photographers who have made the narrative an essential ingredient of their work.

Story will be analyzed and broken down into key components to illustrate the intersection of character and plot. They will analyze how a single moment caught in a photo can imply both previous and subsequent moments of cause and effect. Students will create work to complement articles as well as short series that stand alone as narrative experiences.

**DP 107IDL – Narrative in Editorial Photography**

- Narrative Photographers Project
- Storytelling Project
- Short Series Project

## DP 108IDL - Business of Photography

In the Business of Photography, important skill sets are developed through studies on creative thinking, research and concept development, business communications, client briefing and analysis, digital printing, and the importance of print production processes.

Students learn branding fundamentals and then examine marketing in relation to corporate and personal branding as well as social media. Students will finish the program by completing a comprehensive portfolio, participating in critique sessions, and finalizing the portfolio on their own website.

Students learn branding fundamentals and then examine marketing in relation to corporate and personal branding as well as social media. Students will finish the program by completing a comprehensive portfolio, participating in critique sessions, and finalizing the portfolio on their own website.

**DP 108IDL – Business of Photography**

- Portfolio Website Project
- Creating A Contract Project
- Marketing Project

## REQUIRED CLASS MATERIALS CAMPUS

Students are required to be prepared for class. This includes always having the following items: 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 on 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.<br>• Minimum storage size 1TB<br><br>Example: Western Digital Elements Mac 1TB (Approximately $50 from Amazon, comes with adapter) |
| SD Card | • Minimum size 16GB<br>• Maximum size 32 GB<br><br>Example: SanDisk Extreme Pro 32GB SDHC UHS-I Card (Approximately $15 on Amazon) |
| Over-the-ear Headphones | • No ear buds permitted<br>• If no 1/8" to 1/4"adapter is packaged with headphones you will need to purchase one separately<br><br>Example: Sennheiser HD280 (Approximately $100 from Amazon) |
| **Optional Equipment** | **Info** |
| Avid Pro Tools | Included in Creative P.A.K. |
| Apple Logic X | No discount available |
| Presonus Studio One | Included in Creative P.A.K. |
| 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<br><br>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 $320

| Digital Filmmaking and Video Production | |
|---|---|
| **Required Equipment** | **Info** |
| Hard Drive | • Sata III 2.5" SSD 2TB<br>• SATA to USB Cable<br>• 4TB External Hard Drive HDD |
| SD Card | • SanDisk 128G |
| Over-the-ear Headphones | • No ear buds permitted<br>• If no 1/8" to 1/4"adapter is packaged with headphones you will need to purchase one separately |
| **Optional Equipment** | **Info** |
| Adobe Creative Cloud Account | Student discount is available |
| Camera | Consult your instructor for recommendations |

**Digital Photography (CAMPUS)**
Required materials, as of this printing, are approximately $350

| Digital Photography | |
|---|---|
| **Required Equipment** | **Info** |
| Hard Drive | • USB-C/Thunderbold 3 drives only<br>• Minimum storage size 1TB |
| SD Card | • Minimum size 32GB |
| Creative P.A.K. | Digital Photography =$<br>*See website for current list of items in Creative P.A.K.s |
| Adobe Creative Cloud Account | Student discount is available |

# 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.*),<br>Mac OS Monterey (12.*)<br><br>Processor - Intel or Apple Silicon (Rosetta2 Supported)<br><br>RAM - 8GB of Ram (16GB Recommended)<br><br>Hard Drive Space -256 GB with minimum 40 GB available<br><br>GPU VRAM - 2 GB of GPU VRAM<br><br>Monitor Resolution - 1440x900<br><br>Webcam - Yes- Used for attendance and exams<br><br>Microphone - Yes - Used for class participation |
| Adobe Creative Cloud Account | Student discount is available |
| Creative P.A.K. | RASP IDL<br>*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.*),<br>Mac OS Monterey (12.*) Windows 11<br><br>Processor - Intel or Apple Silicon (Rosetta2 Supported)<br><br>RAM - 8GB of Ram (16GB Recommended)<br><br>Hard Drive Space -256 GB with minimum 40 GB available<br><br>GPU VRAM - 2 GB of GPU VRAM<br><br>Monitor Resolution - 1440x900<br><br>Webcam - Yes- Used for attendance and exams<br><br>Microphone - Yes - Used for class participation |
| Adobe Creative Cloud Account | Student discount is available |
| Creative P.A.K. | GDWD IDL<br>*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 | |

## 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.*),<br>Mac OS Monterey (12.*) Windows 11<br><br>Processor - Intel or Apple Silicon (Rosetta2 Supported)<br><br>RAM - 8GB of Ram (16GB Recommended)<br><br>Hard Drive Space -500 GB with minimum 250 GB available<br><br>GPU VRAM - 2 GB of GPU VRAM<br><br>Monitor Resolution - 1440x900<br><br>Webcam - Yes- Used for attendance and exams<br><br>Microphone - Yes - Used for class participation |
| Adobe Creative Cloud Account | Student discount is available |
| Creative P.A.K. | DFVP IDL<br>*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 Photography IDL

| Digital Photography IDL | |
|---|---|
| **Required Equipment** | **Info** |
| Computer Requirements | Operating System: macOS 10.15 or macOS Big Sur (11.*),<br>Mac OS Monterey (12.*)  Windows 11<br><br>Processor - Intel or Apple Silicon (Rosetta2 Supported)<br><br>RAM - 8GB of Ram (16GB Recommended)<br><br>Hard Drive Space -500 GB with minimum 250 GB available<br><br>GPU VRAM - 2 GB of GPU VRAM<br><br>Monitor Resolution - 1440x900<br><br>Webcam - Yes- Used for attendance and exams<br><br>Microphone - Yes - Used for class participation |
| Adobe Creative Cloud Account | Student discount is available |
| Creative P.A.K. | Digital Photography<br>*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) |

| DFVP (Campus) | | |
|---|---|---|
| DFVP 101 | Storytelling and Video Technology | No Prerequisites |
| DFVP 102 | Digital Editing and Visual Effects | DFVP 101 |
| DFVP 103 | Commercial Production | DFVP 101, DFVP 102 |
| DFVP 104 | Music Video Production | DFVP 101, DFVP 102, DFVP 103 |
| DFVP 105 | Short Film Production | DFVP 101, DFVP 102, DFVP 103, DFVP 104 |
| DFVP 106 | Episodic Production | DFVP 101, DFVP 102, DFVP 103, DFVP 104, DFVP 105 |
| DFVP 107 | Live Video Production | DFVP 101, DFVP 102, DFVP 103, DFVP 104, DFVP 105, DFVP 106 |
| DFVP 108 | Color Grading | 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 | Commercial Production | DFVP 101IDL, DFVP 102IDL |
| DFVP 104IDL | Music Video Production | DFVP 101IDL, DFVP 102IDL, DFVP 103IDL |
| DFVP 105IDL | Short Film Production | DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL |
| DFVP 106IDL | Episodic Production | DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL |
| DFVP 107IDL | Live Video Production | DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL, DFVP 106IDL |
| DFVP 108IDL | Color Grading | DFVP 101IDL, DFVP 102IDL, DFVP 103IDL, DFVP 104IDL, DFVP 105IDL, DFVP 106IDL, DFVP 107IDL |

| RASP (Campus) | | |
|---|---|---|
| RASP 101 | Digital Audio Fundamentals | No Prerequisites |
| RASP 102 | Music Theory | RASP 101 |
| RASP 103 | Recording Arts 101 | RASP 101, RASP 102 |
| RASP 104 | Recording Arts 201 | RASP 101, RASP 102, RASP 103 |
| RASP 105 | Mixing and Mastering | RASP 101, RASP 102, RASP 103, RASP 104 |
| RASP 106 | Location Sound | RASP 101, RASP 102, RASP 103, RASP 104, RASP 105 |
| RASP 107 | Sound for Visual Media | 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 Theory | RASP 101 |
| RASP 103IDL | Recording Arts 101 | RASP 101IDL, RASP 102IDL |
| RASP 104IDL | Recording Arts 201 | RASP 101IDL, RASP 102IDL, RASP 103IDL |
| RASP 105IDL | Mixing and Mastering | RASP 101IDL, RASP 102IDL, RASP 103IDL, RASP 104IDL |
| RASP 106IDL | Location Sound | RASP 101IDL, RASP 102IDL, RASP 103,IDL RASP 104IDL, RASP 105IDL |
| RASP 107IDL | Sound for Visual Media | 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 |

| 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 | UI/UX Design | GDWD 101, GDWD 102, GDWD 103 |
| GDWD 105 | Web Design & Development | GDWD 101, GDWD 102, GDWD 103, GDWD 104 |
| GDWD 106 | Layout Design | 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 | UI/UX Design | GDWD 101IDL, GDWD 102IDL, GDWD 103IDL |
| GDWD 105IDL | Web Design & Development | GDWD 101IDL, GDWD 102IDL, GDWD 103IDL, GDWD 104IDL |
| GDWD 106IDL | Layout Design | 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 |

| Digital Photography (Campus) | | |
|---|---|---|
| DP 101 | Intro to the Camera and Light-room | No Prerequisites |
| DP 102 | Composition and Aesthetics | DP 101 |
| DP 103 | Studio Photography | DP 101, DP 102 |
| DP 104 | Spatial Photography | DP 101, DP 102, DP103 |
| DP 105 | Photoshop for Digital Editing and Experimental Photography | DP 101, DP 102, DP 103, DP 104 |
| DP 106 | Event Photography | DP 101, DP 102, DP 103, DP 104, DP 105 |
| DP 107 | Narrative in Editorial Photography | DP 101, DP 102, DP 103, DP 104, DP 105, DP 106 |
| DP 108 | Business of Photography | DP 101, DP 102, DP 103, DP 104, DP 105, DP 106, DP 107 |
| Digital Photography - IDL | | |
| DP 101IDL | Intro to the Camera and Light-room | No Prerequisites |
| DP 102IDL | Composition and Aesthetics | DP 101IDL |
| DP 103IDL | Studio Photography | DP 101IDL, DP 102IDL |
| DP 104IDL | Spatial Photography | DP 101IDL, DP 102IDL, DP 103IDL |
| DP 105IDL | Photoshop for Digital Editing and Experimental Photography | DP 101IDL, DP 102IDL, DP 103IDL, DP 104IDL |
| DP 106IDL | Event Photography | DP 101IDL, DP 102IDL, DP 103IDL, DP 104IDL, DP 105IDL |
| DP 107IDL | Narrative in Editorial Photography | DP 101IDL, DP 102IDL, DP103IDL, DP 104IDL, DP 105IDL, DP 106IDL |
| DP 108IDL | Business of Photography | DP 101IDL, DP 102IDL, DP 103IDL, DP 104IDL, DP 105IDL, DP 106IDL, DP 107IDL |



# ADMISSION REQUIREMENTS

Here at F.I.R.S.T. Institute, our Admissions team will be with you every step of the way to guide you through the application process. No previous experience is necessary; however, you must strongly desire to work in the Digital Media industry.

**Step 1: Make sure you have everything needed to apply**

- Proof of high school diploma, GED, or an alternative document*
  (See below for alternative documents)
- 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

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

- Interviews can be completed in person or by telephone, and campus tours can be completed in person or online.

**Step 3: Submit Completed Application**

- Application found under Admissions tab on website, https://www.first.edu/apply/

**Alternative Documents**

Alternative documents that are not either a High School Diploma or GED must be accompanied by official transcripts

- Completed homeschooling at the secondary level as defined by state law.
- Passing of a state-authorized examination recognized as an equivalent to a high school diploma.
  Ex: California High School Proficiency Exam or High School Equivalency Test (HiSET)
- Associate's Degree – must provide official transcript that states when the student graduated from High School and transcript must be signed by the college's registrar
- Bachelor's Degree – must provide an official transcript that states when the student graduated from High School, and the transcript must be signed by the college's registrar.

- Master's Degree – must be an official transcript that states when the student graduated from High School, the college's registrar must sign the transcript.

**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.

Upon receipt and review of all required materials by an Admissions Director, an applicant is notified if they are accepted.

*Please refer to our computer requirements for students interested in our IDL programs.

## 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 who has already been accepted and is found guilty of falsifying a document will be immediately dismissed from the program.

## 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 six months after graduation. The student must also complete financial aid planning and an enrollment agreement during this period.

Regular Applications: Regular applicants are encouraged to apply to F.I.R.S.T. Institute within six months of their anticipated start date. Applications will remain valid for up to 6 months after acceptance. The financial aid planning and enrollment agreement must be completed during this time.

Expired Applications - Students whose applications become expired must submit an updated application.

## RETURNING STUDENTS

Students who wish to enroll in another program at F.I.R.S.T. Institute must 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 the 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 student's ability to work in the field.

## TRANSFER OF CREDITS

To ensure the equitable treatment of students, the School Director will evaluate requests in the student's best interest, 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 higher education institutions 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 Program Director.

- All transfers must equal 80% of F.I.R.S.T. Institute course content and equal 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 School Director 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 Americans 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 outside the normal boundaries of working in Digital Media fields. Admissions requirements for all students are the same, regardless of disability or lack thereof. Accommodations for disabilities are meant to ensure an educational 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 the 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 14 days prior to the student's start date.

Accommodations will be approved or denied within one week of receiving appropriate documentation.

A Program Director makes the determination as to whether 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 School 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 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:**
$23,950.00 Total quarter credit hours: 50.7 ($472.39/quarter credit hour) = Tuition*

**Recording Arts and Show Production - IDL:**
$23,950.00 Total quarter credit hours: 50.7 ($472.39/quarter credit hour) = Tuition*

**Digital Filmmaking and Video Production:**
$23,950.00 Total quarter credit hours: 50.7 ($472.39/quarter credit hour) = Tuition*

**Digital Filmmaking and Video Production - IDL:**
$23,950.00 Total quarter credit hours: 50.7 ($472.39/quarter credit hour) = Tuition*

**Graphic Design and Web Development:**
$20,950.00 Total quarter credit hours: 50.7 ($413.21/quarter credit hour) = Tuition*

**Graphic Design and Web Development - IDL:**
$20,950.00 Total quarter credit hours: 50.7 ($413.21/quarter credit hour) = Tuition*

**Digital Photography:**
$23,950.00 Total quarter credit hours: 50.7 ($413.21/quarter credit hour) = Tuition*

**Digital Photography - IDL:**
$23,950.00 Total quarter credit hours: 50.7 ($413.21/quarter credit hour) = Tuition*

*The Tuition price includes all textbooks needed for students and Creative P.A.K.

## 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 any 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 need and do not have to be repaid. Individual eligible amounts are determined by a standard formula from the U.S. Department of Education.

**Federal Stafford Loans**
Direct Subsidized Stafford Loan: This is a need-based loan in which the U.S. Department of Education pays the interest that accrues while the student is in an institute, during the grace period, and during 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**
A non-need-based loan is available to either a credit-worthy parent or a dependent student. These are credit-based loans in which the borrower is responsible for the interest that accrues and the repayment. These loans provide funds for eligible student's educational expenses and may also provide additional funding for living expenses.

**Professional Judgment Policy and Procedure**
Students often experience unusual or special circumstances that can impact their ability to pay for school. The FAFSA does not always provide an option to capture such information. In this case, students or parents should contact the institute's financial aid office for further assistance. Professional Judgment (PJ) allows a Director of Financial Aid to adjust COA or data elements used to calculate EFC.

**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.

**Monthly Payment Plan**
Payment Installment Plans are available directly through the institute.

**Tuition Options (Educational Lender)**
This third-party program offers low monthly payments for those who qualify.

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

## DELINQUENT TUITION

If 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 is planning to go back to school, they must 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 resolving their default, please refer them to Financial Aid.

Any student who has applied and been accepted and 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 expires. Once the application expires, the student will need to re-apply in its entirety.




# STUDENT SERVICES

## CAREER SERVICES

Students will meet one-on-one with a Career Services 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 Services Advisor for further assistance with professional development. Appointments with a Career Services Advisor may be made Monday through Friday between 9 a.m. and 6 p.m.

## JOB OPPORTUNITIES/INTERNSHIPS

F.I.R.S.T. Institute does not guarantee employment nor provide students with internships. The Career 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 securing employment/internships, but they are responsible for following through and finalizing arrangements.

Should our students choose to participate in an internship, they must complete the appropriate paperwork, which can be obtained from an instructor or Career Services Advisor. Students should also adhere to all F.I.R.S.T. Institute policies during internship 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. Payment will be made in advance at the front desk to reserve the instructor for the session.

## OFFICE HOURS

All students can call the front desk during office hours to schedule an appointment with an instructor, Program Director, or Career Services. Students can also arrange 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. All students who meet all academic requirements and have successfully completed a program will receive a diploma via mail. If you are in Orlando and want to participate in one of F.I.R.S.T. Institute's graduation ceremonies, please call 407-316-8310. Both campus and IDL students are encouraged to attend.

| Semester | Start Date | End Date *Approximate Dates* | Graduation Ceremony Date (Tentative) |
|---|---|---|---|
| January | January 12th, 2026 | October 2026 | January 2027 |
| March | March 23rd, 2026 | January 2027 | January 2027 |
| June | June 1st, 2026 | March 2027 | July 2027 |
| August | August 10th, 2026 | June 2027 | July 2027 |
| October | October 19th, 2026 | August 2027 | July 2027 |

## 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 (+ Friday)
Winter Break

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

# ADMINISTRATIVE PROFILES

**Donney Smith: School Director**

Donney Smith stands as a pillar of excellence at F.I.R.S.T. Institute, serving as the School Director. With over 15 years of experience in the audio industry, Donney's relentless passion and dedication have made him a distinguished engineer and producer, earning him a reputation that resonates throughout the sector.

Donney's deep-seated love for the audio world has driven his successful career, where he has worked with numerous corporations and major industry clients. His extensive teaching experience and ability to connect with various types of students have been instrumental in shaping F.I.R.S.T. Institute into what it is today.

At F.I.R.S.T. Institute, Donney ensures that the education and business office departments operate at the highest standards. His commitment to maintaining excellence has had a profound impact on the institute's reputation and success.

Donney Smith's leadership and innovative vision propel F.I.R.S.T. Institute forward, making it a beacon of quality education in the digital media industry.

**Tony Mardini: Director of Academic Affairs**

Tony Mardini is a distinguished Latin Grammy-winning audio professional with over twenty years of experience in the audio industry. Throughout his impressive career, he has held several prestigious positions, including In-House Engineer at Darkchild Entertainment and Engineer/Producer/Songwriter at Gloria and Emilio Estefan's production company. His expertise spans live and post-audio broadcast, where he has excelled as an Audio Mixer for NBC Sports and the Golf Channel.

Tony's remarkable career is highlighted by numerous accolades, including Multi-Platinum Sales Awards, an Emmy Award, nine Latin Grammy nominations, and three Latin Grammy wins. In addition to his notable achievements in music, he has devoted the last decade to assisting graduates in higher education in securing jobs within the entertainment sector. By establishing partnerships with key employers eager to hire the next generation of innovative, creative talent, he has provided valuable career guidance to aspiring professionals.

Currently, Tony serves as the Director of Academic Affairs at F.I.R.S.T. Institute, where he plays a crucial role in leading and innovating academic operations and strategies. His team is dedicated to helping both current and future graduates realize their ambitions in the digital media industry. Leveraging his extensive network and deep industry insights, Tony offers invaluable support to emerging talent in the creative field, ensuring they are well-prepared to thrive in the ever-evolving landscape of digital media. Additionally, he holds the position of Vice President-elect on the board of the Recording Academy's Florida Chapter, commonly known as the GRAMMYs.

**Alfonso Alvarez:  Director of Administration**

Alfonso J. Alvarez is a seasoned executive renowned for his unwavering passion for helping others achieve their maximum potential. With over two decades of extensive experience in the entertainment industry, he has collaborated with some of the most iconic record labels and talented artists, significantly shaping the landscape of music. Mr. Alvarez's illustrious career is distinguished by his visionary leadership and innovative strategies, which have consistently delivered outstanding results that resonate within the industry. Throughout his career, he has expertly managed high-profile projects for legendary record companies such as Priority Records, Interscope, EMI, Capitol Records, and Columbia Records. His ability to navigate the

complexities of these renowned organizations has earned him a reputation as a trusted partner and advisor. In addition to his impressive work with established artists, Mr. Alvarez has played a pivotal role in mentoring emerging talents, providing them with the guidance, industry insights, and resources needed to excel in an increasingly competitive environment.

His dedication to fostering creativity and nurturing potential has not only advanced his career but also paved the way for countless others who aspire to make their mark in the music industry. By blending strategic insight with a deep love for the arts, he serves as a driving force who continually pushes boundaries. His commitment to creating innovative and memorable experiences extends beyond just commercial success; it also involves cultivating meaningful relationships within the industry that inspire collaboration and artistic growth. Through his efforts, Mr. Alvarez has become a key figure in the evolution of contemporary music, championing both the seasoned and the up-and-coming artists alike.

**Ketsia Gustave:  Program Director of Recording Arts and Show Production Campus & IDL**

Ketsia Gustave has committed an impressive 16 years to the field of education, embarking on her academic journey at the University of Miami, where she earned a Bachelor of Science in Microbiology and Immunology in 2007. Initially pursuing a career in science, Ketsia's experience as a substitute teacher revealed to her the transformative power of education, igniting a profound passion for teaching. This passion led her to obtain a Master's Degree in Secondary Education from the University of Phoenix.

Since earning her degree, Ketsia has become a dynamic advocate for educational equity, firmly believing that every student deserves access to quality education. She has made her mark as a science teacher in both private and public schools throughout South Florida and Huntsville, Alabama, where she has inspired countless students to cultivate a love for the sciences. Her dedication to enhancing educational outcomes has also propelled her into roles such as Instructional Coach and Instructional Coordinator in the EdTech space. In these influential positions, Ketsia has empowered educators to effectively leverage technology, ensuring high-quality education reaches every learner, no matter their zip code.

Ketsia Gustave's journey is not just one of personal achievement; it exemplifies an unwavering commitment to fostering a more equitable educational landscape.

**Anthony Rodriguez-Monge: Program Director of Digital Filmmaking and Video Production Campus & IDL**

Born and raised in Puerto Rico, Anthony's visual style was forged by the vibrant colors and deep, sun-drenched shadows of his home island. His passion for photography and cinema took root in childhood, leading him to attend the Dr. Juan José Osuna high school, which specializes in Radio and Television Production.

This early immersion in the world of communications provided him with a foundation in radio and television as well as film and theater, opening doors to professional work in nationwide television, radio, and film as a member of the illumination department, a cameraman, and a camera director.

Anthony continued to refine his craft through his studies at the University of Puerto Rico, Río Piedras Campus, followed by Valencia College and the University of Central Florida, consistently developing his technical skills within the media industry. Since 2012, he has owned and operated a successful photography and videography business. With nearly nine years at the Walt Disney World Resort and eight years at Tyto Media as a photographer, he sharpened both his artistic eye and his leadership abilities in a world-class professional environment.

Today, Anthony brings his extensive field experience to FIRST Institute, where he shares his lifelong passion

for filmmaking, video production, photography, and education with students and colleagues alike.

**Lia Pirkola:  Program Director of Graphic Design and Web Development Campus & IDL**

Lia has always loved using colors and design to tell stories. A creator who enjoys graphic design and photography, Lia first discovered her passion while working in her high school's theater program. From there, she went on to the University of Central Florida to earn two bachelor's degrees in Graphic Design and Visual Arts Management. In her 10 years of experience, Lia has gone on to freelance many projects including, but not limited to, wedding packages, logos, printed materials, social media posts, senior portraits, and more.

In 2021, Lia joined the team at F.I.R.S.T. Institute as an instructor, guiding students through the field of design with her knowledge and expertise. Lia was excited to move up to the role of program director in 2022, further taking her experience as an instructor to new heights and new opportunities.

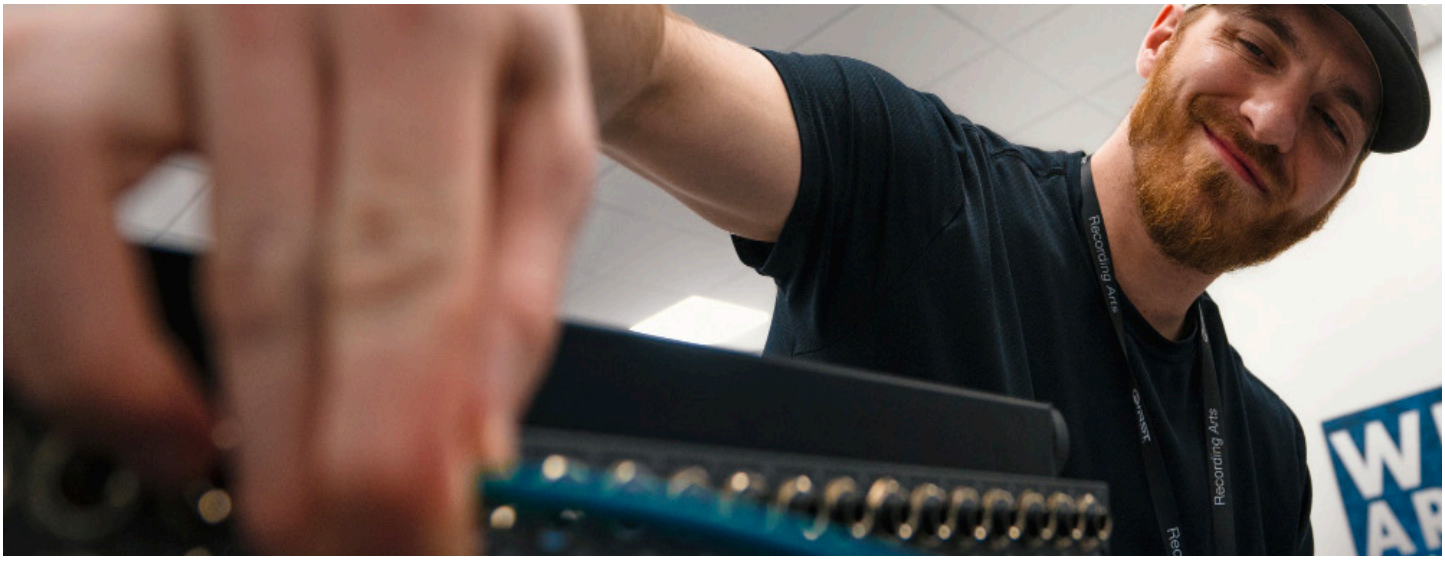
In the classroom, Lia shares her passion for design with students in the hopes that they too will walk away with the same drive and passion for their future. She wants to share with her students the same philosophy she lives by: "Do more of what makes you happy."

**Logan Robertson:  Program Director of Digital Photography Campus & IDL**

Logan is a multi-disciplined visual artist specializing in active lifestyle imagery. Growing up in a suburb of Cleveland, he was fascinated by all forms of art and exploring what was possible in the world. Spending time with traditional art, music, and even performing, he eventually discovered that cameras had a lot less cleanup than painting,  and poured all of his focus into photography.

He began shooting professionally in 2008 as a photojournalist, and his passion for making, combined with storytelling and a love for action in the outdoors, has fueled him to build a life of adventure and creativity. Whether it be with stills, motion, or drones, his works have been hired and published by clients such as GoPro, LifeProof, Sports Illustrated, The Orlando Sentinel, FILA, CBS, and Fox Sports.

Logan has always been passionate about sharing his love for image making with others, and has been teaching photography since 2011. He joined F.I.R.S.T. Institute as an instructor in 2024, and now serves as program director for Digital Photography.




# ADVISORY BOARD MEMBERS

### Recording Arts & Show Production

Rachel Sekola
(Encore)

DJ Buddha
(DJ/Producer)

Ryan Counsel
(Rhino Staging)

Alex Moran
(Rhino Staging)

Anna Parks
(Studio Engineer)

Ben Gardner
(Orlando Bands)

Lous Richner
(Studio Engineer)

Rocco Caruso
(WWE)

### Digital Filmmaking & Video Production

Gene Culver
(Orlando Film & Music)

Louis Richner
(Paradise Studios)

Mckenzy Bowers
(Tivid Studios)

Laura Blair
(Line Producer)

### Graphic Design & Web Development

Stephanie Arjune
(TSM)

Nicholad Kruger
(Civic Tech Product Manager & Service Designer)

Donnell Butler III
(Doctor Tees)

Lauren Downing
(Laruren Downing Photography)

Em Schaefer
(Art Director, Designer, Marketer)

### Digital Photography

Sterling Mills
(Freelance Photographer and Paul Buff Ambassador)

Lynette Ortiz
(LO Photo Studio)

Kateryna Shabrova
(The Visuals Photo Studio)

Alexia Caldwell
(Wedding Photographer)

# 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. George Forbes and Donney Smith are its owners and managing partners.

## 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 from 9 a.m. to 6 p.m. EST, Monday through 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 |
| DP | Digital Photography |

## DEFINITION OF A CLOCK HOUR

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



# HEALTH & SAFETY

## STUDENT ID

Campus students receive a student photo ID at no charge on the first day of class. Student IDs must be worn always while in the building. Students not wearing IDs will be asked to put on a temporary name badge while in the building. If a student does not have their ID 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

The institute's website provides a comprehensive look at the institute's security resources, safety policies and procedures, crime statistics, and fire safety information. 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, F.I.R.S.T. Institute will provide notice 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 student's guest, the student will be retrieved to escort their guest to the proper campus area. Visitors cannot 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.

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 that monitors all critical areas of the campus.

## DRUG/ALCOHOL POLICY & PREVENTION

The institute's website's Downloads section provides a comprehensive look at the institute's standards of conduct, an outline of federal, state, and local laws regarding drug and alcohol violations, and health risks associated with drug and alcohol abuse.

**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 School Director.

Any student wishing to appeal academic or disciplinary actions may do so in writing, which must be submitted directly to the School Director. For additional information, refer to the Appeal Process.

Georgia residents please see section GEORGIA RESIDENTS**

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, F.I.R.S.T. Institute maintains some flexibility in the manner in which students are assessed and graded. Instructors may assess students through various methods, including quizzes, exams, practical evaluations, and projects.

Quizzes and tests are given frequently to monitor student comprehension of curriculum objectives. These assessments may consist of written questions or hands-on evaluation of a particular concept or skill. Final exams are administered at the end of each course within the program.

Assignments and projects are assessed by the instructor, who grades according to an established rubric. Rubric criteria may be based on participation, punctuality, comprehension, or practical demonstration of a given task or required skill.

Students will be graded using the following scale for all assignments:

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

Within each course, grades are weighted by category using the following breakdown:

10% Assignments (Exercises/Practicals/Homework/Etc…)
20% Quizzes
30% Final Exam/Evaluation
40% Projects

All final course grades are averaged to calculate the student's overall GPA for the program.

Students must pass each course with a grade of 70% or better in order to advance to the next course. Failure to pass a course will result in a student being required to retake the failed course before continuing the program. This will result in the student being removed from their cohort and restarting the failed course with the next class (pending seat availability and schedule). There is a $250.00 fee for all course retakes.

In instances where retaking the final exam would result in a student receiving a passing grade for the course, the student may (at the school director's discretion) be given another attempt on the exam.

**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.

## STUDENT VERIFICATION

Verification is done at the beginning of a student's first course in their instructor introduction conferences. Students must hold their government-issued ID card or license up during the conference via their webcam. Instructors confirm the student's identity by matching the info and pictures 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 attendance periods 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 to pass 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 regarding their current S.A.P. status. If a student does not meet the GPA standard at the end of a course, the student can 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% of the normal program length. If a course retake exceeds the maximum timeframe, the student will instead be withdrawn. For students to have Satisfactory Academic Progress and meet completion to obtain a diploma, attendance of no less than 80% overall and an average GPA of 2.0 or higher in each course is required.

## SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS PROCESS

A SAP appeal may be based on undue hardship when the failure to make a 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

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, all financial aid will be suspended subject to appeals. See Appeal Process.

# CANCELLATION & REFUND

Should a student's enrollment be terminated or canceled 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 the initial payment.

• Cancellations after the third (3rd) Business Day but before the first class result 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 a Cancellation Notice from the student.

**Cancelled Courses or Programs**

If F.I.R.S.T. Institute cancels a program or course, the student will be placed in another class or program. If no means of course fulfillment can be found, the student can withdraw from the institution. 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 to anyone who has not begun 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. If this occurs on or before the 60% point, the percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date.

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 current educational costs are still due to the institute at the time of withdrawal, a Pell Grant post-withdrawal disbursement will be credited to the student's account. The student will be offered any Pell Grant funds more than current educational costs. 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 forty-five (45) calendar days from the first scheduled day of class, or the date of cancellation, whichever is first.

For an enrolled student, the refund due will be calculated using the last day of attendance and paid within forty-five (45) calendar days from the documented determination date. The determination date is when 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 School 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 School 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 School Director is final. If they are reinstated, it will be based on 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 a student falls into delinquency following graduation, 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.

**Honors Requirements:**

- 3.5 GPA or higher
- 90% overall attendance or better

**F.I.R.S.T. Access Requirements:**
- 3.5 GPA or higher
- 90% overall attendance or better
- 50+ verified industry hours

Students receive a diploma and transcript upon completing their program at no cost. After graduation, reprints of diplomas may be obtained for $40.00, and copies of official transcripts may be obtained for $15.00.

## STUDENT RECORDS

Student records are permanently retained by the institute and are available to students upon individual request. Student records are 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 can access their educational records. They also can have records amended. Under no circumstance will the institute release educational records to any party without the student's consent. Students can sign a waiver releasing specific information, Academic, Attendance, and/or Financial, to persons of their choice.

## LEARNING MANAGEMENT SYSTEM

F.I.R.S.T. Institute uses Canvas as its learning management system. Canvas is a course management system that supports online learning and teaching. It allows professors to post grades, information, and assignments online. It is being used by universities and colleges all over the world.

## RULES AND REGULATIONS

F.I.R.S.T. Institute enforces Rules and Regulations to provide everyone with the utmost professional and educational working environment. 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 must attend at least eighty percent (80%) of each the program. This percentage ensures students are in class enough time to adequately absorb the knowledge and skills necessary to reach the program objective.

IDL students must be visible on their webcam at the beginning of class, when they return from break, during lectures, exams and upon the instructor's request.

Malfunctioning technology will not be considered an excuse.

**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:

- If you miss more than 5 minutes of your class time it will be considered a tardy
- Five tardies equals an absence
- Excessive tardies are considered a disruption and will be treated in the same regard as a violation of the student code of conduct
- Students who have missed more than 50% of the course for the day will be deemed absent.

**Absences**

1. A student with fourteen (14) consecutive days missed will be automatically withdrawn from the program and deemed a withdrawal.

2. A student is required to maintain 80% attendance throughout the program. Failure to do so could result in withdrawal from the program.

*A student may be able to make up missed time by scheduling a make-up day.

**Leave of Absence**
If a student requires an extended period of absence, they may apply for a Leave of Absence through the Program Director. Leaves are issued for extenuating circumstances, such as medical leave, financial difficulty, employment, childcare, or transportation.

This will postpone the continuation of their education and graduation date until the same course is offered again. In addition, no institute resources may be utilized during the requested leave. The total of all leaves of absence for any program may not exceed 180 days.

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 School Director, provided they do not exceed the maximum timeframe.

Students will not incur additional tuition charges during any leave of absence. If a student does not return from a leave of absence, any refunds due will be made to the appropriate financial aid programs within 45 days of the date the student is scheduled to return.

The official withdrawal date for 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.

F.I.R.S.T. Institute does not excuse any time missed from class; all absences will be recorded as absences in the attendance record. However, time missed for an approved reason (see list below) with proper documentation will permit students to turn in missed assignments without penalty to their grade. Students who are absent without approved documentation will incur an automatic deduction of 5 points per day on the grade for any missed assignment they submit. Regardless of the reason for the absence, all assignments must be submitted within one calendar week after the date the student returns to class or by the last day of the course, whichever comes first. No late work will be accepted after that time from any student.

Additionally, students who provide proper documentation will be permitted to make up the clock time missed in class. Students must arrange supervised make up time with an instructor outside of regular class hours. During these hours, students must work on a project or task related to the concepts being taught in their current course. Completed make up hours will be sent to the program director by the supervising instructor. In the attendance record, the completed make up hours will count toward the hours missed. All make up hours must be completed before the end of the student's current course.
Approved reasons:

- Illness with a doctor's note
- Bereavement
- Military duty
- Court summons
- Jury duty

Proper documentation for these approved absence reasons must be provided on paper on the date the student returns to class.

**Late Work Policy**
Any assignments that are not submitted by the deadline set by the instructor will incur an automatic deduction of 5 points per day (unless the student provides documentation for an approved absence reason; see the section on make up work). This includes exercises, labs, practicals, quizzes, exams, evaluations, and projects. All late work must be submitted within one calendar week of the original due date or by the end of

the course, whichever comes first. No late work will be accepted after that time.

**Consecutive Absences**
A student with fourteen (14) consecutive days missed will be automatically withdrawn from the program and deemed a withdrawal.
**Make-Up Days Due to Natural Disasters**
If the Institute must close on a regularly scheduled class day(s), the program schedule will be extended by the same number of days after the last scheduled day of the final course.

**Veteran Students**
Veteran students must maintain 80% attendance per calendar month to continue to receive their VA benefits. 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. The student's attendance records will be retained in the veteran's file.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any student using the U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33), Vocational Rehabilitation & Employment (Ch. 31), or Dependents Educational Assistance (DEA), (Ch. 35) 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 their Program Director. Class schedules depend on availability, and no class schedule time is guaranteed.

**Re-Entry Requirements**
A student who has canceled and desires to re-enter the program must notify the institute and follow the required admissions procedures. A student who was dismissed must 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 finalized by the Program Director. Students are required to maintain at least a seventy percent (70%) in the program.

## RE-ENROLLMENT POLICY

Students in good standing at the time of withdrawal from school are eligible to reapply for admission. Students wishing to re-enroll should contact Admissions, who will assist with the re-enrollment process.

## DISCIPLINARY POLICY & STUDENT CODE OF CONDUCT

F.I.R.S.T. Institute's code of conduct applies to all students enrolled in campus and IDL classes. Violating any of these policies may prohibit attending class at a faculty member's discretion, depending on the severity. A student who violates any combination of the policies below three (3) times will be dismissed from the program. All offenses will be noted in F.I.R.S.T. Institute's Student Information System.

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

**Scope/Jurisdiction**
Off-Campus Conduct Affecting the School Community; F.I.R.S.T. Institute may take interim measures or dicipline (up to dismissal) when off-campus conduct poses a substantial safety risk or significantly disrupts the learning enviorment, decided by the School Director after a prompt review and subject to the catalog's appeal process. Immediate dismissal from F.I.R.S.T. Institute is at the discretion of the School Director.

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

**Dress Code**
Students may not wear derogatory or explicit graphics on clothing. Clothing should not be distracting or compromise the learning environment. Revealing clothing is prohibited, and all undergarments should be covered. Pants, shorts, or skirts are to be worn at the waist. Due to safety concerns, no open-toed or backless shoes are allowed on campus (this includes socks with slides). Students must always wear their ID, and it must be visible to faculty and staff.

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

**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. 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 institute's grounds. This includes all buildings, sidewalks, the courtyard, and inside the building.

**Break Room**
A break room is provided for students to eat and socialize at their leisure. 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 beverages in a capped container. Students must 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 must 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, students are expected to professionally promote themselves and their lifestyle on all social media 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.

**Electronic Devices in Class**
Personal electronic devices are not to be used during class in a manner that distracts 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.

**Protection of Confidential/Sensitive Information**
Students must 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, and to 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 take the utmost care when using 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 and will be billed for the damage incurred.

**Copyright Laws**
Students are encouraged to research the acceptable use of copyright content in mashups, reports, films, etc. 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 look at legal penalties ranging 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 infraction level. 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.

**Academic Dishonesty**
To help ensure academic integrity, all students are expected to produce original work when completing assignments, exercises, projects, or other tasks while attending F.I.R.S.T. Institute. Committing plagiarism of any kind undermines the quality of the education you receive and may also violate copyright law. The policy below outlines the consequences for plagiarism or academic dishonesty.
Plagiarism is using someone else's work or ideas without proper citation or acknowledgment to pass it off as one's own work. This may include using written text, images, video clips, music, audio elements, project files, drawings, or other content from sources, including books, websites, content libraries, or other students. Submitting AI-generated content will be regarded as plagiarism and will be subject to the same consequences as any other form of academic dishonesty unless the assignment in question specifically instructs students to use a generative AI program.
Upon suspicion of plagiarism or academic dishonesty, the instructor and program director will evaluate the details of the situation and decide whether the issue qualifies for one of the following consequences:

- First Offense: The student(s) involved will receive a grade of zero (0) on the assignment or task in question, The student will be allowed to resubmit the assignment following the late work policy of 5 points per day for every day late.

- Second Offense: The student(s) involved will receive a grade of zero (0) on the assignment or task in question, with no option to make up the assignment.
- Third Offense: The student(s) involved could be expelled from F.I.R.S.T. Institute and would have to reapply for admission.

**Public Law**
All students must 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 and Security and Fire Safety manuals.

**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, written, or physical, directed toward 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 using institute property, such as telephones, computers, software copying, violation of copyright laws, theft, duplication of institute keys, etc.

**Trespassing**
Unauthorized entry into the building, an office, a 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 sexual harassment complaint should notify the Title IX Coordinator 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 Compliance Coordinator is 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:

Emmanuel Francois
423 S Keller Rd. Suite 100

Orlando, FL 32810

(407) 316-8310 EXT 1201
Emmanuel.Francois@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

## AUDIO RECORDING POLICY

Effective January 1, 2023, the Florida Institute of Recording, Sound, and Technology, INC. will record audio and visuals in all classrooms and tour rooms. No employee, contractor, student, visitor, or any other person has any reasonable expectation of privacy while located within a school classroom at any time.

## CAMPUS ACCESS, FACILITIES, AND EQUIPMENT USE POLICY

All F.I.R.S.T. Institute campuses, facilities, and equipment are reserved **exclusively for currently enrolled and actively attending students,** as well as authorized faculty and staff.
Students are prohibited from:

- Reserving, accessing, or using Institute spaces or equipment on behalf of any outside individual or organization
- Conducting commercial, freelance, paid, or client-based work using Institute facilities or equipment

Campus facilities and equipment may be used only for coursework, Institute-approved projects, and authorized educational activities.

**Guest Access**
Non-students are not permitted in classrooms, labs, studios, or production areas unless their presence is **explicitly authorized in advance by Institute administration** for an official Institute purpose. Students may not independently host guests under any circumstances.

# GEORGIA RESIDENTS

## GEORGIA NONPUBLIC POSTSECONDAY EDUCATION COMMISSION COMPLAINT PROCEDURES

## COMPLAINT 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 School Director.

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

In accordance with Georgia Code Section 20.3.250 (Nonpublic Postsecondary Educational Institutions Act of 1990), the Georgia Nonpublic Postsecondary Education Commission (GNPEC/the Commission) seeks to assure that GNPEC institutions maintain procedures and standards of procedural fairness through which students can bring complaints to the attention of the institution. GNPEC expects that these institutional procedures are applied appropriately and consistently. The Commission requires that students utilize and complete these institutional procedures to resolve any complaint or concern before submitting a complaint to the Commission. If the institution's resolution is unsatisfactory, you may appeal to the Commission, but it will not investigate a complaint unless the student has exhausted all available grievance procedures outlined by the institution.

Non-students may bring concerns to the attention of the Commission in accordance with O.C.G.A. § 20-3-250.14(a).

The Commission's complaint procedures are designed to address issues of non-compliance with the Commission's standards, policies, or procedures. The procedures are not intended to be used to involve the Commission in disputes or matters pertaining to the following:

- a student's admission to or graduation from an institution.
- academic issues, including grades, transferability of credits, and/or the application of academic policies.
- fees charged or other contractual financial matters; or
- disciplinary matters or other contractual rights and obligations.

The Commission will not review such areas unless the Commission identifies that the context suggests unethical or unprofessional actions that seriously impair or disrupt the educational services of a GNPEC school.

The Commission has no authority or role regarding employment law issues or discrimination claims. Such complaints should be directed to the appropriate state or federal agency.

The Commission will not accept a complaint that is anonymous or in which an attorney is involved.

Matters pertaining to Federal Financial Aid should be addressed to the U.S. Department of Education.

Any student who feels that an institution for which GNPEC is the complaint agent has not adequately addressed a complaint or who feels that the institution is not in compliance with the Commission's Minimum Standards may file a formal complaint. A formal complaint must be submitted per the Commission's Complaint Procedures using its online complaint form to be considered. The complaint must include

documentation of the basis of the complaint and of the final determination from the institution indicating no further institutional review is available. If preliminary findings indicate a violation of GNPEC regulations by the institution or a failure to follow its procedures, the Commission shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation.

To be reviewed by the Commission, the complaint must be filed within 90 calendar days of the final resolution from the institution, and it must include the following:

Basis for any allegation of noncompliance with GNPEC standards or requirements.
All relevant names and dates and a brief description of the actions from the complaint's basis.
Copies of all documents or materials related to the allegations, including institutional responses documentation and/or analysis.

Proof of completion of the institutional complaint or grievance process (for students); and
Desired resolution.

The Commission will not review a complaint that fails to provide complete information or does not address an issue that can be reviewed. A complaint will not be accepted for review that has not completed the process published by the institution (for students).

Upon receipt of a complaint filed in accordance with the format, the Commission will forward a copy to the school for a response.

Georgia residents who would like to appeal a final decision may by the institute may do so by contacting:

GA GNPEC
2082 East Exchange Place
TUCKER, GA 30084

Phone: (770) 414-3300
Fax: (770) 414-3309

Or by clicking the link below for the GA GNPEC Online Complaint Form:

https://gnpec.georgia.gov/student-resources/complaints-against-institution

**Designation of Restrooms and Changing Facilities Policy**

This policy provides requirements regarding restrooms and changing facilities at the Florida Institute of Recording Sound and Technology, Inc. d/b/a F.I.R.S.T. Institute (the "Institute") according to Sec. 553.865, Florida Statutes. The Institute must comply with all applicable requirements under Florida law, including instituting and enforcing the Policy as set forth below.

Florida Law requires that the Institute prohibit any person from willfully entering into a restroom and changing facility that does not match their birth sex. There are presently no unisex restrooms or changing facilities located at the Institute.

The Institute will enforce this Policy to ensure a safe environment for all individuals in the F.I.R.S.T Institute community.

To ensure compliance with this policy, all students are notified that, effective immediately, the Institute may penalize violators of this policy in the following manner:

(a) a verbal warning;

(b) a written warning;

(c) a suspension without the ability to make up any classwork for students or (d) expulsion for students.

This Policy modifies and supplements the existing student handbook and disciplinary procedures.

The students of the Institute are encouraged to confidentially report any violations of this policy to Emmanuel Francois, the Human Resources Manager at Emmanuel.Francois@first.edu. A report must include, at minimum, the offender's name, the person who asked the offender to leave the restroom, and the circumstances of the event sufficient to establish a violation.

Any person who is neither a student nor an employee in violation of this policy shall be immediately reported to Emmanuel Francois, the Human Resources Manager for unauthorized use of the incorrect bathroom and reported to law enforcement.

Upon receiving a reported violation, Emmanuel Francois, the Human Resources Manager shall conduct a confidential investigation to determine the validity of any such Complaint.

1 The Institute retains the ability to modify, amend, revoke, expedite, or otherwise alter these consequences based on the Institute's discretion and following the completion of a thorough investigation so long as such modification complies with Florida law. Further, any and all second substantiated documented complaints shall result in the immediate expulsion of the violator.

Thereafter, and upon a determination by the investigator, the above-referenced consequences shall be assessed against the violator. Should the student determine that the Institute has failed to meet the minimum requirements for restrooms and changing facilities, they may report such failure to the Attorney General of the State of Florida.

Under no circumstances shall any audio or video recording be permitted by any person within any designated restroom or changing room facility.

The following are excluded from this Policy:

1. (1) To accompany a person of the opposite sex to assist or escort a child under the age of 12, an elderly person, or a person suffering from a physical or developmental disability;
2. (2) For law enforcement or governmental regulatory purposes;
3. (3) To render emergency medical assistance or to intervene in any other emergency where

3. (3) To render emergency medical assistance or to intervene in any other emergency where the health or safety of another person is at risk;
4. (4) For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
5. (5) If the appropriate designated restroom or changing facility is out of order or under repair, the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

The Institute aspires to create a communicative and thoughtful community for learning and the exchange of ideas. It treats all the members of its community with respect and dignity and with complete disregard for any protected class or status. Persons who feel that this Policy is in any way targeting or demeaning towards them are encouraged to contact the administration and address any questions or concerns arising from or related to this policy to Emmanuel Francois, the Human Resources Manager.



# STAY CONNECTED

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

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