

THE
MODERN | COLLEGE
of DESIGN

2025-2026

Catalog & Student Handbook

About The Modern

MISSION

To educate, develop, and prepare students for successful careers as leaders in design.

VISION

To make our unique mark on the world by educating future leaders of design known for their integrity, passion, and exceptional work.

VALUES

The Modern’s values are integrity, flexibility, creativity, empowerment, teamwork, and pride.

BELIEFS

We represent The Modern in a truthful and ethical manner at all times.

We recruit students who have the talent, experience, communication skills, and passion to be successful in the design field.

Conceptual thinking, creativity, and problem solving are the foundation of the educational experience that we provide.

We continually reevaluate the role of designers and adapt the curriculum to meet the needs of the industry.

We are experts in our field and never stop learning.

We continually adapt our offerings to evolve with students’ changing values, beliefs, and behaviors.

We acknowledge that students are in a developmental stage of their lives and need our genuine support to reach their potential.

We foster a positive environment where students feel they can succeed.

Working as a team, we provide a stronger educational experience.

We take pride in our positive contributions to the development of tomorrow’s design leaders.

MOTTO

Fueled by passion. United in design.

OBJECTIVES

- To review, accept, and enroll students who show creative potential as tomorrow’s design leaders.
- To provide expert guidance and education for our students in areas relevant to today’s design industry.
- To graduate students who are focused, creative, and well prepared for a career in design.
- To assist employers by being one of the most valuable resources in their search for entry-level designers.

HISTORY

Incorporated in 1983, graphic designer and entrepreneur Tim Potter founded The Modern College of Design as the School of Advertising Art

Classes began in 1984, and the first students graduated from The Modern by earning a Diploma of Advertising Art in 1986. In 1999, Tim Potter purchased the current site of The Modern and constructed a new campus. The Modern began awarding Associate Degrees of Applied Business in 2000.

In 2007, Jessica Barry was named President of The Modern. Tim Potter retired from daily operations in 2009.

Jessica purchased the college’s assets in 2013 and is the sole owner.

In 2018, The Modern expanded campus, launched a Bachelor’s Completion Program in Design Leadership, and changed its name to The Modern College of Design.

In 2020, The Modern adopted a new standard academic year and offered new accelerated, part-time, and online programs with new June and August start dates.

In 2021, The Modern offered starts in January, May, June, August, and October, and 8-week courses in online programs. 2021 also marked a decade of consistent recognition by Graphic Design USA magazine as one of the top design schools in the nation.

In 2024, The Modern offered an updated version of the Design Program in the fall.

In 2025, The Modern adopted a new academic calendar that consists of three 15-week semesters with 7.5-week modules and start dates in January, May, and September. They also offered three new programs, Graphic Design AAB, Motion Graphics and Video AAB, and User Experience Design AAB, with residential, hybrid, and online options. Finally, they began teaching out the Design Program.

For over 40 years, The Modern has continually updated its curriculum to meet the needs of the ever-evolving design industry and provided employers with highly skilled professionals—a generation of designers.

INSTITUTIONAL GRADUATION AND EMPLOYMENT RATES

PROGRAM TYPE	START DATES	PROGRAM LENGTH	ENROLLED STUDENTS	GRADUATED STUDENTS	GRADUATION RATE	ELIGIBLE GRADUATES	EMPLOYED GRADUATES	EMPLOYMENT RATE
Residential and Online	2019-2022	16-24 Months	177	119	67%	89	77	87%

The graduation rate is the percentage of students who complete the program within 150% of the published normal completion rate, expressed in credit hours. The employment rate is the percentage of graduates eligible for career services that gain employment in the design field within 150% of the published normal completion rate, expressed in credit hours plus three months.

About The Modern

ACCREDITATION AND APPROVAL

The Accrediting Commission of Career Schools and Colleges/ACCSC is a recognized institutional accrediting agency by the U.S. Department of Education that accredits The Modern College of Design.

The Ohio State Board of Career Colleges and Schools authorizes The Modern's programs and provides a Certificate of Registration (#2028).

The Ohio Department of Higher Education authorizes The Modern's programs and provides institutional authorization.

The State Approving Agency for Veterans Training approves The Modern.

Ohio State Department of Education,
Columbus, Ohio
Department of Veterans Affairs
P.O. Box 4616
Buffalo, NY 14240-4616
GIBILL.va.gov; 888-442-4551

The National Council for State Authorization Reciprocity Agreements (NC-SARA) approves The Modern to participate in the State Authorization Reciprocity Agreements (SARA) for distance education across the member states and territories.

The Modern displays copies of state and accrediting certificates in the atrium.

HOURS OF OPERATION

Hours of operation are Monday through Friday, 8 am to 5 pm. Hours of operation are subject to change.

KETTERING CAMPUS

The Modern is located on the corner of East David Road and Hempstead Station in Kettering, Ohio.

Kettering is a safe, friendly city of nearly 60,000 within an hour's drive of Dayton, Cincinnati, and Columbus. Many parks, shopping areas, housing options, and restaurants are near campus.

The Modern's five-acre campus includes a 37,000-square-foot facility with an Atrium, Classrooms, Gallery, Green Room, Library, Outdoor Patios, Photography and Video Studio, Student Café, Student Lounge, Student Services Center, and Wellness Center. WIFI is available throughout the campus.

Atrium

The atrium is an large space with plenty of seating and tables for studying or meeting with instructors—natural light streams in through the floor-to-ceiling windows. Students also gather in the atrium for networking and social events.

Classrooms

Eleven spacious classrooms offer a projector and a large whiteboard with seating for up to 25 students.

The facility includes an accessible entrance ramp and restroom facilities.

Gallery

The Gallery features exhibits, including design work from The Modern's most recent graduates. The Modern also hosts student presentations and social events in the Gallery.

Green Room

The Green Room is a production space. It includes a high-speed laser printer, worktables, and tools for assembling booklets, 3-dimensional projects, and presentations.

Library

The Library is located in the Student Services Center and is open while classes are in progress. Extensive physical and digital resources are available.

Outdoor Patios

A large patio off the atrium is covered, and other outdoor patios are open and include a bike rack, benches, seating, and tables.

Photography and Video Studio

The Photography and Video Studio is a large professional studio equipped with cameras and lighting equipment. It features closets full of props, a dressing room, loading dock, and large entry door. Classes are scheduled in the studio, and students can reserve the studio after class hours. Students can also borrow equipment for off-site photo and video shoots.

Student Café

The Student Café has vending machines, microwaves, a refrigerator, and a toaster. It is a great place to eat lunch or to work on projects between classes.

Student Lounge

The student lounge is located near the Student Café and is a comfortable area to relax or hang out with friends.

Student Services Center

The Student Services Center is located in the center of campus and is the hub for advising, clubs, events, and career services. The offices of the Director of Student Services and Director of Career Services are located in this space, and the Directors are available to meet with students.

Wellness Center

The Wellness Center is a calming space near the Atrium where students can access mental health services.

EQUIPMENT

Equipment available for use at The Modern includes scanners, laser printers, copying machines, binding and adhesive machines, and digital photography/video equipment. Each classroom has a projector.

The photography and video studio provides shooting bays with digital SLR cameras, tripods, lighting modifiers, and other photography and video accessories.

Academics

STANDARD ACADEMIC YEAR

The Standard Academic Year includes three semesters and a spring intercession.

2025–2026 Academic Year

- Fall Semester: A 15-week term and two 7.5-week modules offered from September through December
- Spring Semester: A 15-week term, two 7.5-week modules, and one 4-week intercession offered from January through June
- Summer Semester: A 15-week term and two 7.5-week modules offered from June through August

FULL-TIME AND PART-TIME ENROLLMENT REQUIREMENTS

Full-time students must register for at least 12 semester credit hours, and part-time students must register for at least six semester credit hours. Students who register for fewer than six credit hours are considered less than part-time.

CLOCK HOURS

Clock hours are the number of actual hours in class (lecture/discussion) or laboratory (hands-on experience). A clock hour is one hour of attendance that may, at the college's discretion, contain a 10-minute break. Thus a clock hour is at least 50 minutes of instruction.

CREDITS HOURS

One credit is earned for every hour of lecture/discussion per week, with two extra hours of work outside of class.

One credit is earned for every two hours of laboratory work per week, with one extra hour of work outside of class.

COURSE DELIVERY

Residential Courses

Residential classes are held Monday through Friday between 8:00 am to 5:30 pm at the Kettering campus. Courses meet multiple times a week. Residential courses are typically delivered in 15-week terms.

Online Courses

Online courses are asynchronous and do not have specific meeting times. Online courses are structured around weekly asynchronous modules designed to help students achieve their academic goals. It is vital for online students to adhere to weekly expectations by completing all the components of each module and meeting their deadlines within the week. Course content can be cumulative, so completing assignments on time within each module will ensure students have the knowledge and skills to engage with future module content successfully. The Modern delivers online courses in 7.5-week and 15-week terms.

At the discretion of the Chief Academic Officer, The Modern may substitute residential courses for online courses or vice versa in hybrid programs.

Externship Courses

Externship course schedules are based on employer requirements, and the Director of Career Services coordinates the schedules. Residential externship courses are conducted on-site at an employer's location, and online externship courses are conducted remotely. Students enrolled in hybrid programs might take residential or online externship courses.

CLASS SIZES

Class sizes are limited to 25 students per class. Small class sizes enable instructors to work with students one-on-one and support a strong sense of community.

FACULTY

The Modern's instructors are industry leaders, and the college has a 8:1 student to instructor ratio. With the most up-to-date knowledge of software and design trends, instructors work one-on-one with students. They guide students to design assignments that engage the target audience, are creative, visually appealing, and professionally executed.

The award-winning instructors have been honored by many design organizations including the American Advertising Federation, the Columbus Society of Communicating Arts and GDUSA magazine.

Instructors also work as designers, photographers, illustrators, marketers, and writers, which ensures that they know the industry and the art of design. Being immersed in the field enables instructors to be excellent mentors as students learn skills and explore design opportunities.

LEARNING MANAGEMENT SYSTEM

Canvas is an intuitive learning management system that offers courses broken down into easy-to-navigate modules. Students access Canvas through a link on The Modern's website. Students can also use the Canvas app, making courses easily accessible from multiple devices.

LIBRARY

The Modern Library is open while classes are in progress. The collection focuses on graphic design, typography, color, painting, illustration, art history, fine art, advertising, marketing, psychology, communications, and the business of design.

Extensive digital resources are available in Canvas through LIRN (Library & Information Resources Network), an online platform.

2025-2026 Academic Calendar

Fall Move-in Day

August 28, 2025

Labor Day, College Closed

September 1, 2025

Break the Ice Student Social

September 2, 2025

Fall Full Term and Fall A Term Begin

September 3, 2025

Fall Picnic

September 10, 2025

Student Job Fair

September 11, 2025

Design Day

October 8, 2025

Fuel Your Passion Day, College Closed

October 17, 2025

Fall A Term Ends

October 24, 2025

Fall B Term Begins

October 27, 2025

Halloween Party

October 30, 2025

Thanksgiving Break, College Closed

November 27, 2025–November 30, 2025

Holiday Celebration Week

December 8–12, 2025

Fall Full Term and Fall B Term End

December 16, 2025

Student Winter Break

December 17, 2025–January 6, 2026

Spring Full Term and Spring A Term Begin

January 7, 2026

Martin Luther King Jr. Day, College Closed

January 19, 2026

Fuel Your Passion Day, College Closed

February 6, 2026

Creative Slam

February 10, 2026

Spring A Term Ends

February 27, 2026

Spring B Term Begins

March 2, 2026

Spring Break, College Closed

March 14, 2026–March 22, 2026

Spring Full Term and Spring B Term End

April 28, 2026

Spring Intercession, Summer Full Term, and Summer A Term Begin

May 6, 2026

Memorial Day, College Closed

May 25, 2026

Spring Intercession Ends

June 2, 2026

PreReveal

June 4, 2026

Reveal

June 5, 2026

Commencement Ceremony

June 7, 2026

Juneteenth National Independence Day, College Closed

June 19, 2026

Summer Term A Ends

June 26, 2026

Summer Break, College Closed

June 27–July 5, 2026

Summer Term B Begins

July 6, 2026

New Student Orientation

July 25, 2026

Summer Full Term and Summer B Term End

August 25, 2026

All dates subject to change.

Career Pathways

GRAPHIC DESIGN, MOTION GRAPHICS AND VIDEO DESIGN, AND USER EXPERIENCE DESIGN

The Modern offers three unique Career Pathways. Each Career Pathway allows students turn their passion into a successful, creative career.

GRAPHIC DESIGN

What is Graphic Design?

Graphic Design is about creating logos, social media graphics, posters, and more that grab people's attention using colors, shapes, patterns, illustrations, photography, and fonts. Imagine your favorite brand. A Graphic Designer designed their logo, social media content, and merch and made sure you would like it.

What do Graphic Designers do?

Graphic Designers use the latest technology and software to design logos, social media graphics, packaging, ads, and more. They use creativity and problem-solving skills to make brands stand out and communicate important information.

Where do User Graphic Designers work?

Graphic Designers work at design firms, advertising agencies, and large and small businesses. They work in offices and from home. Some work as freelancers or start their own businesses. Their titles can be Graphic Designer, Visual Designer, Brand Designer, Production Artist, and Marketing Specialist. After gaining experience, they might become an Art Director or Creative Director.

Demand for Graphic Designers

The U.S. Bureau of Labor Statistics expects demand for Graphic Designers to increase through 2033.

Learn more at <https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>.

MOTION GRAPHICS AND VIDEO DESIGN

What is Motion Graphics and Video Design?

Motion Graphics and Video Design is about creating videos, moving graphics, and animation using colors, shapes, patterns, illustrations, photography, and fonts. Imagine your favorite band. A Motion Graphics and Video Designer filmed and edited their YouTube and TikTok videos and made sure you would like them.

What do Motion Graphics and Video Designers do?

Motion Graphics and Video Designers use the latest technology and software to create videos, moving graphics, and animation for social media, apps, and websites. They use creativity and storytelling to make brands stand out and communicate important information.

Where do User Motion Graphics and Video Designers work?

Motion Graphics and Video Designers work at design firms, advertising agencies, and large and small businesses. They work in offices and from home. Some work as freelancers or start their own businesses. Their titles can be Motion Designer, Digital Animator, Multimedia Designer, Videographer, Video Content Creator, Multimedia Specialist.

Demand for Motion Graphics and Video Designers

The U.S. Bureau of Labor Statistics expects demand for Motion Graphics and Video Designers to increase through 2033.

Learn more at <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>.

USER EXPERIENCE DESIGN

What is User Experience Design?

User Experience (UX) Design is about creating apps, digital interfaces, websites, and digital experiences that are easy to navigate and enjoyable to use. Imagine your favorite game or app on your phone. A UX Designer designed how it looks and made sure it was fun and easy to use.

What do User Experience Designers do?

UX Designers use the latest technology and software to design apps, digital interfaces, websites, and digital experiences. They talk with users and test their designs to make sure they are enjoyable and easy to use.

Where do User Experience Designers work?

UX Designers work at design firms, tech companies, and large and small businesses. They work in offices and from home. Some work as freelancers or start their own businesses. Their titles can be User Experience Designer, User Interface Designer, Interaction Designer, or Front-End Designer.

Demand for User Experience Designers

The U.S. Bureau of Labor Statistics expects demand for User Experience Designers to increase faster than average through 2033.

Learn more at <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>.

Degree Pathways

ASSOCIATE DEGREE OR ASSOCIATE DEGREE + BACHELOR'S COMPLETION

The Modern offers two unique Degree Pathways. Each Degree Pathway opens new opportunities for graduates to reach their career goals.



ASSOCIATE DEGREE PROGRAM STUDENTS WILL:

- Earn an Associate Degree of Applied Business (AAB) in Graphic Design, Motion Graphics and Video Design, or User Experience Design after completing the 60 semester credit hour program.
- Build a strong foundation in design, photography, and professional development
- Gain in-demand creative and business skills in their Career Pathway
- Develop a professional portfolio and personal brand
- Gain critical thinking and problem-solving skills through Art, English, Creative Writing, Psychology, Communications, and Mathematics courses
- Gain real-world experience through The Modern's Externship Program

ASSOCIATE DEGREE PROGRAM + DESIGN LEADERSHIP BACHELOR'S COMPLETION PROGRAM STUDENTS WILL:

- After earning an Associate Degree of Applied Business in Graphic Design, Motion Graphics and Video Design, or User Experience Design, students can earn a Bachelor's Degree in Design Leadership.
- Learn advanced Graphic Design, User Experience Design, and Motion Graphics and Video Design techniques
- Explore the latest design trends, software, and technologies
- Expand their professional portfolio
- Attain valuable knowledge of entrepreneurship, leadership, communication, and strategy
- Gain more real-world experience through The Modern's Co-op Program

Learning Styles

ONLINE, HYBRID, OR RESIDENTIAL

The Modern offers three unique Learning Styles. Each Learning Style has its strengths, and what works best depends on how you like to learn.

ONLINE

Imagine playing a video game by yourself at home. You can play at your own pace, pause the game whenever you want, and replay levels to get better. Online Learning is like this because you will have activities and assignments that you must complete throughout the week, but you can finish the activities and assignments on your schedule. You can go back to review the parts that are new to you and work at a pace that suits you best. It's great for learning when you need flexibility and are comfortable working independently.

To access each week's assignments, you will log in to The Modern's Canvas Portal. As you participate in activities and complete assignments, your instructor will interact with you by participating in discussions and providing feedback on your assignments. Taking part in an activity counts as your attendance for the week.

If you need help or want to ask questions, you can schedule a time to meet with your instructor through Zoom. Your instructor and the Student Services team will monitor your attendance and assignments to make sure you get the help you need.

If you live near campus, you are welcome to participate in campus activities and use the photography and video studio or other campus resources.

HYBRID

Think of Hybrid Learning as a mix of playing a game alone and with friends. Sometimes, you play on your own at home, and other times, you meet up with friends to tackle a challenge together. Hybrid Learning combines online classes with residential classes. This combination of classes allows you to have some flexibility to work on your own while still getting the benefits of face-to-face interaction with instructors and classmates. It's helpful when you need a balance between working independently and getting in-person support.

The Modern offers general education courses like creative writing and psychology online. To access each week's assignments, you will log in to The Modern's Canvas Portal. As you participate in activities and complete assignments, your instructor will interact with you by participating in discussions and providing feedback on your assignments. Taking part in an activity counts as your attendance for the week.

The Modern offers design and other courses on campus. Residential classes meet twice each week and include hands-on activities and time to complete assignments and get feedback from your classmates and instructors. You will log in to The Modern's Canvas Portal to access each week's assignments.

If you need help or want to ask questions, you can schedule a time to meet with your online instructors through Zoom and your residential instructors during class or office hours on campus. Your instructors and the Student Services team will monitor your attendance and assignments to make sure you get the help you need.

You can participate in campus activities and use the photography and video studio or other campus resources anytime.

RESIDENTIAL

Residential Learning is like playing a game with all your friends in the same room. Everyone is together, learning and experiencing things at the same time. Residential Learning allows you to interact directly with instructors and classmates, ask questions right away, and engage in hands-on activities. It's especially good for classes where it is important to work together, ask questions on the spot, and get immediate feedback.

The Modern offers residential classes on campus. Courses meet twice each week and include hands-on activities and time to complete assignments and get feedback from your classmates and instructors.

To access each week's assignments, you will log in to The Modern's Canvas Portal. As you participate in activities and complete assignments, your instructor will interact with you by participating in discussions and providing feedback on your assignments.

If you need help or want to ask questions, you can meet with your instructors during class or office hours on campus. Your instructors and the Student Services team will monitor your attendance and assignments to make sure you get the help you need.

We encourage you to spend as much time as possible on campus participating in activities, collaborating with classmates, and interacting with instructors and staff.

Graphic Design AAB Program

DISCOVER THE ART OF DESIGNING GRAPHICS AND VISUAL EXPERIENCES

Students in the Graphic Design AAB Program develop a comprehensive foundation in visual communication and design principles. They also gain problem-solving and conceptual thinking skills through the design process. The program emphasizes branding, identity design, digital imaging, print production, and digital design.

OBJECTIVE

The Graphic Design AAB Program objective is to graduate highly skilled and creative graphic designers to be employed by agencies, design firms, corporations, small businesses, technology companies, and nonprofit organizations.

DEGREE PATHWAYS

Students can choose one of the following degree pathways:

- Earn an Associate Degree of Applied Business (AAB) in Graphic Design after completing the 60 semester credit hour program.
- After earning an Associate Degree of Applied Business in Graphic Design, students can earn a Bachelor's Degree in Design Leadership.

LEARNING STYLES, PROGRAM LENGTHS, AND START DATES

Students can choose one of the following learning styles, program lengths, and start dates:

- **Residential:** 21 months
The Modern offers all courses at the Kettering campus. Student may begin in the fall.
- **Hybrid :** 20 or 40 months
The Modern offers General Education Courses online, and all other courses at the Kettering campus. Students may begin in the fall, spring, or summer.



- **Online:** 20 or 40 months
The Modern offers all courses online. Students may begin in the fall, spring, or summer.

GRADUATE OUTCOMES

Graduates of the Graphic Design AAB Program work at design firms, advertising agencies, and large and small businesses in entry-level roles. They work in office and from home. Some work as freelancers or start their own businesses.

Common titles include:

- Graphic Designer
- Visual Designer
- Brand Designer
- Production Artist
- Marketing Specialist

DEMAND FOR GRAPHIC DESIGNERS

The U.S. Bureau of Labor Statistics expects demand for Graphic Designers to increase through 2033.

Learn More (<https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>)

Graphic Design Courses

COURSE SEQUENCE

The following course sequence is an example of a full-time, residential student's schedule. Course sequences vary based on the learning style and program length.

First Semester: 15 credits

PRO101 Modern 101, 1 credit

APP101 App Exploration or
APP102 App Expansion, 2 credits

DES101 Design Fundamentals, 3 credits

PHT101 Photography Fundamentals,
3 credits

HUM101 Art Essentials, 3 credits

ENG101 English Composition, 3 credits

Second Semester: 15 credits

GRD112 Graphic Design I, 3 credits

GRD111 Digital Illustration, 3 credits

MKT201 Marketing I, 3 credits

PSY101 Introduction to Psychology,
3 credits

COM101 Introduction to Communications,
3 credits

Third Semester: 15 credits

SMD113 Social Media Design, 3 credits

GRD214 Branding, 3 credits

BUS201 Business and Ethics
of Graphic Design, 3 credits

ENG102 Creative Writing, 3 credits

MAT101 Quantitative Reasoning, 3 credits

Fourth Semester and Spring Term: 15 credits

PRT221 Graphic Design Portfolio I,
3 credits

PRT222 Graphic Design Portfolio II,
3 credits

PRT240 Personal Branding, 3 credits

PRO201 Professional Development,
3 credits

PRO299 Externship, 3 credits

CAREER PATHWAY COURSES

GRD111 Digital Illustration

Students learn the fundamentals of illustration by exploring different types of drawing and painting tools and digital illustration techniques for both vector and raster (Illustrator and Photoshop). Through lectures and hands-on experience, students work toward developing their own personal style and methods.

BUS230 Business and Ethics of Graphic Design

Students learn to be successful graphic designers and freelancers. Students explore ethical concepts, such as fair use laws, plagiarism, use of AI tools, and sexual harassment, as well as how to collaborate on a campaign for a client. They also explore employment contracts, proposals, timesheets, and other matters relating to freelance work.

GRD112 Graphic Design

Prerequisite: DES101

Students continue the development of graphic design principles. Students learn how to design for print and digital applications by completing projects in branding, logo, and packaging design evolutions.

SMD113 Social Media Design

Students learn the fundamentals of social media platforms, tools, values, and benefits. Students gain experience in designing content for multiple platforms and target audiences. Students also review current social media elements to identify the importance of trends, and they examine all stages of the process, including strategizing, writing, content delivery, moderating, designing, and reviewing analytics.

GRD214 Branding

Prerequisite: GRD112

Students learn the importance of conceptual thinking, sound design, and copywriting, as well as the

importance of explaining their design decisions through a rationale statement. Students work on a series of assignments developing print, digital, and packaging.

MKT201 Marketing

Students learn marketing terminology, concepts, theories, and practices. Students are introduced to fundamental concepts, basic planning, and the competencies required of a marketing team. Students also learn the important role design plays in marketing activities as well as the best ways to communicate with audiences.

PRT221 Graphic Design Portfolio I

Prerequisite: GRD214

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students work to refine graphic design projects and prepare themselves for entry-level employment in the design industry.

PRT222 Graphic Design Portfolio II

Prerequisite: GRD214

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students work to refine graphic design projects and prepare themselves for entry-level employment in the design industry.

PRT240 Personal Branding

Students create personal branding elements for print, social media, and the web. Students interact with design professionals, learn networking strategies to develop industry relationships, and, after graduating, use their branding components to seek employment.

PRO299 Externship

Students gain real-world experience by working in the design industry. Through their assigned externship, they apply what they have learned in the classroom and develop a critical understanding of being a professional designer.

Graphic Design AAB Courses

THE MODERN CORE COURSES

APP101 App Exploration

Students learn the basics of the Adobe Creative Suite (Photoshop, Illustrator, and InDesign). They work on exercises using each software application to learn appropriate uses, tools, and key features.

APP102 App Expansion

Students learn advanced techniques in the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) and tips and tricks for using their MacBooks and iPads. Students work on exercises and creative assignments in each application to learn methods, tools, and key features.

DES101 Design Fundamentals

Students learn design basics, design terminology, typography, the importance of using a grid, and production skills. Students identify basic principles such as contrast, balance, emphasis, proportion, hierarchy, repetition, rhythm, pattern, white space, movement, variety, and unity.

PHT101 Photography Fundamentals

Students learn the essential functions of a digital camera and how it is used as a creative imaging tool. Students explore composition, color theory, developing and practicing digital workflows, and how to light subjects. Students also work with different editing and photo manipulation software applications and light modifiers to achieve various effects.

GENERAL EDUCATION COURSES

ENG101 English Composition

Students learn to improve writing and critical thinking skills by writing academic essays and completing other assignments that help them understand and master clear and effective professional communication. They also learn to revise work, research, analyze sources, and create accurate MLA citations.

HUM101 Art Essentials

Students develop an understanding and appreciation of art through hands-on studio projects. Students explore materials, terminology, and historical context using various artistic methods.

ENG102 Creative Writing

Students learn poetics and the art of storytelling. They explore how to facilitate the creative process and generate written work in various genres, including poetry, flash fiction, and creative nonfiction. Through weekly journal entries, they explore different topics and reflect on their experiences.

COM101 Introduction to Communication

Students learn to enhance and improve communication skills through public speaking and dialogue. Students analyze and practice various methods and discover how to develop persuasive arguments and convey complex information. They also learn about nonverbal communication, using visual support in speeches, and the art and craft of storytelling.

PSY101 Introduction to Psychology

Students develop a foundational understanding of the human mind. Students explore the motivations and appetites of consumers and various other subjects related to psychological science, such as the scope and history of psychology, neuroscience and behavior, creativity, and more.

MAT101 Quantitative Reasoning

Students learn a variety of applications of mathematics in the social, finance, health, and environmental disciplines. The course emphasizes developing informational, technological, and visual reasoning skills. Students learn about various topics, including numeracy, probability, statistics, mathematical modeling, and other areas of mathematics.

OTHER COURSES

PRO101 Modern 101

Students learn the knowledge, skills, and resources to ease their transition into life at The Modern College of Design. Through various exercises and assignments, students learn how to manage their time, engage with their community, resolve conflict, foster healthy habits, and develop other skills that will contribute to their success in college and beyond.

PRO201 Professional Development

Students learn the professional skills needed to find employment in the design industry. Students give presentations and practice professional communication through portfolio reviews and interaction with industry professionals. They also learn how to create resumes, research job opportunities, and develop soft skills.

Motion Graphics and Video Design AAB Program

DISCOVER THE ART OF DESIGNING MOTION GRAPHICS AND VIDEO

Students in the Motion Graphics and Video Design AAB Program develop competency in areas of design and time-based media and utilize storyboarding, video production, sound, 2D and 3D animation techniques, and immersive technologies.

OBJECTIVE

The Motion Graphics and Video Design AAB Program objective is to graduate creative designers skilled in motion graphics and video design principles and technologies with problem-solving and critical thinking competencies to gain entry-level employment in the design industry.

DEGREE PATHWAYS

Students can choose one of the following degree pathways:

- Earn an Associate Degree of Applied Business (AAB) in Motion Graphics and Video Design after completing the 60 semester credit hour program.
- After earning an Associate Degree of Applied Business in Motion Graphics and Video Design, students can earn a Bachelor's Degree in Design Leadership.

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- **Online:** 20 or 40 months
The Modern offers all courses online. Students may begin in the fall, spring, or summer.

GRADUATE OUTCOMES

Graduates of the Motion Graphics and Video Design AAB Program work at design firms, advertising agencies, and large and small businesses in entry-level roles. They work in office and from home. Some work as freelancers or start their own businesses.

Common titles include:

- Motion Designer
- Digital Animator
- Multimedia Designer
- Videographer
- Video Content Creator
- Multimedia Specialist

DEMAND FOR MOTION GRAPHICS AND VIDEO DESIGNERS

The U.S. Bureau of Labor Statistics expects demand for Motion Graphics and Video Designers to increase through 2033.

Learn more at <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>.

Motion Graphics and Video Design

AAB Courses

COURSE SEQUENCE

The following course sequence is an example of a full-time, residential student's schedule. Course sequences vary based on the learning style and program length.

First Semester: 15 credits

PRO101 Modern 101, 1 credit

APP101 App Exploration or

APP102 App Expansion, 2 credits

DES101 Design Fundamentals, 3 credits

PHT101 Photography Fundamentals,
3 credits

MVD111 Introduction to Motion
Graphics and Video Design, 3 credits

HUM101 Art Essentials, 3 credits

Second Semester: 15 credits

BUS232 Business and Ethics of Motion
Graphic and Video Design, 3 credits

MVD112 Video, 3 credits

MVD113 Motion Graphics, 3 credits

COM101 Introduction to Communications,
3 credits

ENG101 English Composition, 3 credits

Third Semester: 15 credits

SMD113 Social Media Design, 3 credits

MVD215 3D Motion Graphics, 3 credits

PRO201 Professional Development,
3 credits

PSY101 Introduction to Psychology,
3 credits

ENG102 Creative Writing, 3 credits

Fourth Semester and Spring Term: 15 credits

PRT225 Motion Graphics Design
Portfolio, 3 credits

PRT226 Video Design Portfolio, 3 credits

PRT240 Personal Branding, 3 credits

MAT101 Quantitative Reasoning, 3 credits

PRO299 Externship, 3 credits

CAREER PATHWAY COURSES

MVD111 Video/Motion

Students complete a project-based introduction to motion graphics and video design. Students identify fundamental concepts and tools while exploring the possibilities of visual storytelling through After Effects, Premiere, and Audition.

BUS232 Business and Ethics of Motion Graphics and Video Design

Students learn to be successful multimedia designers and freelancers. Students explore ethical concepts, such as fair use laws, plagiarism, use of AI tools, and sexual harassment, as well as how to collaborate on a campaign for a client. They also explore employment contracts, proposals, timesheets, and other matters relating to freelance work.

MVD112 Video

Prerequisite: MVD111

Students learn a basic understanding of video production to prepare them for creating content for social media and other web-based platforms. Students explore appropriate preproduction, production, and post-production tools, including AI tools that enhance video projects. Through a variety of projects, students learn how to be creative or art directors and how to work with and give direction to other video professionals.

MVD113 Motion

Prerequisite: MVD111

Students learn the fundamentals of motion graphics. Students explore basic principles of animation and how to apply them to motion graphics. They are taught how to develop a motion graphics project and use After Effects as a tool for time-based visual communication.

SMD113 Social Media Design

Students learn the fundamentals of social media platforms, tools, values, and benefits. Students gain experience in designing content for multiple platforms and target audiences. Students also review current

social media elements to identify the importance of trends, and they examine all stages of the process, including strategizing, writing, content delivery, moderating, designing, and reviewing analytics.

MVD215 3D Motion

Prerequisites: MVD112, MVD113

Students learn a strong foundation in three-dimensional graphics and animation by combining 3D fundamentals and tools with motion graphics. Students also explore emerging technologies, including augmented and virtual reality, AI tools, and other trends.

PRT225 Video Design Portfolio

Prerequisite: MVD215

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students work to refine video projects and prepare themselves for entry-level employment in the design industry.

PRT226 Motion Graphics Design Portfolio

Prerequisite: MVD215

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students work to refine motion graphics projects and prepare themselves for entry-level employment in the design industry.

PRT240 Personal Branding

Students create personal branding elements for print, social media, and the web. Students interact with design professionals, learn networking strategies to develop industry relationships, and, after graduating, use their branding components to seek employment.

PRO299 Externship

Students gain real-world experience by working in the design industry professional design environment. Through their assigned externship, they apply what they have learned in the classroom and develop a critical understanding of being a professional designer.

Motion Graphics and Video Design

AAB Courses

THE MODERN CORE COURSES

APP101 App Exploration

Students learn the basics of the Adobe Creative Suite (Photoshop, Illustrator, and InDesign). They work on exercises using each software application to learn appropriate uses, tools, and key features.

APP102 App Expansion

Students learn advanced techniques in the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) and tips and tricks for using their MacBooks and iPads. Students work on exercises and creative assignments in each application to learn methods, tools, and key features.

DES101 Design Fundamentals

Students learn design basics, design terminology, typography, the importance of using a grid, and production skills. Students identify basic principles such as contrast, balance, emphasis, proportion, hierarchy, repetition, rhythm, pattern, white space, movement, variety, and unity.

PHT101 Photography Fundamentals

Students learn the essential functions of a digital camera and how it is used as a creative imaging tool. Students explore composition, color theory, developing and practicing digital workflows, and how to light subjects. Students also work with different editing and photo manipulation software applications and light modifiers to achieve various effects.

GENERAL EDUCATION COURSES

ENG101 English Composition

Students learn to improve writing and critical thinking skills by writing academic essays and completing other assignments that help them understand and master clear and effective professional communication. They also learn to revise work, research, analyze sources, and create accurate MLA citations.

HUM101 Art Essentials

Students develop an understanding and appreciation of art through hands-on studio projects. Students explore materials, terminology, and historical context using various artistic methods.

ENG102 Creative Writing

Students learn poetics and the art of storytelling. They explore how to facilitate the creative process and generate written work in various genres, including poetry, flash fiction, and creative nonfiction. Through weekly journal entries, they explore different topics and reflect on their experiences.

COM101 Introduction to Communication

Students learn to enhance and improve communication skills through public speaking and dialogue. Students analyze and practice various methods and discover how to develop persuasive arguments and convey complex information. They also learn about nonverbal communication, using visual support in speeches, and the art and craft of storytelling.

PSY101 Introduction to Psychology

Students develop a foundational understanding of the human mind. Students explore the motivations and appetites of consumers and various other subjects related to psychological science, such as the scope and history of psychology, neuroscience and behavior, creativity, and more.

MAT101 Quantitative Reasoning

Students learn a variety of applications of mathematics in the social, finance, health, and environmental disciplines. The course emphasizes developing informational, technological, and visual reasoning skills. Students learn about various topics, including numeracy, probability, statistics, mathematical modeling, and other areas of mathematics.

OTHER COURSES

PRO101 Modern 101

Students learn the knowledge, skills, and resources to ease their transition into life at The Modern College of Design. Through various exercises and assignments, students learn how to manage their time, engage with their community, resolve conflict, foster healthy habits, and develop other skills that will contribute to their success in college and beyond.

PRO201 Professional Development

Students learn the professional skills needed to find employment in the design industry. Students give presentations and practice professional communication through portfolio reviews and interaction with industry professionals. They also learn how to create resumes, research job opportunities, and develop soft skills.

User Experience Design Program

DISCOVER THE ART OF DESIGNING DIGITAL EXPERIENCES

Students in the User Experience Design Program discover the art of designing digital experiences with a user-centric approach. Students gain hands-on experience and unlock the skills needed to craft technology that enhances people's experiences, making everyday interactions more intuitive, enjoyable, and meaningful.

OBJECTIVE

The User Experience Design AAB Program objective is to graduate creative designers skilled in user experience design principles and technologies with problem-solving and critical thinking competencies to gain entry-level employment in the design industry.

DEGREE PATHWAYS

Students can choose one of the following degree pathways:

- Earn an Associate Degree of Applied Business (AAB) in User Experience Design after completing the 60 semester credit hour program.
- After earning an Associate Degree of Applied Business in User Experience Design, students can earn a Bachelor's Degree in Design Leadership.

LEARNING STYLES, PROGRAM LENGTHS, AND START DATES

Students can choose one of the following learning styles, program lengths, and start dates:

- **Residential:** 21 months
The Modern offers all courses at the Kettering campus. Student may begin in the fall.
- **Hybrid :** 20 or 40 months
The Modern offers General Education Courses online, and all other courses at the Kettering campus. Students may begin in the fall, spring, or summer.



- **Online:** 20 or 40 months
The Modern offers all courses online. Students may begin in the fall, spring, or summer.

GRADUATE OUTCOMES

Graduates of the User Experience Design Program work at design firms, advertising agencies, and large and small businesses in entry-level roles. They work in office and from home. Some work as freelancers or start their own businesses.

Common titles include:

- User Experience Designer
- User Interface Designer
- Interaction Designer
- Front-End Designer

DEMAND FOR USER EXPERIENCE DESIGNERS

The U.S. Bureau of Labor Statistics expects demand for User Experience Designers to increase faster than average through 2033.

Learn More (<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>)

User Experience Design AAB Courses

COURSE SEQUENCE

The following course sequence is an example of a full-time, residential student's schedule. Course sequences vary based on the learning style and program length.

First Semester: 15 credits

PRO101 Modern 101, 1 credit

APP101 App Exploration or
APP102 App Expansion, 2 credits

DES101 Design Fundamentals, 3 credits

UXD111 UX Design Fundamentals I, 3 credits

HUM101 Art Essentials, 3 credits

ENG101 English Composition, 3 credits

Second Semester: 15 credits

UXD112 UX Design Fundamentals II

PHT101 Photography Fundamentals,
3 credits

BUS231 Business and Ethics of UX Design,
3 credits

PSY101 Introduction to Psychology,
3 credits

COM101 Introduction to Communications,
3 credits

Third Semester: 15 credits

UXD213 Design Systems, 3 credits

UXD214 Visual Interface Design, 3 credits

UXD215 Information Design, 3 credits

MAT101 Quantitative Reasoning, 3 credits

ENG102 Creative Writing, 3 credits

Fourth Semester and Spring Term: 15 credits

PRT223 UX Design Portfolio I,
3 credits

PRT224 UX Design Portfolio II, 3 credits

PRT240 Personal Branding, 3 credits

PRO201 Professional Development,
3 credits

PRO299 Externship, 3 credits

CAREER PATHWAY COURSES

UXD111 UX Design Fundamentals I

Students learn the fundamentals of web design. In addition to learning how the web works, students are taught about the importance of the user experience. Students work with hierarchy and color choices, think conceptually, and focus on the detailed components of an interface while creating websites.

BUS231 Business and Ethics of User Experience Design

Students learn to be successful user experience designers and freelancers. Students explore ethical concepts, such as fair use laws, plagiarism, and sexual harassment, as well as how to collaborate on a campaign for a client. They also explore employment contracts, proposals, timesheets, and other matters relating to freelance work.

UXD112 UX Design Fundamentals II

Prerequisite: UXD111

Students learn how to develop content for the web. Students learn to code basic web pages using HTML and CSS and create production-ready assets from a design optimized for front-end development. Students craft content and website information architecture based on personas and research, use prototypes and design an effective web page for desktop and mobile devices.

UXD213 Design Systems

Prerequisite: UXD112

Students learn theoretical UX concepts and are provided with hands-on practical exercises, culminating in creating a fully documented design system. Students learn the foundational theories behind design systems and are taught how to implement them in real-world projects.

UXD214 Visual Interface Design

Prerequisite: UXD112

Students learn advanced, comprehensive knowledge of creating web content and designing sites for different devices. Students identify a user and determine

how the website can improve their quality of life, then they implement research audits, compile recommendations, and establish design edits.

UXD215 Information Design

Students learn about user-focused research and how to think through the design process and run a user test. Students then translate their concepts and research into various digital-focused projects, such as developing a marketing campaign, establishing a design system, and solving business problems through software and websites.

PRT223 UX Design Portfolio I

Prerequisite: UXD214, UXD215

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students refine UX projects and prepare themselves for entry-level employment in the design industry.

PRT224 UX Design Portfolio II

Prerequisite: UXD214, UXD215

Students create final portfolio work demonstrating the skills and knowledge they have developed in their classes. Students refine UX projects and prepare themselves for entry-level employment in the design industry.

PRT240 Personal Branding

Students create personal branding elements for print, social media, and the web. Students interact with design professionals, learn networking strategies to develop industry relationships, and, after graduating, use their branding components to seek employment.

PRO299 Externship

Students gain real-world experience by working in the design industry. Through their assigned externship, they apply what they have learned in the classroom and develop a critical understanding of being a professional designer.

User Experience Design AAB Courses

THE MODERN CORE COURSES

APP101 App Exploration

Students learn the basics of the Adobe Creative Suite (Photoshop, Illustrator, and InDesign). They work on exercises using each software application to learn appropriate uses, tools, and key features.

APP102 App Expansion

Students learn advanced techniques in the Adobe Creative Suite (Photoshop, Illustrator, and InDesign) and tips and tricks for using their MacBooks and iPads. Students work on exercises and creative assignments in each application to learn methods, tools, and key features.

DES101 Design Fundamentals

Students learn design basics, design terminology, typography, the importance of using a grid, and production skills. Students identify basic principles such as contrast, balance, emphasis, proportion, hierarchy, repetition, rhythm, pattern, white space, movement, variety, and unity.

PHT101 Photography Fundamentals

Students learn the essential functions of a digital camera and how it is used as a creative imaging tool. Students explore composition, color theory, developing and practicing digital workflows, and how to light subjects. Students also work with different editing and photo manipulation software applications and light modifiers to achieve various effects.

GENERAL EDUCATION COURSES

ENG101 English Composition

Students learn to improve writing and critical thinking skills by writing academic essays and completing other assignments that help them understand and master clear and effective professional communication. They also learn to revise work, research, analyze sources, and create accurate MLA citations.

HUM101 Art Essentials

Students develop an understanding and appreciation of art through hands-on studio projects. Students explore materials, terminology, and historical context using various artistic methods.

ENG102 Creative Writing

Students learn poetics and the art of storytelling. They explore how to facilitate the creative process and generate written work in various genres, including poetry, flash fiction, and creative nonfiction. Through weekly journal entries, they explore different topics and reflect on their experiences.

COM101 Introduction to Communication

Students learn to enhance and improve communication skills through public speaking and dialogue. Students analyze and practice various methods and discover how to develop persuasive arguments and convey complex information. They also learn about nonverbal communication, using visual support in speeches, and the art and craft of storytelling.

PSY101 Introduction to Psychology

Students develop a foundational understanding of the human mind. Students explore the motivations and appetites of consumers and various other subjects related to psychological science, such as the scope and history of psychology, neuroscience and behavior, creativity, and more.

MAT101 Quantitative Reasoning

Students learn a variety of applications of mathematics in the social, finance, health, and environmental disciplines. The course emphasizes developing informational, technological, and visual reasoning skills. Students learn about various topics, including numeracy, probability, statistics, mathematical modeling, and other areas of mathematics.

OTHER COURSES

PRO101 Modern 101

Students learn the knowledge, skills, and resources to ease their transition into life at The Modern College of Design. Through various exercises and assignments, students learn how to manage their time, engage with their community, resolve conflict, foster healthy habits, and develop other skills that will contribute to their success in college and beyond.

PRO201 Professional Development

Students learn the professional skills needed to find employment in the design industry. Students give presentations and practice professional communication through portfolio reviews and interaction with industry professionals. They also learn how to create resumes, research job opportunities, and develop soft skills.

Design Leadership Program

LEAD THE FUTURE OF DESIGN

Students in the Design Leadership Program extend their knowledge of graphic design, user experience design, or motion graphics and video design while learning about entrepreneurship, leadership, and creative strategy.

OBJECTIVE

The Design Leadership Program objectives are to increase graduates' entry-level employment opportunities, earning potential, and future career advancement opportunities in the design industry.

DEGREE PATHWAYS

After earning an Associate Degree or completing two years of design-related education, student can earn a Bachelor's Degree in Design Leadership.

LEARNING STYLES, PROGRAM LENGTHS, AND START DATES

Students can choose one of the following learning styles, program lengths, and start dates:

- **Hybrid** : 20 or 40 months

The Modern offers PRO399 and PRO499 Courses online, and all other courses at the Kettering campus. Students may begin in the fall, spring, or summer.

- **Online**: 20 or 40 months

The Modern offers all courses online. Students may begin in the fall, spring, or summer.

GRADUATE OUTCOMES

Graduates of the Design Leadership Program work at design firms, advertising agencies, and large and small businesses in entry-level roles. They work in office and from home. Some work as freelancers or start their own businesses.

Common titles include:

- Graphic Designer
- Visual Designer
- Brand Designer
- Production Artist
- Marketing Specialist

DEMAND FOR DESIGNERS

The U.S. Bureau of Labor Statistics expects demand for Designers to increase through 2033.

Learn More (<https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>)

DESIGN LEADERSHIP PROGRAM GRADUATION AND EMPLOYMENT RATES

PROGRAM TYPE	START DATES	PROGRAM LENGTH	ENROLLED STUDENTS	GRADUATED STUDENTS	GRADUATION RATE	ELIGIBLE GRADUATES	EMPLOYED GRADUATES	EMPLOYMENT RATE
Residential	06/2020	19 Months	1	1	0%	0	0	0%
Residential	08/2020	21 Months	7	5	71%	5	5	100%
Online	08/2020	16 Months	1	1	100%	1	1	100%
Residential	08/2020	22 Months	6	5	83%	5	5	100%
Online	01/2021	17 Months	1	1	100%	1	0	0%
Online	01/2022	16 Months	2	2	100%	1	1	100%
Residential and Online	2020-2022	16-22 Months	18	15	83%	13	12	92%

The graduation rate is the percentage of students who complete the program within 150% of the published normal completion rate, expressed in credit hours. The employment rate is the percentage of graduates eligible for career services that gain employment in the design field within 150% of the published normal completion rate, expressed in credit hours plus three months.

Design Leadership Courses

COURSE SEQUENCE

The following course sequence is an example of a full-time, residential student's schedule. Course sequences vary based on the learning style and program length.

Year One, Semester One

Total hours/credits: 15

BUS301 Business Fundamentals,
3 credits

MKT301 Research and Visualization,
3 credits

SOC301 Anthropology and Human
Behaviors, 3 credits

ELT300 Design Elective, 3 credits

ARH301 History of 20th Century Art,
Music, and Culture, 3 credits

Year One, Semester Two

Total hours/credits: 15

ENS301 Environmental Science and
Sustainability, 3 credits

GRD301 Art Direction and Copywriting,
3 credits

MKT302 Integrated Marketing, 3 credits

ELT300 Design Elective, 3 credits

SOC303 Design Thinking, 3 credits

Year Two, Semester One

Total hours/credits: 18

COM301 Organizational Communication,
3 credits

BUS302 Entrepreneurship and Business
Development, 3 credits

BUS401 Design Leadership, 3 credits

SCI301 Bioethics, 3 credits

GRD499 Portfolio Completion, 6 credits

Year Two, Semester Two/Spring Term

Total hours/credits: 12

PRO399 Career Development,
2 credits

PRO499 Co-op, 10 credits

CAREER PATHWAY COURSES

Students choose two of the following design electives:

ELT311 Branding

This course provides an examination of the role of graphic design in brand identity and brand marketing.

ELT312 Social Media

This course provides students with an overview of digital marketing and social media marketing using social media platforms. Students become familiar with each of the five core pillars of social media marketing: strategy, planning and publishing, listening and engagement, analytics and reporting, and advertising and the process of using strategy and analytics to execute informed solutions on social media platforms such as Facebook, LinkedIn, Twitter, Instagram, Tik Tok, Snapchat, Pinterest, YouTube, and Vimeo. Students consider technical and ethical concerns.

ELT313 Video

Prerequisite: ELT215 or MVD112

This course builds on fundamental digital video production skills. Students explore common video project types, preproduction, production and post-production methods and tools. Students also examine cinematic and video history, theory, and narrative framework.

ELT314 Motion

Prerequisite: ELT216 or MVD215

This course builds on fundamental motion graphics skills. Students explore common motion design project types and techniques. Students also examine motion design history, theory, and narrative framework. Software used includes After Effects, Premiere Pro, Photoshop, Illustrator, and Audition.

ELT315 UI/UX Design

Prerequisite: ELT213 or UXD213

Students are introduced to Sketch/XD and how UX designers utilize this within the industry. They will explore user-focused research techniques and think through the entire design process, as well as, how to run a user test. Students will translate their thinking and research into various digitally-focused projects resulting in a deeper understanding of UI/UX design principles and execution.

ELT316 UI/UX Research

Prerequisite: ELT213 or UXD213

Students are introduced to a real-world client to produce a website from initial kick-off through production. They will work as a team and individually throughout multiple steps of the process working through a re-brand, gathering research, presenting concepts, and utilizing user testing. Students will explore how their classwork comes together to establish a user-focused design through every step of the design process. Each student will present their own design composition and the client will select which design will be developed by an outside team. Students will be placed in teams throughout the project with a different team lead for each segment. Each student will establish goals for each step and sign-off on roles and responsibilities as a group.

Design Leadership Courses

DESIGN LEADERSHIP COURSES

BUS301 Business Fundamentals

Successful completion of this course provides the student with a thorough understanding of essential business functions and practices. Students will gain awareness of and become adept with processes and systems of the business workplace and develop analytical skills to determine best practices within business contexts. This course will explore diverse business models, rules, and laws regarding business taxes, payroll management, legal issues in business, corporate structures, and systems, and how to meet the needs of various stakeholders in business relationships. Students will also learn about the multiple systems and networks that dictate business practices in a global economic setting and complete various business writing assignments.

BUS302 Entrepreneurship and Business Development

This course introduces students to the process of entrepreneurship and business development. Students completing this course will design and create a business plan to develop a new business venture. The course will cover theoretical approaches to entrepreneurship, best practices in business development, presentation of business ideas, and how to form and lead a startup company.

BUS401 Design Leadership

Students completing this course will learn about various leadership styles and develop a understanding of good leadership. Case studies and investigation of multiple approaches to leadership in creative contexts are central to class discussion. Students will study business ethics, leadership philosophies, concepts of diversity, and how to foster the creativity of others.

GRD301 Art Direction and Copywriting

This course provides an overview of the role of an Art Director in the advertising industry, working in various environments, from a conference room to a photo shoot. Students will explore a range of topics and social issues an Art Director in advertising faces, including communicating through writing effectively. Cutting-edge campaigns from around the globe will be shared and studied to create a vocabulary of shared experiences. Students will hone conceptual thinking, research skills, and copywriting skills.

MKT301 Research and Visualization

This course focuses on research and visualization in the marketing process. Students completing this course will understand the methods, skills, tools, and new metrics advertisers use to gain greater insight into consumer behaviors and more accurately measure the relative success of marketing campaigns. Topics include media segmentation, assessing audience exposure, ROI, web analytics, big data, and quantitative and qualitative research methodologies. Students explore various methods of translating complex data resulting from research into visually dynamic and communicative solutions. Topics include corporate communication systems, publication, way-finding, interaction design, and explanatory and interactive graphics for use in print and digital media.

MKT302 Integrated Marketing

Students completing this course must work together in groups to simulate a marketing team, creating a holistic marketing plan. Students apply the theoretical knowledge from MKT201 and MKT301 in the context of a real business scenario. Groups must determine the most effective marketing mix for varying products or services and compete in presenting their pitch to resolve the client's proposed problem.

GRD499 Portfolio Completion

This course offers students guided assistance with producing a portfolio that will showcase their capabilities in various areas of expertise. Students create projects showing conceptual thinking, design capabilities, and production skills.

PRO499 Co-op

The cooperative education course provides students with practical experience in the field of graphic design as well as skills in design leadership by enhancing their abilities to conceptualize, articulate, and direct teams. Through professional practice, students will learn about workplace dynamics, effective communication, asking for help, accepting criticism, and leading teams.

GENERAL EDUCATION COURSES

ARH301 History of 20th Century Art, Music, and Culture

This course provides an in-depth examination of 20th-century Western cultural productions. Students read, watch films, listen to music, view works of art, and engage in discussion about the intersection of high and popular culture over the past 100 years. Decade by decade, students explore art movements, and the social, political, economic, technological, and scientific changes brought about by the Industrial Revolution. The course focuses on the intersection between the arts and culture and the qualitative aspects of Modernity and Postmodernity.

COM301 Organizational Communication

This course provides a study of the theories of communication applied to organizations, including the role organizations play in society. Students will explore effective communication strategies for work relationships, management practices, and organizational culture. Students will analyze organizational communication problems and explore interventions and methods of communication training.

Design Leadership Courses

ENS301 Environmental Science and Sustainability

This course provides students with a comprehensive understanding of the problems facing humanity and its environment. It presents environmental problems and the ethical, social, political, and technological bases for their solution. Students will explore various challenges engendered by a changing world through an investigation of ecological foot printing carbon energy, cycles, biodiversity, global climate change, atmospheric science, freshwater systems, soil and agriculture, and population growth.

SCI303 Bioethics

This course introduces students to various issues that define bioethics, together with core scientific concepts and skills. It presents fundamental moral issues that arise in human health, the environment, and biotechnology. Students will explore various bioethical problems created by a rapidly changing world by investigating technology in society, energy and environmental issues, human health, and outer space.

SOC301 Anthropology and Human Behaviors

This course provides an in-depth look at cultural anthropology and how it influences human behaviors. It examines both past and current theoretical frameworks for understanding cultural patterns and practices. Contemporary cultural concerns such as globalization and human power dynamics will be discussed and analyzed. This course will compare the similarities and differences among world cultures and compare family organizations, religious beliefs, educational systems, economics, and governmental systems.

SOC303 Design Thinking

This course provides an overview of the theory behind Design Thinking. It explores the various steps within the Design Thinking process. In this course, students apply design thinking to a variety of disciplines, industries, and professions. Utilizing social and organizational issues, students use problem-solving tools to arrive at innovative solutions. This course includes a mix of theory and practice of design thinking so students walk away with a thorough understanding of the field and its application.

OTHER COURSES

PRO399 Career Development

This course prepares students for the transition from student to professional in the design industry. Students will enhance their skills to identify, compete, and secure professional career opportunities effectively. Students will learn how to integrate knowledge into occupational and life decisions, set goals, and devise strategies to attain these goals.

The curriculum is subject to change.

Design Program

DISCOVER THE ART OF DESIGNING GRAPHICS AND VISUAL EXPERIENCES

Students in the Design Program develop a comprehensive foundation in visual communication and design principles. They also gain problem-solving and conceptual thinking skills through the design process.

The program emphasizes branding, identity design, digital imaging, print production, and digital design.

PROGRAM UPDATE

In January 2025, The Modern started a teach-out of the Design Program. New students interested in pursuing a career in graphic design are encouraged to explore the Graphic Design AAB program.

OBJECTIVE

The Design Program objective is to graduate highly skilled and creative designers to be employed by agencies, design firms, corporations, small businesses, technology companies, and nonprofit organizations.

DEGREE PATHWAYS

Students chose one of the following degree pathways:

- Earn an Associate Degree of Applied Business (AAB) in Design after

completing the 60 semester credit hour program.

- After earning an Associate Degree of Applied Business in Design, student can earn a Bachelor's Degree in Design Leadership.

LEARNING STYLES AND PROGRAM LENGTHS

Students chose one of the following learning styles and program lengths.

- **Residential:** 22 or 40 months
The Modern offers all courses at the Kettering campus.
- **Online:** 21 or 40 months
The Modern offers all courses online.

GRADUATE OUTCOMES

Graduates of the Design Program work at design firms, advertising agencies,

and large and small businesses in entry-level roles. They work in office and from home. Some work as freelancers or start their own businesses.

Common titles include:

- Graphic Designer
- Visual Designer
- Production Artist
- Marketing Specialist
- Art Director or Creative Director after gaining needed experience

DEMAND FOR DESIGNERS

The U.S. Bureau of Labor Statistics expects demand for Designers to increase through 2032.

Learn More (<https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>)

DESIGN PROGRAM GRADUATION AND EMPLOYMENT RATES

PROGRAM TYPE	START DATES	PROGRAM LENGTH	ENROLLED STUDENTS	GRADUATED STUDENTS	GRADUATION RATE	ELIGIBLE GRADUATES	EMPLOYED GRADUATES	EMPLOYMENT RATE
Residential	08/2019	22 Months	97	65	67%	47	41	87%
Residential	10/2019	24 Months	2	1	50%	1	1	100%
Residential	06/2020	19 Months	6	6	100%	5	5	100%
Online	08/2020	21 Months	4	3	75%	2	1	50%
Residential	08/2020	22 Months	46	25	54%	17	14	82%
Residential	06/2021	18 Months	3	3	100%	3	2	67%
Residential	01/2021	24 Months	1	1	100%	1	1	100%
Residential and Online	2019-2021	18-24 Months	159	104	65%	76	65	86%

The graduation rate is the percentage of students who complete the program within 150% of the published normal completion rate, expressed in credit hours. The employment rate is the percentage of graduates eligible for career services that gain employment in the design field within 150% of the published normal completion rate, expressed in credit hours plus three months.

Design Courses

COURSE SEQUENCE

The following course sequence is an example of a full-time, residential student's schedule. Course sequences vary based on the learning style and program length.

First Semester: 15 credits

APP101 Introduction to Applications, or APP102 Advanced Applications, 2 credits

PRO101 Modern 101, 1 credit

GRD101 Design Basics, 3 credits

PHT101 Photography Fundamentals, 3 credits

WEB101 Web Design I, 3 credits

ENG101 English Composition, 3 credits

Second Semester: 15 credits

GRD102 Graphic Design I, 3 credits

ELT200 Design Elective, 3 credits

ENG102 Creative Writing, 3 credit

COM101 Introduction to Communications, 3 credits

HUM101 Art Essentials, 3 credits

Third Semester: 15 credits

BUS201 Business and Ethics of Design, 3 credits

ELT200 Design Elective, 3 credits

MKT201 Marketing I, 3 credits

PSY101 Introduction to Psychology, 3 credits

GRD201 Portfolio Professional Development, 3 credits

Fourth Semester and Spring Term: 15 credits

GRD206 Portfolio Personal Branding, 3 credits

GRD200 Portfolio Elective, 3 credits

GRD200 Portfolio Elective, 3 credits

COM102 Advanced Communications or MAT101 Quantitative Reasoning, 3 credits.

PRO299 Externship, 3 credits

COURSES

APP101 Apps Exploration or APP102 Apps Expansion

APP101: Students learn the basics of Adobe Creative Suite (InDesign, Illustrator, and Photoshop). Students work on fundamental tutorials and learn the program tools and other basic aspects of design. APP102: Students will learn intermediate to advanced techniques in Adobe Creative Suite (Photoshop, Illustrator, and InDesign) as well as tips and tricks in using your computer and Apple iPad as designers. Students will work on a series of exercises as well as creative assignments in each application to learn methods, tools, and key features.

GRD101 Design Basics

Students learn the basics of design, terminology, typography, and the grid. Other basic principles, including hierarchy, shape, pattern, and texture, are covered.

WEB101 Web Design I

Students learn the fundamentals of web and user interface design, including how the web works, navigation, the importance of usability, user experience strategy, and website structure.

PHT101 Photography Fundamentals

Students gain a fundamental understanding of photographic elements. This course focuses on the technical aspects of using a digital SLR camera in manual mode to shoot still photography. Studio lighting and tabletop photography are covered.

GRD102 Graphic Design I

Prerequisites: APP101 and GRD101

Students design assignments for various clients to develop an understanding of the design process.

MKT201 Marketing

Prerequisite: GRD102

Students learn the fundamental theory and concepts of marketing, planning, and the competencies required of a marketing team.

BUS201 Business and Ethics of Design

Students work to understand business and ethical concepts such as intellectual property, trademark, copyright, fair use laws and policies, plagiarism, stock image use, Internet source use, and "truth in advertising." Students learn to read and create contracts for employment, proposals, and time sheets; learn how to document work for tax reporting and how to locate insurance as a freelance designer; learn how to balance full-time employment with freelancing; understand online project management systems, and overall how an agency operates.

GRD206 Personal Branding

Students will create personal branding for print, social media, and web usage. Upon graduating, students will use these components to obtain entry-level employment in the design industry.

PRO299 Externship

This course allows students to apply the skills they have acquired through their education in a professional design environment over a four- (residential) or eight-week (online) period. Based on the student's career path, they work with Career Services to find agencies, design firms, and in-house corporate design departments that enable them to utilize the professional and technical skills learned as a student.

Students choose two of the following design electives:

ELT201 Video/Motion

This course is a project-based introduction to video and motion areas. Students will be introduced to selected fundamental concepts and tools used in video and motion design while exploring the possibilities of visual storytelling. Software includes Photoshop, After Effects, Premiere, Media Encoder, and Audition.

Design Courses

ELT202 Web II

Prerequisite: WEB101

This course helps students focus on the fundamentals of web design, including how the web works, navigation, and the importance of usability, user experience, and interactivity on the web.

ELT210 Digital Illustration

Students focus on the fundamentals of illustration by exploring different types of drawing and painting tools as well as digital illustration methods. Through lectures and hands-on experience, students will work towards developing their own personal style and methods.

ELT211 Advanced Photography

Prerequisite: PHT101

This course focuses on practicing creativity in photography. Students explore a wide range of subject matters and explore inspirational imagery through the use of composition, lighting, and color to capture the viewer's interest. Students work with different subject matters such as professional models, food, lighting, still life/product, and more.

ELT212 Branding

Students work on a series of assignments, developing print, digital, and packaging. Students will attain a solid understanding of the importance of conceptual thinking, sound design, and copywriting and the importance of explaining their design decisions through rationale statements.

ELT213 UI/UX

Prerequisites: WEB101, ELT202

Students are introduced to Sketch and how UX designers utilize this software within the industry. They will focus on user-focused research and thinking through the entire design process and how to run a user test. Students will translate their thinking and research into various digitally-focused projects such as marketing campaigns, establishing a design system, and solving business problems through software and/or websites.

ELT214 Web III

Prerequisites: WEB101, ELT202

Students will advance their knowledge of all aspects of creating content for the web. At the conclusion of this course, students will be able to create a website on multiple devices, establish a project's user and how it improves their quality of life, and complete research audits, compile recommendations, and develop design edits accordingly.

ELT215 Video

Prerequisite: ELT201

This course is designed to give graphic designers a basic understanding of video production. It prepares students for being tasked with creating video content for social media and other web-based platforms. It also gives students an understanding of the process for cases in which they may art direct a video, or give direction to other video professionals. Topics cover core skills and projects that reflect types of content they may be tasked with on the job.

ELT216 Motion

Prerequisite: ELT201

This class is an introduction to motion design. Students will learn basic principles of animation and how they apply to motion graphics, steps for developing a motion design project, and how to use After Effects as a tool for time-based visual communication.

ELT217 Interactive Web and Advanced Coding

Prerequisites: WEB101, ELT202

This course helps students expand their knowledge of HTML, CSS and dive into responsive front-end development and strategy. Students will be introduced to media queries for responsive layouts, HTML5 structure, and CSS3 attributes.

ELT218 Social Media

In this class, students will explore the fundamentals of social media platforms, tools, values, and benefits. They will gain confidence in designing content for

multiple platforms and target audiences. Students will review current social media elements and identify the importance of trends. The entire social media process will be examined, including strategy, writing content, content delivery, moderating, designing, and reviewing analytics.

Students choose two of the following portfolio electives:

GRD202 Portfolio Branding

Students create final portfolio work using the branding skills they have acquired during the program. The students work to refine branding projects and prepare themselves for entry-level employment in the design industry.

GRD203 Portfolio Web Design

Prerequisites: WEB101, ELT202

Students create final portfolio work using the web design skills they have acquired during the program. The students work to refine web projects and prepare themselves for entry-level employment in the design industry.

GRD204 Portfolio Video

Prerequisites: ELT201, ELT215

Students create final portfolio work using the video skills they have acquired during the program. The students work to refine video projects and prepare themselves for entry-level employment in the design industry.

GRD205 Portfolio Motion Design

Prerequisites: ELT201, ELT216

Students create final portfolio work using the motion design skills they have acquired during the program. The students work to refine motion projects and prepare themselves for entry-level employment in the design industry.

Design Courses

GENERAL EDUCATION COURSES

COM101 Introduction to Communications

Students analyze and practice methods of nonverbal, visual, and written communication. Subjects include the use of communication to promote organizational culture and personal identity, as well as conflict resolution across a variety of contexts, with a focus on media literacy and critical thinking.

COM102 Advanced Communications

Prerequisite: COM101

This course introduces students to the realities that external influences have on communication practices and heightens their awareness of how interpersonal, cultural, and geographic influences can impact the quality and success or failure of communication. Students also develop and refine self-promotional materials such as resumes, networking tools, and other materials necessary for a successful employment search.

ENG101 English Composition

This course addresses the mechanics of clear, compelling writing and composition for both professional and academic settings and academic research methods. Students master the use of MLA formatting and reference style, review various genres and topics, and produce several essays and a research paper.

ENG102 Creative Writing

This course explores various genres of fiction and poetry to inspire creativity and help students perfect their ability to make appropriate and effective word choices. Students write several poems and short stories throughout the semester.

HUM101 Art Essentials

This course is designed to improve visual understanding and expand critical awareness through a variety of hands-on studio projects. The student will be introduced to the methods, materials, vocabulary, and techniques of making art in the context of historical art practices.

MAT101 Quantitative Reasoning

Students completing this course will explore various applications of mathematics in the social, finance, health, and environmental disciplines. The course emphasizes the development of informational, technological, and visual reasoning skills. Topics covered include numeracy, probability, statistics, finance, and mathematical modeling with linear, statistical, exponential functions, and other areas of mathematics. This course is required for completion of the Design Leadership Program.

PSY101 Intro to Psychology

Students learn a foundational understanding of human psychology. Topics include psychological development, identity, self, creativity, sensory and perception, states of consciousness, learning, memory, cognition, motivation and emotion, stress and health psychology, and brain health.

OTHER COURSES

PRO101 Modern 101

Modern 101 is a course designed to assist first-year students in making the transition to The Modern College of Design, providing them a framework for their success as students. Through a small, interactive classroom environment intended to engage students in learning, the course focuses on providing resources, fostering important relationships, and helping students understand their responsibilities and privileges within The Modern's community.

PRD201 Professional Development

Prerequisite: BUS201

Students will learn the professional skills needed to seek and obtain employment in the design industry through portfolio reviews and interaction with industry professionals. Topics covered in this class include professional communication, presentation skills, resume development, researching potential job opportunities, and other soft skills.

The curriculum is subject to change.

Admissions

ADMISSIONS REQUIREMENTS AND PROCEDURES

Students wishing to apply for admission to one of The Modern's programs follow these steps.

Attend Campus or Virtual Tour:

Schedule an appointment to meet with an Admissions Representative for a campus or virtual tour. During the tour, the Admissions Representative shares information about The Modern and evaluates the prospective student's communication skills.

Submit Application: After the tour, the prospective student is invited to submit a FREE application for admissions through The Modern website (themodern.edu). The application will collect information about prospective students' technical skills, leadership experience, and academic achievement.

Submit Samples of Artwork:

Once the prospective student submits an application, they submit eight samples of their artwork. Examples of artwork might include photography, graphic design, paintings, sketches, drawings, web design, video, animation, short writing samples, etc. The Artwork Evaluation Committee will assess prospective students' artistic and design abilities based on the submission.

Those who do not possess samples of artwork can submit a two-page essay describing why they are passionate about pursuing a career in the design industry.

Meet Additional Requirements for

Online and Hybrid Programs: Students applying for the online or hybrid programs must take The Modern Online Assessment and score a 60% or higher to gain acceptance. This self-assessment evaluates whether the student has the necessary skills, competencies, and access to technology to succeed in online or hybrid programs.

Applicants for online or hybrid programs must have access to a reliable high-speed Internet connection and a computer

capable of running multimedia applications and navigating media-rich websites.

Submit Transcripts: Submit a valid high school transcript or dated GED score report.

Students applying for the Design Leadership Program must also submit an official college transcript that reflects at least one year of full-time study of art or design in an Associate or Bachelor's Degree Program.

If the transcript reflects a grade point average below a 2.0 cumulative grade point, the student must complete the following steps:

- a) Submit a 1–2 page essay describing how the student plans to achieve satisfactory progress at The Modern.
- b) Submit two letters of recommendation. These letters should be written by academic educators or work supervisors who are familiar with the student's work ethic and potential for success at The Modern.

Students submitting transcripts awarded by online or correspondence high schools must provide proof that the awarding school or organization meets the requirements of their state to offer online or correspondence high school diplomas.

The Modern will have transcripts awarded by foreign high schools or colleges translated into English and obtain an official evaluation report showing that the foreign credentials are equivalent to a U.S. high school diploma or U.S. postsecondary education course from an accredited evaluation company.

If students participate in nontraditional education, students must submit a dated GED score report in place of a transcript

Gain Acceptance: The Modern considers applicants for conditional acceptance based on a five-tier rubric. Applicants are scored up to 10 points each for artistic/design ability, communication skills, and academic achievement. Applicants are scored up to five points for technical skills,

and up to three points for leadership experience. Applicants must meet a minimum of 20 points to be conditionally accepted. Acceptance is conditional until transcripts are approved and program-specific admissions requirements are met.

The admissions team notifies applicants by phone, email and mail as to the status of their acceptance. The Modern will honor acceptance for one year from the day that the student was scheduled to start class.

Enroll: After an applicant has gained conditional acceptance, they will be invited to complete an electronic Enrollment Agreement and pay the enrollment fee. The enrollment fee is \$125 and must be paid by the applicant to be officially placed on the roster.

Before signing the Enrollment Agreement, students are reminded to read the current Catalog and Student Handbook.

Conditional enrollment status is granted upon The Modern receiving the Enrollment Agreement and the enrollment fee. Enrollment is complete only after the student completes the following steps:

- a) Achieves final acceptance.
- b) Submits proof of graduation (official final transcript, diploma, or GED report). Design Leadership Program students must submit proof of graduation with an Associate Degree. If transcript reflects two years of study in progress of earning a Bachelor's Degree, exceptions for acceptance may be made at the discretion of the Director of Admissions.
- c) Complete the Ohio State Board of Career Colleges and Schools' Student Consumer Information online course.

Students cannot begin classes until enrollment is complete. If a student chooses not to attend The Modern after enrollment is complete, the Enrollment Agreement will be canceled. Students must complete a new enrollment agreement if they choose to join

Admissions

The Modern at a future date. The student is not required to pay another enrollment fee if the student starts a program within one year.

Complete Financial Aid Process:

Attend a virtual or in-person session with a financial aid specialist and complete the financial aid process.

ENROLLMENT FEE WAIVER

The enrollment fee is waived for Modern graduates entering the Bachelor's Degree Completion Program.

The enrollment fee is waived for active-duty, veterans and their identifiable immediate dependents.

Military Eligibility Policy

- a) Active Duty service members of any military branch, including the Reserves; must show valid Leave and Earning Statement (LES) or Joint Service Transcripts.
- b) Veteran or Retired service member of any military branch, including the Reserves; must show valid DD214, Joint Service Transcripts, or Letter of Eligibility.
- c) Identifiable Dependent; the spouse, child or registered domestic partner of an Active Duty, Veteran, or Retiree service member of any military branch, including the Reserves.

Identifiable Dependent is defined as having legal proof of relations to an Active Duty, Veteran, or Retiree service member of any military branch, including the Reserves. This requires the service member's DD214, LES, Joint Service Transcripts, or Letter of Eligibility and one of the following acceptable forms of legal proof of relations:

- Marriage certificate
- Birth certificate
- Registered domestic partnership certificate

Prospective students who meet the above eligibility must notify their admissions specialist prior to submission of the enrollment agreement.

TRANSFERRING CREDITS TO THE MODERN

The Modern may accept transfer credits from a variety of credit-granting institutions.

Students wishing to transfer credits to The Modern first adhere to the regular admissions process. After gaining acceptance to The Modern, the college will evaluate students' postsecondary schooling, including college courses, Advanced Placement (AP) Exams, and courses taken through the College Credit Plus (CCP) program, and may grant appropriate credit.

Twenty-five percent of the credits required for a program must be earned from The Modern, except for an approved teach-out plan or agreement.

To apply for transfer credit, submit an official college transcript, as well as a syllabus or detailed course description to the Admissions Department for review. To have AP Exam scores considered, visit [apscore.org](https://apcentral.collegeboard.org/apcourse/apcentral/apcentral) to send your scores to The Modern. In some instances, The Modern might request a review of student work as a part of the review process.

Courses with a grade of "B" or higher are eligible for transfer consideration. AP exam scores of 4 and 5 are also eligible for consideration of credit. The Modern may combine courses as transfer credit in certain instances.

The Admissions Department will notify applicants of transfer of credit decisions.

TRANSFERRING CREDITS FROM THE MODERN

There is no guarantee that other colleges will accept credit or credit hours for coursework completed at The Modern. Transcripts can be sent by the Registrar at the request of the student.

TRANSCRIPT REQUESTS

Student transcripts may be requested by completing the request form on The Modern's website.

Only students may request a copy of their transcript as these records are protected by the FERPA privacy act.

READMISSION

Former students wishing to reapply for admission must submit a new application.

The Director of Admissions will consult with the Registrar and Chief Academic Officer to review previous academic performance and conduct, along with the Director of Financial Aid, to ensure payment of all past fees. The Director of Admissions will then approve or deny the request to proceed with the readmission process.

If approved, students must complete the admissions process. If students meet the admissions criteria, the Director of Admissions will grant the student readmission.

The Modern may require students granted readmission to take additional courses that were added or modified since the student was enrolled. When a student repeats a course, the new grade replaces the previous grade.

Readmission for Dismissed Students

Dismissed students who wish to return to The Modern must gain approval through the grievance process. They are not required to complete the readmission process.

Financial Aid

APPLYING FOR FINANCIAL AID

To begin the financial aid process, schedule an appointment to meet with the financial aid staff to discuss your options. At your virtual or on campus appointment, a financial aid representative will guide you through the financial aid application process.

If you are under the age of 24, and do not meet the criteria listed at, <https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency>, we strongly recommend bringing a parent or guardian to your financial aid appointment. Generally, anyone under the age of 24, who does not meet the Department of Education's definition of an independent student, is required to provide parent/guardian information, even if the parent/guardian is no longer providing financial support to the student. There are other extenuating circumstances that might exist in which a student would not have to provide parent/guardian information. This can be discussed at your financial aid appointment. For students who are age 24 or older, you may still need the assistance of a parent/guardian or other credit worthy cosigner.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

Students and parents/guardians should complete the FAFSA or Free Application for Federal Student Aid before the financial aid appointment. The student and the parent/guardian who supplies most of the support for the student will also create an FSA ID before completing the FAFSA.

A student's eligibility for Federal Financial Aid is determined by the SAI (Student Aid Index), which is a result of the FAFSA. This, as well as the COA (Cost of Attendance) and the student's Estimated Financial Need, all contribute to determining students' eligibility for federal awards.

FINANCIAL AID CHECKLIST

Important items that students (and parents/guardians, if applicable) should be prepared to bring to their financial aid appointment include:

- Social Security Numbers
- Drivers License Number
- Alien Registration Number (for eligible non-citizens)
- Records of untaxed income (such as child support received, child support paid, interest income, and veterans non-education benefits).
- Information on cash, savings, and checking account balances; investments, including stocks and bonds and real estate (but not including the home in which you live); and business and farm asset values (net worth).

After you (and your parent(s)/guardians(s) if applicable) have completed the FAFSA, and all necessary financial aid paperwork, a financial aid estimate will be given showing both charges and estimated federal student aid and institutional grants and scholarships.

FUNDING OPTIONS

There are many ways in which you can fund your education at The Modern. The following sections outline various grants, loans, and institutional grants and scholarships. Additional sources of funding may be discussed in your financial aid appointment.

FEDERAL AND STATE AID PROGRAMS

Federal Aid is distributed for each semester for which a student is enrolled and is based on each student's SAI, enrollment status, and financial need.

Pell Grant

This is a grant that is awarded based on financial need as determined by the FAFSA.

Ohio College Opportunity Grant

This grant is awarded based on financial need to students who have been Ohio residents for at least 12 months, have an SAI of 3750 or less, and have a total household income of \$96,000 or less per the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is available to students who demonstrate exceptional financial need. Priority is given to Federal Pell Grant recipients, and the grant does not need to be repaid. The offer amount is \$100 – \$4,000 per year. Limited funding is available.

Federal Direct Loan Programs

Direct Loans are low-interest loans for students and parents/guardians to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. These loans will be discussed in the financial aid appointment. To learn more visit <https://studentaid.gov/understand-aid/types/loans>.

Federal Direct Subsidized Loan

This is a need-based student loan, and it must be repaid. The federal government pays the interest on this loan while you are attending college at a half-time level (6 credit hours) or higher per term. The maximum amount a Year One student (an AAB Program student with 0-23 credit hours earned with a start date prior to 8/26/2024 and 0-29 credit hours earned for an AAB Program student with a start date of 8/26/2024 or later) can borrow is \$3,500. A Year Two student (an AAB Program student with 24+ credit hours earned with a start date prior to 8/26/2024 and 30+ credit hours earned for an AAB Program student with a start date of 8/26/2024 or later) can borrow a maximum of \$4,500. For Year Three and beyond (a Design Leadership Program student), the

Financial Aid

undergraduate annual subsidized loan limit is \$5,500. Your first payment on this loan will not be due until six months after your last date of attendance.

Federal Direct Unsubsidized Loan

This is a student loan, and it must be repaid. There is no requirement to demonstrate financial need and the college determines the amount you can borrow based on your cost of attendance and other financial aid you receive.

Federal Direct PLUS Loan

The Federal Direct Parent Loan for Undergraduate Students (PLUS) is a credit-based loan that must be repaid and allows parents to borrow funds for any costs not already covered by the student's financial aid package, up to the full cost of attendance. Direct PLUS loans are the parents' financial responsibility, not the students. PLUS loan payments are deferrable for six months after the student's last date of attendance. There is no annual or aggregate limit on Direct PLUS Loans for students starting programs before 7/1/2026. For students beginning programs after 7/1/2026, there will be an annual Direct PLUS Loan limit of \$20,000 and an aggregate limit of \$65,000 for all parents per dependent student.

PROFESSIONAL JUDGMENT

If students feel they have grounds for a Special Circumstance Appeal or an Unusual Circumstance Appeal, they should contact the Financial Aid Office. Students can complete an appeal for Special Circumstances and Unusual Circumstances using the same appeal process.

- Special Circumstances refer to the financial situations (loss of a job, etc.) that justify a financial aid administrator adjusting data elements in the Cost of Attendance (COA) or the Student Aid Index (SAI) calculation.
- Unusual Circumstances refer to the conditions that justify a financial aid administrator adjusting a student's

dependency status based on a unique situation (e.g., human trafficking, refugee or asylee status, parental abandonment, incarceration), more commonly referred to as a dependency override.

The financial aid administrator will then have the student complete a Professional Judgment Form and provide supporting documentation. The process officially begins once the financial aid administrator receives the Professional Judgment Form and supporting documentation. The process can start at any time for Special Circumstances but must begin no later than 60 days after enrollment for Unusual Circumstances.

After submitting all documentation, please allow ten business days for a final decision. During this period, the financial aid administrator will contact the student if further documentation is needed to reach a final decision. Once a final decision has been made, the student will be informed via their school email if their appeal has been approved or denied. This notification will also outline any adjustments to the student's financial aid awards because of an approval. The financial aid administrator will then complete the adjustments.

PAYMENT POLICIES

The Modern accepts credit cards, debit cards, cash, checks, money orders, or cashier's checks. It will accept cash if submitted in person. The Modern is not responsible for late or lost payments. It will add a 2.99% convenience fee for all credit card payments over \$200. The Modern will not accept payments until students are accepted and enrolled.

Payment Plans

Payment plans are available to students who explored and were denied all other funding options. The student and The Modern agree upon payment plan terms in writing. Invoices are mailed and emailed to students monthly. The Modern reserves the right to cancel payment plans for nonpayment at any time.

Late Payments and Outstanding Balances

The Modern may terminate a student's enrollment for nonpayment of tuition and fees. If students do not pay their balance in full by the end of their current term or they are not current on their monthly payment plan, The Modern can dismiss them.

VBTA Policy

The Modern College of Design in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

OPT OUT POLICY

Students can purchase required equipment and supplies at a discounted rate from The Modern. If you already own the required items or if you would like to purchase the items yourself, you have the option of opting out of The Modern's fees per the Opt Out Policy.

You will receive an Opt Out form with available options listed. The Financial Aid team will discuss these options during your Financial Aid appointment.

Option 1: Purchase the items from The Modern at a discounted rate.

Option 2: Opt out of The Modern's fee(s) and purchase the item(s) on your own.

Option 3: Opt out of The Modern's fee(s) and use Title IV, HEA Program funds (Direct Loans, Direct Plus Loans, Pell Grants, etc.) to purchase the items on your own, if eligible. You will receive a stipend 10 days before the term begins.

Financial Aid

NET PRICE CALCULATOR

Find additional Financial Aid information and a Net Price Calculator at: themodern.edu.

INSTITUTIONAL SCHOLARSHIPS AND GRANTS

The Modern awards institutional scholarships and grants to first-time students. These institutional grants and scholarships are funded by The Modern and can be credited to tuition. Awards are evenly distributed over the length of the AAB and Design Leadership Programs except for the Need-Based Award which is awarded on an as needed basis after all other federal aid has been applied for a semester.

No more than half of any award can be applied to one program, and awards are not refundable.

The Modern uses unweighted cumulative GPAs published on high school transcripts to determine students' eligibility for institutional scholarships and grants. The Modern will update institutional scholarships and grants if final high school transcripts reflect a GPA increase.

GRANTS

Grants are awarded to eligible enrolled students.

Daniel E. Johnson Merit Awards: Enrolled students may be eligible for a Daniel E. Johnson Merit Award valued up to \$20,000 and are notified when accepted.

Students who earn a GPA of 3.8–4.0 in high school or college may be eligible for a \$5,000 renewable Merit Award valued up to \$20,000.

Students who earn a GPA of 3.5–3.79 may be eligible for a \$2,500 renewable Merit Award valued up to \$10,000.

Need-Based Awards: Enrolled students may be eligible for a \$5,000 renewable Need-Based Award valued up to \$20,000 and are notified after completing the financial aid process.

To qualify, the student must have a FAFSA Student Aid Index (SAI) between 0–2,200 that results in Pell Grant eligibility, and the parent(s) must have received a denial on a PLUS loan credit check (for dependent students).

The student would first need to borrow all the Federal Direct Loan money for which the student is eligible and receive all the grants for which the student qualifies.

Career Center Graduate Awards:

Enrolled students may be eligible for a \$2,500 renewable Career Center Graduate Award valued at up to \$10,000 and are notified when accepted.

To qualify, the student must graduate from a career center or have earned credits in a design-related lab or class from a career center and have earned a GPA of 3.0.

Out-of-State Awards: Enrolled students may be eligible for a \$2,500 renewable Out-of-State Award valued at up to \$10,000 and are notified when accepted.

To qualify, the student must live outside the state of Ohio and have earned a GPA of 3.0.

Workshop Awards: Enrolled students may be eligible for a Workshop Award valued at up to \$100.

To qualify, the student must successfully complete a Modern workshop.

SCHOLARSHIPS

Scholarships are awarded on a first-come, first-served basis. Eligible students should notify the Director of Admissions.

Congressional Art Scholarship: Each year, one accepted student who won first place in their home district's Congressional Art Competition will receive a \$1,250 renewable Congressional Art Scholarship valued at up to \$5,000. Visit house.gov for information about this competition.

Ohio Governor's Youth Art Exhibition Scholarships: Each year, up to two accepted students whose artwork is selected for display in the Ohio Governor's Youth Art Exhibition Top 300 will receive

a \$2,500 renewable Ohio Governor's Youth Art Exhibition Scholarship valued at up to \$10,000. Visit govart.org for more information.

SkillsUSA Scholarships: Each year, accepted students awarded first place at a regional, state, or national design-related SkillsUSA contest will receive a \$1,250 renewable SkillsUSA Scholarship valued at up to \$5,000. Visit skillsusa.org for information about this competition.

Business Professionals of America Scholarships: Each year, one accepted student who was awarded first place at a State Business Professionals of America (BPA) Contest will receive a \$1,250 renewable Business Professionals of America Scholarship valued at up to \$5,000. Visit bpa.org for information about this competition.

Tuition, Supplies, and Fees

GRAPHIC DESIGN AAB PROGRAM | FULL-TIME, RESIDENTIAL PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Graphics Design AAB	SEMESTER 1	15	280	15 weeks	\$15,564.00	\$5,343.84	\$500.00	\$21,407.84
	SEMESTER 2	15	270	15 weeks	\$15,564.00		\$500.00	\$16,064.00
	SEMESTER 3	15	270	15 weeks	\$15,564.00		\$500.00	\$16,064.00
	SEMESTER 4	15	435	19 weeks	\$15,564.00	\$515.00	\$500.00	\$16,579.00
PROGRAM TOTALS		60	1,255	64 WEEKS OF CLASSES OVER 21 MONTHS	\$62,256.00	\$5,858.84	\$2,000.00	\$70,114.84

GRAPHIC DESIGN AAB PROGRAM | FULL-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Graphics Design AAB	SEMESTER 1	12	235	15 weeks	\$12,451.20	\$5,343.84	\$500.00	\$18,295.04
	SEMESTER 2	12	225	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 3	12	225	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 4	12	250	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 5	12	320	15 weeks	\$12,451.20	\$515.00	\$500.00	\$13,466.20
PROGRAM TOTALS		60	1,255	75 WEEKS OF CLASSES OVER 20 MONTHS	\$62,256.00	\$5,858.84	\$2,500.00	\$70,614.84

GRAPHIC DESIGN AAB PROGRAM | PART-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Graphics Design AAB	SEMESTER 1	6	130	15 weeks	\$6,225.60	\$5,343.84	\$500.00	\$12,069.44
	SEMESTER 2	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 3	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 4	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 5	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 6	6	120	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 7	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 8	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 9	6	160	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 10	6	215	15 weeks	\$6,225.60	\$515.00	\$500.00	\$7,240.60
PROGRAM TOTALS		60	1,255	151 WEEKS OF CLASSES OVER 40 MONTHS	\$62,256.00	\$5,858.84	\$5,000.00	\$73,114.84

Tuition, Supplies, and Fees

MOTION GRAPHICS AND VIDEO DESIGN AAB PROGRAM | FULL-TIME, RESIDENTIAL PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Motion Graphics and Video Design AAB	SEMESTER 1	15	280	15 weeks	\$15,564.00	\$5,718.67	\$500.00	\$21,782.67
	SEMESTER 2	15	270	15 weeks	\$15,564.00	\$0.00	\$500.00	\$16,064.00
	SEMESTER 3	15	270	15 weeks	\$15,564.00	\$0.00	\$500.00	\$16,064.00
	SEMESTER 4	15	435	19 weeks	\$15,564.00	\$515.00	\$500.00	\$16,579.00
PROGRAM TOTALS		60	1,255	64 WEEKS OF CLASSES OVER 21 MONTHS	\$62,256.00	\$6,233.67	\$2,000.00	\$70,489.67

MOTION GRAPHICS AND VIDEO DESIGN AAB PROGRAM | FULL-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Motion Graphics and Video Design AAB	SEMESTER 1	12	235	15 weeks	\$12,451.20	\$5,718.67	\$500.00	\$18,669.87
	SEMESTER 2	12	225	15 weeks	\$12,451.20	\$0.00	\$500.00	\$12,951.20
	SEMESTER 3	12	225	15 weeks	\$12,451.20	\$0.00	\$500.00	\$12,951.20
	SEMESTER 4	12	250	15 weeks	\$12,451.20	\$0.00	\$500.00	\$12,951.20
	SEMESTER 5	12	320	15 weeks	\$12,451.20	\$515.00	\$500.00	\$13,466.20
PROGRAM TOTALS		60	1,255	75 WEEKS OF CLASSES OVER 20 MONTHS	\$62,256.00	\$6,233.67	\$2,500.00	\$70,989.67

MOTION GRAPHICS AND VIDEO DESIGN AAB PROGRAM | PART-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Motion Graphics and Video Design AAB	SEMESTER 1	6	130	15 weeks	\$6,225.60	\$5,718.67	\$500.00	\$12,444.27
	SEMESTER 2	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 3	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 4	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 5	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 6	6	120	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 7	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 8	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 9	6	160	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 10	6	215	15 weeks	\$6,225.60	\$515.00	\$500.00	\$7,240.60
PROGRAM TOTALS		60	1,255	151 WEEKS OF CLASSES OVER 40 MONTHS	\$62,256.00	\$6,233.67	\$5,000.00	\$73,489.67

Tuition, Supplies, and Fees

USER EXPERIENCE DESIGN AAB PROGRAM | FULL-TIME, RESIDENTIAL PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
User Experience Design AAB	SEMESTER 1	15	280	15 weeks	\$15,564.00	\$5,343.84	\$500.00	\$21,407.84
	SEMESTER 2	15	270	15 weeks	\$15,564.00		\$500.00	\$16,064.00
	SEMESTER 3	15	270	15 weeks	\$15,564.00		\$500.00	\$16,064.00
	SEMESTER 4	15	435	19 weeks	\$15,564.00	\$515.00	\$500.00	\$16,579.00
PROGRAM TOTALS		60	1,255	64 WEEKS OF CLASSES OVER 21 MONTHS	\$62,256.00	\$5,858.84	\$2,000.00	\$70,114.84

USER EXPERIENCE DESIGN AAB PROGRAM | FULL-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
User Experience Design AAB	SEMESTER 1	12	235	15 weeks	\$12,451.20	\$5,343.84	\$500.00	\$18,295.04
	SEMESTER 2	12	225	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 3	12	225	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 4	12	250	15 weeks	\$12,451.20		\$500.00	\$12,951.20
	SEMESTER 5	12	320	15 weeks	\$12,451.20	\$515.00	\$500.00	\$13,466.20
PROGRAM TOTALS		60	1,255	75 WEEKS OF CLASSES OVER 20 MONTHS	\$62,256.00	\$5,858.84	\$2,500.00	\$70,614.84

USER EXPERIENCE DESIGN AAB PROGRAM | PART-TIME, ONLINE OR HYBRID PROGRAMS

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
User Experience Design AAB	SEMESTER 1	6	130	15 weeks	\$6,225.60	\$5,343.84	\$500.00	\$12,069.44
	SEMESTER 2	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 3	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 4	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 5	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 6	6	120	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 7	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 8	6	105	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 9	6	160	15 weeks	\$6,225.60	\$0.00	\$500.00	\$6,725.60
	SEMESTER 10	6	215	15 weeks	\$6,225.60	\$515.00	\$500.00	\$7,240.60
PROGRAM TOTALS		60	1,255	151 WEEKS OF CLASSES OVER 40 MONTHS	\$62,256.00	\$5,858.84	\$5,000.00	\$73,114.84

Tuition, Supplies, and Fees

DESIGN LEADERSHIP PROGRAM | FULL-TIME, HYBRID

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design Leadership	SEMESTER 1	15	270	16 weeks	\$14,366.70	\$0.00	\$500.00	\$14,866.70
	SEMESTER 2	15	270	15 weeks	\$14,366.70	\$0.00	\$500.00	\$14,866.70
	SEMESTER 3	18	370	15 weeks	\$17,240.04	\$0.00	\$500.00	\$17,740.04
	SEMESTER 4	12	460	15 weeks	\$6,705.56	\$0.00	\$500.00	\$7,205.56
PROGRAM TOTALS		60	1,370	61 WEEKS OF CLASSES OVER 21 MONTHS	\$52,679.00	\$0.00	\$2,000.00	\$54,679.00

DESIGN LEADERSHIP PROGRAM | FULL-TIME, ONLINE

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design Leadership	SEMESTER 1	15	270	16 weeks	\$14,366.70	\$0.00	\$500.00	\$14,866.70
	SEMESTER 2	15	285	15 weeks	\$14,366.70	\$0.00	\$500.00	\$14,866.70
	SEMESTER 3	18	355	15 weeks	\$17,240.04	\$0.00	\$500.00	\$17,740.04
	SEMESTER 4	12	460	15 weeks	\$6,705.56	\$0.00	\$500.00	\$7,205.56
PROGRAM TOTALS		60	1,370	61 WEEKS OF CLASSES OVER 17 MONTHS	\$52,679.00	\$0.00	\$2,000.00	\$54,679.00

DESIGN LEADERSHIP PROGRAM | PART-TIME, HYBRID OR ONLINE

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design Leadership	SEMESTER 1	6	105	16 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 2	6	105	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 3	6	105	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 4	6	120	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 5	6	105	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 6	6	105	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 7	6	105	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 8	6	160	15 weeks	\$5,746.68	\$0.00	\$500.00	\$6,246.68
	SEMESTER 9	12	460	15 weeks	\$6,705.56	\$0.00	\$500.00	7,205.56
PROGRAM TOTALS		60	1,370	136 WEEKS OF CLASSES OVER 41 MONTHS	\$52,679.00	\$0.00	\$4,500.00	\$57,179.00

Tuition, Supplies, and Fees

DESIGN PROGRAM | FULL-TIME, RESIDENTIAL

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/ MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design	SEMESTER 1	15	315	16 weeks	\$15,258.75	\$5,343.84	\$500.00	\$21,102.59
	SEMESTER 2	15	270	15 weeks	\$15,258.75	\$0.00	\$500.00	\$15,758.75
	SEMESTER 3	15	300	15 weeks	\$15,258.75	\$0.00	\$500.00	\$15,758.75
	SEMESTER 4	15	420	19 weeks	\$15,258.75	\$515.00	\$500.00	\$16,273.75
PROGRAM TOTALS		60	1,305	65 WEEKS OF CLASSES OVER 22 MONTHS	\$61,035.00	\$5,858.84	\$2,000.00	\$68,893.84

DESIGN PROGRAM | FULL-TIME, ONLINE

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/ MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design	SEMESTER 1	12	255	16 weeks	\$12,207.00	\$5,343.84	\$500.00	\$18,050.84
	SEMESTER 2	12	210	15 weeks	\$12,207.00	\$0.00	\$500.00	\$12,707.00
	SEMESTER 3	12	240	15 weeks	\$12,207.00	\$0.00	\$500.00	\$12,707.00
	SEMESTER 4	12	285	15 weeks	\$12,207.00	\$0.00	\$500.00	\$12,707.00
	SEMESTER 5	12	315	15 weeks	\$12,207.00	\$515.00	\$500.00	\$13,222.00
PROGRAM TOTALS		60	1,305	76 WEEKS OF CLASSES OVER 21 MONTHS	\$61,035.00	\$5,858.84	\$2,500.00	\$69,393.84

DESIGN PROGRAM | PART-TIME, RESIDENTIAL OR ONLINE

PROGRAM	TERM	CREDIT HOURS	CLOCK HOURS	WEEKS/ MONTHS	TUITION	EQUIPMENT + SUPPLIES	RESOURCE FEE	TOTAL COST
Design	SEMESTER 1	6	150	16 weeks	\$6,103.50	\$5,343.84	\$500.00	\$11,947.34
	SEMESTER 2	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 3	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 4	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 5	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 6	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 7	6	120	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 8	6	105	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 9	6	225	15 weeks	\$6,103.50	\$0.00	\$500.00	\$6,603.50
	SEMESTER 10	6	180	15 weeks	\$6,103.50	\$515.00	\$500.00	\$7,118.50
PROGRAM TOTALS		60	1,305	151 WEEKS OF CLASSES OVER 41 MONTHS	\$61,035.00	\$5,858.84	\$5,000.00	\$71,893.84

Tuition, Supplies, and Fees

EQUIPMENT, SUPPLIES, AND FEES

Enrollment Fee

An enrollment fee of \$125 must be paid by the applicant to be officially placed on the roster. Only year one students pay this fee. The entire fee will be refunded if the college is notified of withdrawal in writing within five days of signing the enrollment agreement.

Art Supplies

Required art supplies cost \$191.35. The supplies include a variety of art supplies and a flash drive.

Digital Camera

Students are charged \$781.53 for the purchase of a digital camera. The timing of this charge varies based on when the students is enrolled in the Photography Fundamentals course. If students already own a digital camera, the purchase of the camera and the cost might be waived by obtaining the photography instructor's approval.

Students in the Graphic Design and User Experience Design programs are charged \$781.53 for the purchase of a digital camera. Students in the Motion Graphics and Video Design program are charged \$1,156.36 for the purchase of a digital camera. The timing of this charge varies based on when the students is enrolled in the Photography Fundamentals course. If students already own a digital camera, the purchase of the camera and the cost might be waived by obtaining the photography instructor's approval.

Website Hosting

Students are charged a fee of \$15.00 for the purchase of a unique domain name and a one-year hosting plan for the student's personal portfolio website.

New Personal Branding Fee

Students are charged a fee of \$515.00 for the purchase of items to promote their personal brand throughout their initial job search process and careers. Students will receive this stipend and are required to purchase the following items:

- Unique domain name and one-year website hosting plan for the student's personal portfolio website
- Printing of business cards and note cards and the purchase of envelopes

Laptop and iPad

Students are required to bring an Apple MacBook Pro or DELL Windows 10 laptop computer, iPad, and accessories to class each day. For package options, contact the Financial Aid Office; recommended equipment packages may cost \$4,270.95 or more. Students who purchase a laptop package from The Modern must pay an Equipment Deposit Fee of \$200. The Modern will apply the deposit to the equipment package charges.

If a student already owns the required equipment, the purchase of the equipment and the fee might be waived by obtaining approval from the IT staff.

Resource Fee

Students will pay a resource fee of \$500.00 per semester to access to the resources necessary to complete a program. These resources include but are not limited to software, e-textbooks, photography and video equipment, subscriptions, printing and production equipment, campus network, instructional equipment, mental health services, library services, and various student memberships and activities.

Students may opt-out of accessing the e-textbooks through The Modern and will be refunded \$25.00 of the semester resource fee. If a student chooses to acquire textbooks on their own, they must purchase access directly from the publisher so they have access to the electronic materials including tests and quizzes.

Returned Check Fee

There is a \$30.00 charge for returned checks. Payment is required in cash or cashier's check only.

Career Services

CAREER SERVICES

The Modern College of Design provides ongoing employment assistance to graduates. The Modern is committed to upholding high standards of employment assistance and enhancing the employment success The Modern has achieved to date.

EMPLOYMENT ASSISTANCE

Graduates prepare to enter the job market by developing a professional portfolio, resume, LinkedIn profile, and website before graduation. Graduates receive a weekly alumni newsletter that includes current employment leads in the design field, career advice, and alumni updates. The Career Services Director communicates with graduates regularly by providing job leads, introductions to employers, advice, and interview feedback. This communication continues with each interested graduate until they secure employment in the design field. The Modern also offers continuing employment assistance to alums. Graduates may request employment assistance throughout their careers.

The Modern will assist its graduates in choosing where to seek employment depending on the interests and strengths of the individual student. The Modern cannot guarantee employment for any graduate.

The quality of the graduates' professional education and portfolio in accordance with the job-seeking skills they have been taught will qualify them for entry-level positions in agencies, design firms, corporations, small businesses, technology companies, and nonprofit organizations.

PROFESSIONAL DEVELOPMENT

Professional development courses educate students in methods of obtaining employment as designers.

Topics may include: interviewing skills and follow-up strategies; business etiquette and professional networking; professional correspondence including

email, cover letters, and follow-ups; mock interviews and portfolio reviews; professional attire and workplace dress codes; sexual harassment; diversity; ethics; organizational structure and roles; presentation and articulation of design concepts; workplace communication; stress management; and issues surrounding remote work, and freelance opportunities.

Guest lectures and portfolio reviews by design professionals, as well as visits to local agencies and companies may also be offered.

EXTERNSHIPS

Students earning an Associate Degree complete an Externship course and are assigned to an Externship Site. Agencies, design firms, corporations, small businesses, technology companies, and nonprofit organizations serve as Externship Sites. Students experience working in a professional environment where they apply what they have learned.

INTERNSHIPS

The Modern encourages students to pursue internships at agencies, design firms, corporations, small businesses, technology companies, and nonprofit organizations. Career Services notifies students about current internship opportunities, as well as contacts and personal guidance to interested students. No college credit is given and students are not permitted to work during class hours.

CO-OPS

Students earning a Bachelor's Degree complete a Co-Op course. This course is designed to provide students with practical experience while reinforcing the program's goals of providing them with skills in leadership by enhancing their ability to conceptualize, articulate, and direct teams. The Co-op course functions as the culmination of the Design Leadership Program — effectively synthesizing the educational experience into a professional

environment that allows the student to learn about workplace dynamics, effective business practices, and to self-manage and self-identify, including how to enhance personal credibility, resilience, and flexibility.

Students secure a Co-op Site with assistance from the Career Services Director.

EMPLOYER BACKGROUND CHECKS AND DRUG TESTS

Although not required by The Modern, some employers require students or graduates to pass background checks and drug tests (including marijuana) to be considered for externships, co-ops, and employment opportunities.

If a student fails a background check or drug test for an externship or co-op course and rescheduling the course changes the student's expected graduation date, the student will be notified by email of this change.

NETWORKING OPPORTUNITIES

Building a professional network as a student is as important as building a professional portfolio.

The Modern teaches students how to build a network with tools like LinkedIn. The Modern also introduces students to professionals from design firms, agencies, and companies during classroom activities and campus events such as Design Day, PreReveal, and Reveal.

Career Services encourages students to attend networking events outside the school to discover opportunities for themselves and speak with design leaders in other cities. They have attended events with groups like the Columbus Society of Communicating Arts (CSCA), the Cincinnati chapter of the American Institute of Graphic Arts (AIGA), and the Dayton and Cincinnati chapters of the American Advertising Foundation (AAF).

Career Services

REVEAL

Reveal is an annual exhibition of graduates' design work. The Modern hosts the event each year for design professionals and hiring managers, giving them the opportunity to talk to graduates about their work, exchange business cards, and schedule interviews.

Before Reveal, The Modern hosts PreReveal, a dress rehearsal where alumni volunteers attend the exhibition allowing graduates to practice their communication and networking skills and receive feedback from instructors, staff, and alumni.

GRADUATE EMPLOYMENT

In recent years, the following companies have hired Modern graduates.

Apple Inc., ACCO Brands, Barefoot Proximity, Bath & Body Works, Birdsong Creative, Boomcrate Studios, Deloitte Digital, Disney, Duolingo, Fahlgren Mortine, Ghiradelli Chocolate Company, Hewlett-Packard, Honda America, HYVE, IBMiX, Isobar, Ivie & Associates, Journeys, L Brands, Landor, LPK, Lunne Marketing Group, Marathon Oil, Magnetic Mobile, Marxent Labs, Midmark, ModCloth, MRM McCann, Nationwide Insurance, Nike, Nova Creative, The Ohlmann Group, OmniSpear, Oregon Printing Communications, Publicis, Real Art, Riot Games, Reynolds & Reynolds, Rue21, Sparkbox, Stratacache, Upward Brand Interactions, and Vizio.

TYPES OF EMPLOYERS

Specialized Design Firms

Specialized design firms allow graduates to focus on the creative aspects of marketing and allow for specialization in a specific career pathway.

These typically smaller firms often partner with larger advertising agencies to fully deploy their work. Firms like this allow students to deeply explore one or two aspects of design, and truly become an expert in that discipline.

Advertising Agencies

Advertising agencies are multidisciplinary organizations that develop new ideas for companies and execute them through a variety of channels including print, radio, television, and the Internet. Agencies allow graduates to see all parts of the advertising process from concept to execution to implementation.

Graduates will be exposed to the ways that designers interact with other parts of the advertising process in an advertising agency and learn about account and brand management.

These organizations offer graduates a chance to expand their skills, since in many agencies each employee handles multiple aspects of the business.

In-House Design Departments

Many companies often have their own design departments. These departments may do all or some of the work for the company while maintaining the brand's standards. Opportunities at in-house design departments allow graduates to experience working with one brand and the inherent challenges and interests that entails. Working in-house enables graduates to understand not only the design side of the business but also how to balance creative desires with corporate directives and competition for resources.

Nonprofit Organizations

Non-profit organizations, from charities to church groups to foundations, often work for the good of a group of people. Many of these organizations' design departments are small and allow designers to develop full campaigns for internal events or external marketing. Working for a nonprofit gives graduates the chance to make design decisions that impact a community.

ALUMNI SERVICES

In addition to career placement assistance, The Modern provides a variety of ongoing support services for alumni at any stage in their careers. The Modern's experienced administration and faculty are available for professional portfolio reviews and consultations. Alumni may also seek resume reviews and long-range career planning advice.

Student Services

STUDENT HOUSING ASSISTANCE

Many Modern students move to the Kettering area each year. The Modern partners with Collegiate Housing Services to assist students with finding comfortable and safe housing options near campus and roommates.

Visit housingservices.com/the-modern/oh for details and pricing.

Please note that The Modern does not provide or guarantee housing.

TRANSPORTATION

For residential and hybrid students, having your own transportation is recommended but not required. Some apartments are within walking distance of the college. Public transportation is available. Find route and schedule information at iriderta.org.

PART-TIME JOBS

Many Modern students have part-time jobs. The Modern recommends that full-time students limit employment to 15 hours per week in order to have ample time to devote to class assignments. The Modern hosts an annual Job Fair to connect students with local employers but does not provide placement assistance for part-time jobs.

STUDENT AWARDS

Design Awards

The Modern staff selects student work to enter into local, regional, and national design competitions. The Modern pays applicable fees, and students gain valuable recognition in the design industry.

GDUSA Magazine, the American Advertising Federation, the Columbus Society of Communicating Arts, and The Contemporary Dayton have recognized students, alumni, staff, and instructors for their exceptional work.

President's List

The Modern recognizes students for excellent academic achievement following the end of each term. The President's List includes students who earn a semester GPA of 3.75 or higher.

STUDENT EVENTS

Student Services hosts a variety of events to encourage student interaction and engagement. Events are hosted both in-person on The Modern's campus, as well as virtually.

Guest Speakers

The Modern invites designers, photographers, illustrators, animators, art directors, and industry leaders to speak with Modern students. Guest speakers share their thoughts on subjects such as creativity, execution, and time management, along with their own personal experiences in the industry. These events are made available to online students via live streaming, webinar or event recording, when possible.

Orientation

New students attend Orientation before classes begin. The Modern's orientation program is designed to help new students achieve success at The Modern and encourages student interaction with staff, faculty, and classmates. There are opportunities for students to learn more about campus resources, academic expectations, and ways to become involved. Rules and regulations are reviewed, questions are answered, and school spirit is cultivated.

Area Events

Information about local art and entertainment events is posted regularly in The Modern's common areas. Students can enjoy concerts at the Frazee Pavilion, art galleries in downtown Dayton, exhibits at the Dayton Art Institute, and minor league baseball at the Dayton Dragons stadium. Five Rivers Metro Parks offers bike ways, hiking trails, and boating.

Several local festivals are popular, including the annual Greek Festival, the Dayton Art Institute Oktoberfest, and the Italian Fall Festival. Short trips south lead to King's Island, Cincinnati Reds and Bengals games, the Cincinnati Art Museum, and Newport Aquarium.

Reveal

Reveal is an annual exhibition of graduates' design work. The Modern hosts the event each year for design professionals and hiring managers, giving them the opportunity to talk to graduates about their work, exchange business cards, and schedule interviews.

Before Reveal, The Modern hosts PreReveal, a dress rehearsal where alumni volunteers attend the exhibition, allowing graduates to practice their communication and networking skills, and receive feedback from instructors and staff.

Commencement Ceremony

Family, friends, faculty, staff, and students celebrate graduation at a local event venue. Following a video featuring the graduates, the valedictorians reflect on their time at The Modern and share thoughts on the future of graduating classmates. Degrees are awarded to students.

STUDENT CLUBS

The Modern offers a variety of student clubs that create an environment for students to connect in person and virtually, and express their personal interests. All clubs are open to students at no cost. Available clubs might include: photography, art, gaming, health and wellness, allies, fellowship, and more.

STUDENT SENATE

Student Senate provides students with a voice to share ideas for improving their college experience. Senate meets to discuss ideas and concerns, plan events, and implement ways for students to be involved in The Modern and in the community.

Student Services

COMMUNITY OUTREACH

Students can participate in community outreach programs and events. These philanthropic opportunities provide students with the chance to use their creative talents to better our local community. In recent years, these opportunities have included decorating local businesses' windows for the holiday season, painting murals at the local YMCA, assisting at the Dayton Foodbank, and buying gifts for local school children at the holidays. Please see Student Services for a list of upcoming opportunities.

YMCA ACTIVITY PASS

Students receive an Activity Pass to the South Dayton YMCA, just blocks from The Modern. The pass is valid at the South Dayton branch only. Visit ymcaonline.org.

RECREATIONAL AND SPORTS RELATED ACTIVITIES

The Modern provides various recreational and sports equipment for students who choose to participate in recreational activity.

THE MODERN EMAIL ACCOUNTS

Students receive a themodern.edu email account with 30GB of storage. Students are given account login information the first week of class, and are encouraged to check their account regularly.

The account can/will be suspended if The Modern receives complaints of improper conduct or misuse. The account will be deleted if a student withdraws or is dismissed.

IT SUPPORT

The Modern provides assistance with laptops, iPads, software, email, printing and other technical issues. Those in need of IT support can submit a request by emailing support@themodern.edu.

PROVISION OF REASONABLE ACCOMMODATION(S) FOR EDUCATION PROGRAMS, ACTIVITIES, AND OTHER SERVICES

Policy of Nondiscrimination

It is the policy of The Modern College of Design not to discriminate against qualified individuals with disabilities and to provide reasonable accommodation(s), as required by law, to otherwise qualified applicants for admission of students with disabilities in all education programs, activities, services, and practices, including application procedures, admission, student assignments, course assignments, the awarding of degrees, discipline, and dismissal.

Educational opportunities will not be denied to an otherwise qualified applicant or student because of the need to make reasonable accommodation(s) or modification(s) for the physical or mental impairments of any such individual. Although this policy and procedure is largely described in terms of accommodations that may allow an applicant or student with a disability to meet the academic standards requisite to admission or participation in education programs, activities, and services, the policy is also applicable to accommodations involving the application process and to accommodations that would enable an applicant or student with a disability to enjoy equal benefits and privileges of education as are enjoyed by other similarly situated applicants or students without disabilities.

The procedures contained herein are not exclusive of other education-related inquiries that the school, in its discretion, may make as permitted or required by local, state, or federal law and in conformance with the Americans with Disabilities Act of 1990. To receive any special service or accommodation, the student must contact Student Services and complete an application to initiate the process.

SERVICE ANIMALS

Service animals are dogs that are specially trained to help people with disabilities. The Modern follows the rules of the Americans with Disabilities Act (ADA) and the latest advice from the Department of Justice about service animals.

Students must coordinate with Student Services to bring Service Animals or Service Animals in Training to campus by contacting the Student Services Director.

MENTAL HEALTH SERVICES

The Modern is concerned with the whole student, not just the student's artistic and creative abilities. Life issues can impact a student's performance and a student may need assistance with coping skills, relationship issues, or other personal concerns. The Modern offers counseling conducted in-person and virtually by a licensed professional counselor.

Students can schedule a session by contacting the Student Services Director.

STUDENT ADVISING

The Modern College of Design provides academic advising to all students through both individual and small group advising. Advising sessions cover topics such as time management, elective choice offerings, and career pathway selection. Advisors use a proactive approach to student success by reviewing students course grades and attendance often to better ensure success in classes.

TUTORING

The Modern instructors are available for tutoring outside of regular class hours. Students schedule time directly with their instructor; available office hours vary by instructor and are set each term.

Student Safety and Security

The Modern College of Design is committed to providing a safe and comfortable learning environment. The following policies and data illustrate this continual commitment.

CAMPUS ACCESS

Students must use their Modern ID to access the campus and can enter the facility through the main entrance (Door 1) or the south entrance (Door 6).

Visitors use a video intercom system to enter through the main entrance (Door 1). The intercom will notify the front desk and designated employees, who will allow or deny access to visitors.

If a Modern ID is lost, a replacement fee will be charged as follows:

- First ID – Free
- Second ID – \$10.00
- Third and subsequent IDs – \$20.00 each

Student must bring their Modern ID with them each day to ensure smooth access to campus.

STUDENT CONDUCT POLICY

The Modern College of Design may permanently dismiss students who violate The Modern's rules and regulations or whose conduct is detrimental to the learning environment within the classroom, the well-being of fellow students, faculty, and staff, the appearance or structure of the campus, or their progress in learning and ultimate success in design.

Students receive a conduct warning via email upon their first violation. Students receive a conduct probation notice via email upon their second violation and are permanently dismissed upon their third violation. The Modern reserves the right to dismiss students immediately based on the severity of the conduct violation.

TOBACCO-FREE CAMPUS POLICY

The Modern is a tobacco-free campus. Use of tobacco, as defined below,

is prohibited in any building, vehicle, or outdoor area owned, leased, or controlled by The Modern.

1. For the purpose of this policy, tobacco products are defined as including but not limited to cigarettes, cigars, pipes, water pipes (hookahs), bidis, kreteks, smokeless tobacco, chewing tobacco, snus, snuff, electronic cigarettes, vapes and vaporizers, and any non-FDA-approved nicotine delivery device.
2. Use of tobacco products is prohibited in all buildings and vehicles owned or leased by The Modern, regardless of location.
3. Use of tobacco products is also prohibited on all Modern grounds and in any outdoor area controlled by The Modern. This includes all parking lots and parking ramps, patios, and recreational areas. Use of tobacco products is prohibited inside any vehicle located on The Modern grounds, including privately-owned vehicles.
4. When any person enters the grounds of The Modern, tobacco products shall be extinguished and disposed of in an appropriate receptacle at the perimeter of the grounds of campus.
5. Violations of this policy by The Modern students and employees may result in disciplinary action, up to and including dismissal from The Modern. Visitors are expected to comply with the school's tobacco free environment, and those who fail to do so may be trespassed from The Modern property.

DRUG-FREE SCHOOL AND WORKPLACE POLICY

In accordance with the Drug Free Schools and Campuses Regulations, the following information describes legal sanctions, health risks, and available assistance, as well as disciplinary standards of The Modern.

Standards of Conduct

The unlawful possession, use, or distribution of alcohol or illicit drugs on campus, including the parking lots, or in connection with any college activity is strictly prohibited. This prohibition applies to students of The Modern, their guests, and employees.

Legal Sanctions

Persons suspected of violating laws dealing with alcohol or illicit drugs can be charged under local, state, or federal laws. In Kettering, Ohio, charges are usually brought under the laws of the State of Ohio if a person is arrested by the Kettering Police Department.

Examples of State of Ohio Drug and Alcohol Sanctions

Criminal sanctions under Ohio law vary significantly depending upon the controlled substance and the act involved. All specific laws and relevant sections are written in the Ohio Revised Code (ORC). Some examples are below.

1. Possession or consumption of alcohol – First-degree misdemeanor offense; maximum sentence of \$1,000 fine and 6 months in jail. In Ohio, you may be arrested for: drinking, buying, or possessing an alcoholic beverage (even in a closed container) while under 21 years old; selling or providing an alcoholic beverage to someone under 21 years old; and using a fake ID to buy, or otherwise obtain, alcoholic beverages.
2. Operating a vehicle intoxicated – fines ranging up to \$10,000, jail or prison time from 3 days to 1 year, license suspension; high-risk insurance.
3. Trafficking of drugs – Felony charge, mandatory fine of up to \$20,000, 6 months to 10 years imprisonment. If the offense is on the grounds of a school, penalties are more severe.

Student Safety and Security

4. Possession of cocaine – Felony charge, up to 11 years imprisonment and a fine of up to \$20,000.

Examples of Federal Drug and Alcohol Sanctions

The Higher Education Opportunity Act states that, in addition to legal penalties, students convicted of an illicit drug violation can be denied federal financial aid for a specific period.

Sanctions imposed under federal law vary according to the specific controlled substance involved. All federal sentencing requirements are stringent (Title 21 of the U.S. Code, Part D). Examples are below:

1. Controlled Substances: Any person knowingly or intentionally manufacturing, distributing, dispensing, or possessing with an intent to distribute or dispense, a controlled substance is subject to sentencing under federal law to a term of imprisonment of as much as 20 years to life and a fine of 4 million dollars.
2. Alcohol: The illegal manufacture or sale of alcoholic beverages may subject a convicted individual to fines of up to \$1,000.

Examples of Health Risks Associated with the Use of Illicit Drugs and the Abuse of Alcohol

There are major health risks associated with the use of illicit drugs and the abuse of alcohol. Moderate to high doses of alcohol cause marked impairments in higher mental functions and the loss of memory. High doses of alcohol can cause respiratory depression and death. Long-term consumption, particularly when combined with poor nutrition, can also lead to dependence and permanent damage to vital organs such as the brain and the liver.

Physical effects of drugs include increased heart rate, bloodshot eyes, dry mouth and throat, and increased appetite. The use of drugs may impair or reduce short-term memory and comprehension,

alter sense of time, and reduce the ability to perform tasks requiring concentration and coordination. Motivation and cognition may also be altered making the acquisition of new information difficult.

Referral Assistance Policy

Help is available to employees and students struggling with substance abuse. The Modern offers a completely confidential employee and student referral program. Contact the Director of Campus Operations for further information on organizations providing counseling and treatment.

Disciplinary Sanctions

Any student who is a drug or alcohol offender may have disciplinary action imposed by the college. These sanctions may include: mandatory counseling, mandatory attendance at a local treatment center, mandatory completion of a drug rehabilitation program, mandatory probationary period not to exceed one month, discharge from employment, or expulsion from college. Students should be aware that illegal drug trafficking and/or possession may seriously affect their qualification for educational financial aid.

EMERGENCY PREPAREDNESS AND NOTIFICATIONS OF THREATS ON CAMPUS

The Modern College of Design takes the safety of its students and employees seriously and seeks to provide a secure campus environment. The Modern's complete Emergency and Preparedness Plan can be found on our website at: <https://themodern.edu/life-at-the-modern/security/>.

The Modern will issue a notification upon the confirmation of an emergency or dangerous situation occurring on campus that involves an immediate threat to the health or safety of those on campus. The Modern will also issue a warning for any crime that represents an ongoing threat to the safety of students or employees.

Emergency Notifications

In the event of an emergency, the campus community will be notified by group text message and/or school email. Students should take responsibility for regularly checking their school email and texts.

In order to receive these emergency notifications, students and employees must have an active email account issued by The Modern and have provided The Modern a current mobile phone number capable of receiving text messages.

Timely Warnings

In the event that a situation arises on or off campus that The Modern's administration considers to be an ongoing or continuing threat to the safety of the campus community, a campus-wide warning will be issued through the school email/text system and via a posting at the main entrance.

Anyone with information they believe warrants an emergency notification or a timely warning should immediately report those circumstances to The Modern front desk associate.

Fire Safety

If you hear an alarm: Proceed slowly to the nearest exit and evacuate the building. When leaving a room, feel the door before opening it. Do not open a door that feels hot. The last person to leave the room closes the door. Inform a staff member if anyone is injured. Gather at a safe distance for a head count. Call 911.

Tornado Warning

If the National Service issues a tornado warning, a tornado has been sighted. The City of Kettering may sound a disaster siren. Move immediately to the room designated on the Emergency Exit Plan posted on the wall of each classroom and public space. Close all doors and keep away from windows. Wait for the 'All Clear' from staff members or emergency responders.

Student Safety and Security

CAMPUS SAFETY AND ANNUAL SECURITY REPORT

The Modern College of Design is required to provide the following information under the Federal Crime Awareness and Campus Security Act of 1990. This information is current as of August 2024. The term “campus” as used in this section refers to all property of The Modern including the classrooms, offices, parking lot, and grounds.

Any student, faculty, or staff member witnessing a crime or other emergency situation will immediately report the situation to the associate at the front desk who will contact the proper authorities. If the associate at the front desk is not available, students will report the situation to a faculty or staff member who will then contact the proper authorities or call the Kettering Police (937-296-2555) or 911.

The Modern College of Design has no special working relationship with state or local law enforcement agencies. In the absence of faculty or staff members of The Modern, any student witnessing a crime on campus should promptly and accurately report it to the Kettering Police. All students and faculty members are responsible for maintaining the safety of their own property and persons. Students are advised to mark all personal property with their name. Vehicles should be locked at all times.

Theft of any property, removal of any materials from the library without being checked out, or any other actions or behaviors that violate the law, rights, or property of others may be grounds for immediate dismissal. This notice is the only time these issues will be addressed.

Number of arrests for the following crimes on campus during the current and previous two calendar years:

Liquor Law Violations: 0
Drug Abuse Violations: 1
Weapons Possessions: 0

The following list shows the number of reported incidences of the specified crimes on campus during the current and previous two calendar years.

Motor Vehicle Theft: 0
Sexual Offenses: 0
Rape: 0
Robbery: 0
Murder: 0
Aggravated Assault: 0
Burglary: 0

The Modern College of Design does not recognize any off-campus student organizations and thus does not monitor or report any criminal activity other than that occurring on The Modern’s campus. All students are required to read The Modern College of Design’s Drug Free School and Workplace Policy. The only exceptions to this policy are events for The Modern alumni and/or professionals. Only individuals who are 21 or older and who can provide valid, legal documentation may consume alcohol at these events.

Federal law requires all colleges to publish a policy dealing with sex offenses. The Modern does not condone and will not tolerate the commission of any sexual or criminal offense. The Modern advises all students to remain alert at all times and to be aware of their surroundings. If at any time you feel unsafe in or upon entering any of the listed campus areas, notify a staff member and they will escort you to your destination on campus. Any student or staff member witnessing or who experiences a sexual offense or assault is advised to immediately report the situation to the associate at the front desk who will contact the proper authorities. Students also have the right to contact the police directly in case of a sexual offense and may have a staff member assist them in doing so. Students wanting educational material on rape awareness, acquaintance rape, and other forcible and non-forcible sex offenses are encouraged to call Montgomery County’s Victim Witness Program at 937-225-5623. Victims of

sexual assault may meet with The Modern’s counselor or receive off-campus mental health assistance by contacting a local mental health service organization.

WEAPONS POLICY

The Modern College of Design does not permit weapons of any kind on its campus, including the building, surrounding parking lot, and property. Bringing a weapon on campus will result in permanent dismissal.

ADDITIONAL SECURITY POLICY

No recreational sports activities are permitted in the building due to potential injury to people and/or property. Students are advised to participate in such recreational activities away from the building in the lawn area on the east side of the property.

No paper cutters of any type or size are permitted at The Modern because of safety concerns.

No spray adhesives or fixatives are permitted on campus including sidewalks, green space, and parking lot areas.

SEXUAL HARASSMENT AND SEXUAL MISCONDUCT POLICY AND PROCEDURES

Title IX Generally

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex, including sex-based harassment and violence, in any federally funded education. The Modern College of Design (“The Modern” or “College”) is an academic institution that, in accordance and full compliance with federal, state, and local laws, does not discriminate on the basis of sex.

All proceedings under this policy are conducted in compliance with the requirements of Title IX, the Clery Act as amended by the Violence Against Women Act, the Family Educational Rights and Privacy Act (FERPA), Title VII of the Civil Rights Act of 1964, and state and federal law, where applicable.

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No information shall be released from such proceedings except as required or permitted by law and Modern policy.

Notice of Non-Discrimination

The Modern is committed to fostering a climate free from discrimination on the basis of sex in the following areas: admissions, educational programs and activities, housing, access to classes and schools, counseling, financial assistance, employment assistance, health and insurance benefits and services, marital or parental status, and athletics. This policy is strictly enforced by The Modern, and alleged violations receive prompt and equitable attention and appropriate corrective action.

The Modern takes steps to eliminate sex discrimination, to prevent the recurrence of sex discrimination, and to remedy the effects of sex discrimination, as appropriate.

Individuals who believe they may have witnessed or been subjected to Prohibited Conduct as defined below are encouraged to make a report with the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment, and any other Prohibit Conduct whether or not the person reporting is the person who has been subject to the conduct. This could be done in person, by mail, by telephone, or by electronic mail using the contact information listed below. Such a report can be made at any time (including during non-business hours) by using the telephone number, email address, or by sending mail to the office address listed below.

Shayna Thomas
Director of Campus Operations and
Title IX/Civil Rights Coordinator
937-294-0592 x133
shayna.thomas@themodern.edu

For further information, individuals may also contact the U.S. Department of Education's Office for Civil Rights

at (800) 421-3481, the Ohio Civil Rights Commission at (888) 278-7101, or the Equal Employment Opportunity Commission at (800) 669-4000.

The Coordinator may designate any responsibility or task assigned to them under this Policy to an appropriate individual, including individuals not employed by the College. If for any reason the Coordinator cannot be impartial with regard to a particular case, the President shall assign a Coordinator for the case in question.

Scope of the Policy

This Policy applies to all students, faculty, staff, groups, consultants, vendors, volunteers, guests, and visitors. Every individual is responsible for acting in accordance with this Policy and any other applicable College policies and procedures.

This Policy applies to Prohibited Conduct, described below, that:

- Occurs on campus;
- Occurs in relation to an official College program or activity (regardless of location); or
- Has continuing adverse effects on campus or on any member of the campus community.

The Modern maintains the right to respond to misconduct that falls outside the jurisdiction described in the preceding paragraph. Depending on the conduct at issue, the Student Handbook or Employee Handbook may apply.

If the respondent is unknown or is not a member of the College community, the Coordinator (or designee) will assist individuals in identifying local law enforcement authorities if the individual desires to file a police report.

Definitions

Complainant: An individual who is alleged to be the victim of conduct that could constitute Prohibited

Consent: Clear, knowing, and voluntary permission, demonstrated through mutually understandable words or actions that clearly indicate a willingness to freely engage in a particular sexual activity. Some additional considerations include:

- Silence, passivity, absence of response, and lack of resistance do not constitute consent.
- Consent to one form of sexual activity does not constitute consent to other forms of sexual activity.
- Consent obtained for sexual activity on prior occasions does not constitute consent for future occasions. Even within the context of an ongoing relationship, consent must be obtained.
- Consent can be withdrawn at any time prior to completion of the act by the outward demonstration, by words or actions, that clearly indicate a desire to end sexual activity. Once this has been expressed, sexual activity must cease.
- Consent is not effective if it is obtained through force, threat of force, coercion, or any other factor that would eliminate the voluntary nature of the choice.
- Individuals who are incapacitated cannot consent to sexual activity.
- In the state of Ohio, the age of consent is 16. Under state law, consent cannot be given by any individual under the age of 16 to participate in sexual activity with an individual over the age of 18. In addition, consent can never be given by minors under the age of 13.

Coercion: The use of unreasonable and persistent pressure to the point that it overrides the voluntary nature of the act. Examples include threatening to harm oneself if the other person does not engage in sexual activity, or threatening to disclose another individual's private information if the other person does not engage in sexual activity.

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Education program or activity:

(1) the operations of the College, (2) locations, events, or circumstances over which The Modern exercises substantial control over both the respondent and the context in which the Prohibited Conduct occurred, and (3) buildings that are owned or controlled by student organizations officially recognized by The Modern.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Prohibited Conduct against a Respondent and requesting that the College investigate the allegations. Formal Complaints must be filed in order to pursue either an informal resolution process or a formal grievance process. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in an education program or activity of The Modern. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed within the section titled, "Notice of Non-Discrimination" of this policy. Additionally, a "document filed by a Complainant" can be in the form of an electronic submission (such as by electronic mail or through an Online portal provided for this purpose by The Modern) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.

Incapacitation: The state in which an individual lacks the ability to make informed, rational judgments, either temporarily or permanently. It exists where an individual is mentally and/or physically helpless, asleep, unconscious, or unaware that the sexual activity is occurring. Where alcohol or other drugs are involved, incapacitation is a state beyond mere intoxication that causes a person to be unable to appreciate the who, what, where, when, why, or how of a sexual interaction. Evaluating

incapacitation also requires an assessment of whether a respondent was or should have been aware of the complainant's incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober, reasonable person in the respondent's position.

Prohibited Conduct: See "Prohibited Conduct Covered by this Policy."

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to both the complainant and respondent as appropriate, reasonably available, and without fee or charge.

Title IX Dismissal: If the conduct alleged in a Formal Complaint does not constitute Title IX Sexual Harassment, did not occur in a College education program or activity, or did not occur against a person in the United States, the College must dismiss the complaint from the hearing process. The fact that a Formal Complaint is not eligible for the hearing process does not mean that the matter is concluded, as further explained below. Depending on the conduct at issue, the relevant policies and procedures in the Student Handbook and Employee Handbook may apply, even after a Formal Complaint is dismissed under this Policy. The process for appealing a Title IX Dismissal is explained in "Grounds for Dismissal of Formal Complaint," below.

Prohibited Conduct Covered by this Policy

This policy prohibits the following types of Prohibited Conduct, each of which is described below: Title IX Sexual Harassment, Non-Title IX Sexual Harassment, Non-Title IX Stalking, Non-Title IX Domestic Violence, Sex Discrimination, Harassment on the Basis of Sex, Sexual Exploitation, and Retaliation.

Title IX Sexual Harassment

There are six types of Prohibited Conduct that qualify as "Title IX Sexual Harassment," each of which is defined more specifically below: (1) quid pro quo sexual harassment, (2) unwelcome conduct sexual harassment, (3) sexual assault, (4) dating violence, (5) domestic violence, and (6) stalking on the basis of sex. The definitions used here are mandated by federal regulations

Types of Title IX Sexual Harassment:

1. Quid Pro Quo Sexual Harassment:

"Quid pro quo sexual harassment" is conduct on the basis of sex where a College employee conditions the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct.

2. Unwelcome Conduct Sexual

Harassment: "Unwelcome conduct sexual harassment" is conduct on the basis of sex that is unwelcome and determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.

3. Sexual Assault: "Sexual assault"

is conduct on the basis of sex that is defined as a forcible or non-forcible sex offense, or attempted forcible or non-forcible sex offense, as classified under the Uniform Crime Reporting system of the FBI.

This includes the separate categories, each of which is considered a form of sexual assault:

- *Rape* is defined as the carnal knowledge of a person, without the consent of the complainant, including instances where the complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. Carnal knowledge is defined as the slightest penetration

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of the sexual organ of the female (vagina) by the sexual organ of the male (penis).

- *Sodomy* is defined as oral or anal sexual intercourse with another person, without the consent of the complainant, including instances where the complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
- *Sexual Assault With An Object* is defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the complainant.
- *Fondling* is defined as the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the complainant, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
- *Incest* is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

In Ohio, Revised Code Section 3101.01(A) provides that individuals nearer of kin than second cousins may not marry.

- *Statutory rape* is defined as sexual intercourse with a person who is under the statutory age of consent. In Ohio, Revised Code section 2907.02(A)(1)(b) provides that no person may have sex with a child under the age of thirteen. Ohio Revised Code Section 2907.04(A) provides that no person over the age of eighteen may have sex with a child under the age of sixteen.

4. Dating Violence: “Dating violence” is conduct on the basis of sex that consists of violence committed by a person who is or has been in a romantic or intimate relationship with the complainant. The existence of such a romantic or intimate relationship is determined by the length of the relationship, the type of relationship, and the frequency of interactions between the individuals involved in the relationship.

5. Domestic Violence: “Domestic violence” is conduct on the basis of sex that consists of a felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim,
- A person with whom the victim shares a child in common,
- A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner,
- A person similarly situated to a spouse of the victim under the domestic/family violence laws of the jurisdiction
- Any other person against an adult or youth victim who is protected from that person’s acts under the domestic/family violence laws of the jurisdiction.

6. Stalking: “Stalking” is conduct on the basis of sex that consists of engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for the person’s safety or the safety of others; or (B) suffer substantial emotional distress. For purposes of the definition of Stalking under this Policy:

- A “course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

- A “reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim.
- “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Non-Title IX Sexual Harassment

Non-Title Sexual Harassment Is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct Is an explicit or implicit condition of any Individual’s employment, evaluation of academic work, or participation in any of The Modern’s education programs or activities;
- Submission to or rejection of such conduct by an Individual Is used as the basis for decisions affecting the Individual; or
- Such conduct has the purpose or effect of unreasonably Interfering with an Individual’s work or academic performance, i.e. It Is sufficiently severe, pervasive, or persistent as to create an Intimidating, hostile, or offensive work or educational environment under both an objective and subjective standard.

The determination of whether a hostile environment exists will be based on the totality of the circumstances, including but not limited to:

- The nature and severity of the conduct;
- The type, frequency, and duration of the conduct;
- The identity of and relationship between the respondent and the complainant;
- The number of individuals involved;
- The age and maturity levels of the respondent and complainant; and

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- The location of the conduct and the context in which it occurred.

Examples of conduct that may form the basis of a Non-Title IX Sexual Harassment complaint include, but are not limited to:

- Making sexual propositions or pressuring for sexual favors;
- Touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, videos, or other materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Spreading sexual rumors or rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Direct or implied threats that submission to sexual advances is a condition of employment, promotion, good grades, recommendations, etc.;
- Sexually explicit jokes or statements, questions, or remarks about sexual activity or experience; and
- Physical assault of a sexual nature.

Non-Title IX Stalking

Non-Title IX Stalking is Stalking as defined above that is not committed on the basis of sex.

Non-Title IX Domestic Violence

Non-Title IX Domestic Violence is Domestic Violence as defined above that is not committed on the basis of sex.

Sex Discrimination

Sex Discrimination occurs when a behavior or policy has the same purpose or effect of restricting or denying an individual's or group's access to opportunities, programs, or resources, on the basis of sex, in a manner that interferes with an individual's working, academic, residential, or social environment or athletic participation or performance.

The College will not, on the basis of sex:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
- Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or services to students or employees;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Discrimination on the basis of sex in employment is permissible in situations where sex is a bona fide occupational qualification reasonably necessary to the normal operation of the College. Note that the federal regulations regarding Title IX include certain exceptions, such as single-sex housing, athletic participation, and chorus participation, that do not constitute discrimination on the basis of sex.

Harassment on the Basis of Sex

Harassment on the Basis of Sex is defined as unwelcome verbal, visual, or physical conduct on the basis of one's sex, gender, gender identity, gender expression, or sexual orientation when:

- Submission to or rejection of such conduct is an explicit or implicit condition of any individual's

employment, evaluation of academic work, or participation in any College education program or activity; or

- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual' or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, i.e. it is sufficiently severe, pervasive, or persistent as to create an intimidating, hostile, or offensive work or educational environment under both an objective and subjective standard.

Sexual Exploitation

Sexual Exploitation is conduct that does not meet the jurisdictional requirements, threshold requirements, or definition of "Title IX Sexual Harassment" defined above, but amounts to an individual taking advantage of another's sexuality in a non-consensual manner for any purpose. Examples of Sexual Exploitation include the non-consensual viewing of nudity of another, the non-consensual streaming of images of sexual activity, the non-consensual sharing or posting of nude images of another, the non-consensual recording of individuals in locations in which they have a reasonable expectation of privacy (such as restrooms or locker rooms) even if the images do not capture nudity, intentionally exposing one's genitals to another person in non-consensual circumstances, or inducing incapacitation of another via drugs and/or alcohol for purposes of making that person vulnerable to non-consensual sexual intercourse or non-consensual sexual contact.

Retaliation

Neither The Modern nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate

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in any manner in any investigation, proceeding, or hearing provided for in this Policy.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve Prohibited Conduct, but arise out of the same facts or circumstances as a report or formal complaint of Prohibited Conduct, for the purpose of interfering with any right or privilege secured by Title IX or this Policy, constitutes retaliation.

An individual who brings a complaint under this Policy in good faith, even if it may be erroneous, will not be subject to discipline. However, the use of this policy for false, malicious, or frivolous purposes is strictly prohibited. The Modern's decision to charge an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this provision.

Resources

Confidential Resources: The complainant may, in addition to making a complaint or instead of doing so, access confidential services. Confidential resources are not required to make law reports to law enforcement except under emergency circumstances or those involving child abuse; they do not share information with the Coordinator or the College. The College's counselor is a confidential resource.

Examples of other confidential resources available to members of the campus community include:

- 24/7 National Domestic Violence Hotline – 1 (800) 799-7233

- 24/7 Rape, Abuse & Incest National Network Hotline – (800) 656-HOPE (4673)
- Buckeye Region Anti-Violence Organization – (866) 86 BRAVO (27286)
- National Teen Dating Helpline – (866) 331-9474
- Boys Town Crisis and Suicide Hotline – (800) 448-3000
- 24/7 Hotline YWCA Dayton – (937) 222-SAFE (7233)
- Artemis Center for Domestic Violence – (937) 461-HELP (4357)
- Kettering Medical Center Emergency Room – (937) 395-8659
- Ohio Alliance to End Sexual Violence – www.oaesv.org
- Medical professionals, mental health professionals, rape crisis counselors, and clergy

Non-Confidential Resources: Individuals may also seek assistance from resources that are not confidential. These include:

- The Coordinator (see contact information above)
- Kettering Police Department – 911 for emergencies; (937) 296-2555 for non-emergencies
- U.S. Department of Education's Office for Civil Rights – (800) 421-3481
- Montgomery County Prosecutor's Office Victim/Witness Division – (937) 225-5623

Grievance Procedures

Reporting Prohibited Conduct:

Individuals who believe they may have witnessed or been subjected to Prohibited Conduct are encouraged to make a report with the Title IX Coordinator. Any person may report Prohibited Conduct, whether or not the person reporting is the person who has been subject to the Prohibited Conduct. This could be done in person, by mail, by telephone, or by electronic

mail using the contact information listed within the section titled, "Title IX Non-Discrimination Policy and Procedures." Such a report can be made at any time (including during non-business hours) by using the telephone number, email address, or by sending mail to the office address listed for the Title IX Coordinator identified in this policy.

All employees of The Modern that become aware of Prohibited Conduct (other than those previously designated as confidential resources), are required to make a report to the Title IX Coordinator. The person who may have been subjected to Prohibited Conduct is referred to as the Complainant. The person who may have committed Prohibited Conduct is referred to as the Respondent.

Please note that a report of Prohibited Conduct does not automatically result in a formal investigation as defined in this Policy. The Title IX Coordinator will work to provide supportive measures, access to resources, information about formal and informal resolution procedures, and information about filing a report with the appropriate law enforcement agency.

Upon receipt of a report, the Complainant will be offered the opportunity for an initial discussion to give the Complainant the opportunity to recount what has taken place and discuss how best to proceed. The Complainant will be permitted to have an advisor of their choice during this discussion. The Title IX Coordinator will review with the Complainant the College's procedures for filing a formal complaint, informal and formal resolution, the rights of the Complainant, the availability of supportive measures, information relating to law enforcement reporting if appropriate, and available medical and/or counseling resources as appropriate. Options for, and available assistance in, changing academic and living situations can be discussed and provided if so requested, and if such changes are reasonably available.

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Except in certain serious circumstances as discussed more below, it is at all times the Complainant's decision whether they will file a formal complaint, seek interim measures of protection, pursue informal resolution and/or formal resolution (including the grievance process outlined in this Policy). As a result of this meeting, depending on the nature of the allegations, the Title IX Coordinator may be obligated to report the incident to law enforcement pursuant to state law.

Upon receiving a report, the Title IX Coordinator will conduct an initial assessment to evaluate whether the complaint alleges sufficient information to meet the jurisdictional and threshold requirements listed in "Scope of this Policy" and "Prohibited Conduct," above.

Supportive Measures: "Supportive Measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or The Modern's educational environment, or deter Prohibited Conduct.

Supportive measures may include one or more of the following:

- Counseling
- Extensions of deadlines or other course-related adjustments
- Modifications of work or class schedules,
- Campus escort services
- Mutual restrictions on contact between the parties
- Changes in work or housing locations
- Leaves of absence

- Increased security and monitoring of certain areas of the campus
- Other similar measures

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures and shall consult with appropriate supervisors as necessary. The Modern must maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. For example, if a change in housing locations is determined to be necessary, the Title IX Coordinator may have to share some information with individuals responsible for Housing assignments.

If, after receipt of a complaint and an individualized safety and risk assessment, The Modern determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Prohibited Conduct justifies removal of a Respondent, The Modern may remove the Respondent on an emergency basis. A removed Respondent will receive notice and an opportunity to challenge the decision immediately following the removal. Threats must pose more than a generalized, hypothetical, or speculative risk to health and safety for emergency removal to be appropriate.

Non-student employees may be placed on administrative leave during the grievance process. Placement on such leave is not subject to challenge.

Amnesty for Students: To encourage reporting for students, the College will not pursue disciplinary sanctions regarding underage drinking or illegal drug use during the course of a reported incident of Prohibited Conduct. However, the College may require such students to undergo a drug or alcohol assessment or participate in counseling or other educational programs if appropriate.

Formal Complaint: After the initial discussion with the Complainant described above, the Complainant will be asked whether they would like to file a Formal Complaint. "Formal Complaint" is defined as a document filed by a Complainant or signed by the Title IX Coordinator alleging Prohibited Conduct against a Respondent and requesting that The Modern investigate the allegation of Prohibited Conduct. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information found above. Additionally, a "document filed by a complainant" can be in the form of an electronic submission (such as by electronic mail or through an Online portal provided for this purpose by The Modern) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.

If the Title IX Coordinator initiates or signs a Formal Complaint, the Title IX Coordinator will not be considered a "Complainant" as that term is defined in this Policy.

Informal Resolution: The Modern's Informal Resolution process involves informal consultation to find an acceptable resolution for both parties without invoking the full investigation and adjudication process described below. The informal process may include counseling the Complainant on ways to address the Respondent directly regarding their behavior if the Complainant is comfortable doing so, counseling of the Respondent by the Title IX Coordinator on changing their behavior, a facilitated discussion between the Complainant and Respondent, a mediated agreement between the Complainant and Respondent, or any other informal process that is appropriate under the circumstances.

The informal resolution process is voluntary. The Modern will not require that a complainant and/or respondent participate in informal resolution

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and waive the right to a full investigation and adjudication of formal complaints of Prohibited Conduct in order to enroll or continue to be enrolled, or be employed or continue to be employed, or enjoy any other right granted by The Modern. The parties may choose to pursue a formal resolution and end the informal resolution process at any time prior to reaching a determination of responsibility.

The Modern is responsible for taking the following steps prior to facilitating an informal resolution:

- Providing written notice to the parties of:
 - the allegations,
 - the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and
 - any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- Obtaining the parties' voluntary, written consent to the informal resolution process.

The Modern will not offer or facilitate an informal resolution process to resolve allegations that an employee engaged in Title IX Sexual Harassment of a student.

The Complainant and Respondent are permitted to bring an advisor of their choosing to any discussions as part of the informal resolution process. An advisor may offer their assistance to the Complainant or Respondent, but may not speak for them during the process.

Investigation Process for Formal

Complaints: A party may choose to resolve a Formal Complaint through the investigation process, provided that the Title IX Coordinator has conducted an initial assessment and determined that the jurisdiction requirements listed in the "Scope of the Policy" have been met, that Prohibited Conduct may have occurred, and that an investigation is appropriate.

The Modern may also choose to move forward with a Formal Complaint signed by the Title IX Coordinator, as described above.

The investigation process will begin with the Title IX Coordinator appointing one or more investigators. An investigator will begin the full investigation promptly, and will conduct the full investigation in a manner that is complete, thorough and impartial.

1. Notice: The Modern will provide to all known parties written notice of:

- The Modern's grievance process
- The Identities of the parties Involved
- The specific section(s) of Modern policies that are reported to have been violated;
- The approximate date, time, and location of each reported incident;
- The presumption that the Respondent is not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- The parties' right to have an advisor of their choice, who may be an attorney;
- The parties' right to inspect and review evidence; and
- The date, time, location, participants, and purpose of all hearings, investigative interviews or other meetings to which the party is invited,

with sufficient time for the party to prepare to participate.

If, during the course of the investigation, additional allegations of Prohibited Conduct or the violation of other policies are reported or otherwise discovered, the parties will receive notice of these additional allegations that were not included in the original notice. The obligation to notify the parties of the allegations being investigated is an ongoing one.

2. Grounds for Dismissal of Formal

Complaint: If, after the initial review of the Formal Complaint by the Title IX Coordinator, it is determined that any of the following conditions exist, The Modern will dismiss the Formal Complaint from the hearing process outlined in this Policy:

- The alleged conduct, if it occurred as alleged, would not constitute Title IX Sexual Harassment as defined in this policy;
- The complainant was not participating in or attempting to participate in the The Modern's education program or activity at the time the Formal Complaint was filed;
- The alleged conduct, if it occurred as alleged, did not occur in The Modern's educational programs or activities, or;
- The alleged conduct, if it occurred as alleged, did not occur against a person in the United States.

Although prior determinations on each of these issues were likely made earlier in the process, additional information may be uncovered during an investigation that requires them to be reconsidered. The Title IX Coordinator is responsible for reconsidering these issues at any point during the processes outlined in the Policy, which may result in the report of misconduct being referred to Human Resources, the Provost, or Student Development,

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and/or being dismissed from the Grievance Procedures outlined in this Policy.

The Title IX Coordinator may, in their sole discretion, also dismiss a formal complaint or allegations therein from the hearing process if:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by The Modern, or;
- Specific circumstances prevent The Modern from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

The Modern will send written notice of the dismissal from the hearing process and the reasons for dismissal simultaneously to all parties.

When a formal complaint or allegations are dismissed from the hearing process, they will be handled according to the Investigative Process as described below. Both parties will continue to be eligible for supportive measures as determined appropriate by the Title IX Coordinator under the circumstances.

3. Investigative Interviews and Gathering of Evidence:

During the investigation, both the Complainant and Respondent may present statements, witnesses and other evidence to the investigator. The Complainant, the Respondent, and witnesses with relevant information may be interviewed as part of the full investigation. The interviews will be supplemented by the gathering of any physical, documentary, or other evidence, as appropriate and available. Follow-up interviews may be conducted by the investigator as needed. The full investigation is designed to provide a fair and reliable gathering of the facts.

The Modern will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Modern will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. A party's communication with a witness or potential witness is considered part of a party's right to meaningfully participate in furthering the party's interests in the case, and not an "interference" with the investigation. However, where a party's conduct toward a witness might constitute "tampering" (for instance, by attempting to alter or prevent a witness's testimony), such conduct may be prohibited as retaliation.

The Modern will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless The Modern obtains that party's voluntary, written consent.

The parties will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a Formal Complaint, including the evidence upon which The Modern does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source. The Modern will not consider or provide for inspection and review evidence which The Modern knows was illegally or unlawfully created or obtained. The Modern may impose on the parties

and the party's advisors restrictions or require a non-disclosure agreement not to disseminate any of the evidence subject to inspection and review.

Prior to completion of the investigative report, The Modern will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

All evidence subject to the parties' inspection and review will be available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

4. Time frame: The Modern will attempt to complete most investigations within 60 business days. The time frame for investigations will begin upon filing of a Formal Complaint and will conclude upon dissemination of the investigative report to the parties. Investigations may be delayed, and time frames for investigations may be extended, for good cause and with written notice provided to Complainants and Respondents including the reason for the delay or extension. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement or civil rights enforcement activity; or the need for language assistance or accommodation of disabilities.

5. Investigative Report: The investigator will prepare an investigative report that fairly summarizes relevant evidence and send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. If a party disagrees with an investigator's determination about relevance, the party may argue relevance in their written response, during the party's

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pre-hearing conference, and/or to the decision-maker at the hearing. If the report involves multiple complainants, multiple respondents, or both, The Modern may issue a single investigative report.

If a party, after receiving and reviewing the investigation report, believes that an incorrect determination was made pursuant to the section regarding “Grounds for Dismissal of Formal Complaint,” above, that party may submit to the Title IX Coordinator a written appeal of the decision that explains the basis for their objection within 3 calendar days of receiving the investigation report. The non-appealing party will be given 3 calendar days in which to provide a written response. The appeal will then be considered by an appropriately trained staff member designated by the Title IX Coordinator, and an appeal decision will be communicated in writing, to the parties, their advisors, and the Title IX Coordinator within 3 calendar days.

In cases where there is an appeal at this juncture, the parties will have 10 calendar days from the date of the appeal decision to submit a written response to the Investigation Report. The written appeal and appeal decision will be included for consideration in the resolution process.

6. Equitable Treatment:

Complainants and respondents are eligible for Supportive Measures as defined within this Policy. The Modern will not impose disciplinary sanctions against a respondent unless a determination of responsibility for Prohibited Conduct has been made against the respondent.

The Modern will conduct an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. The Modern will not require, allow, rely upon, evaluate,

or otherwise use questions or evidence that constitute, or seek disclosure of, information protected by a legally recognized privilege (e.g., attorney client), unless the person holding such privilege has waived the privilege.

7. Bias and Conflicts of Interest:

Any individual designated by The Modern as a Title IX Coordinator, investigator, decision-maker, or informal resolution process facilitator, must not have a conflict of interest or bias for or against complainants or respondents generally, or for or against an individual complainant or respondent.

The following will not be considered evidence of bias:

- The Title IX Coordinator’s initiation of a formal complaint, or;
- An individual’s decision that allegations warrant an investigation.

The Modern will apply an objective (whether a reasonable person would believe bias exists), common sense approach to evaluating whether a particular person serving in a Title IX role is biased, and will exercise caution not to apply generalizations that might unreasonably conclude that bias exists. An individual’s current job title, professional qualifications, past experience, identity, or sex will not, alone, indicate bias.

Use of trauma-informed practices will not be considered evidence of bias when such practices do not:

- Rely on sex stereotypes;
- Apply generalizations to allegations in specific cases;
- Cause loss of impartiality, and;
- Prejudge of the facts at issue.

8. Presumption of Non-Responsibility:

There is a presumption that a respondent is not responsible for the alleged conduct until a determination

regarding responsibility is made at the conclusion of the grievance process.

9. Standard of Evidence: The standard of evidence for review of Formal Complaints under this Policy is preponderance of the evidence. “Preponderance of the evidence” is a determination based on facts that are more likely true than not. In the preponderance of the evidence standard, where the evidence in a case is “equal” or “level” or “in equipoise,” the preponderance of the evidence standard results in a finding that the respondent is not responsible.

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on The Modern and not on the parties.

10. Consolidation of Formal Complaints:

The Modern may consolidate Formal Complaints as to allegations of Prohibited Conduct against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of Prohibited Conduct rise out of the same facts or circumstances. The same facts and circumstances means that the multiple complainants’ allegations are so intertwined that their allegations directly relate to all the parties.

11. Advisors during the Investigation:

Each party will have the right to bring an advisor of their choosing to any meetings or discussions relating to the investigation of a Formal Complaint. The advisor may advise the party directly and ask clarifying questions, but may not speak for the party or disrupt the investigation. If a party’s advisor refuses to comply with restrictions set by The Modern, The Modern may require that the party use a different Advisor. This provision applies to all parts of the grievance

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proceeding except for the live hearing described in the section entitled “Hearing,” below. For information about the role of Advisors during the live hearing, see the section entitled, “Advisors at Hearing.”

Hearing

When the investigation is concluded, and the parties have had the opportunity to review the evidence and the opportunity to respond in writing to the draft investigation report as described in the section entitled “Investigation Report,” above, The Modern will facilitate a live hearing during which each party’s advisor will be permitted to ask the other party and any witnesses all relevant question and follow-up questions, including those questions that challenge credibility. The Title IX Coordinator will appoint a person to serve as a trained decision-maker during the hearing. The decision-maker will not be the Title IX Coordinator or the individual who investigated the Formal Complaint. The decision-maker may also ask questions of the parties and witnesses.

Hearings will be conducted with all parties physically present in the same geographic location or, at the discretion of The Modern, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.

Hearing witnesses will only participate in the Hearing when they are answering questions. They will not be permitted to observe or otherwise participate in the Hearing unless they are serving as an Advisor, at outlined below in “Advisors at Hearings.”

The Modern will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

1. Pre-Hearing Conference:

Each party will have their own Pre-Hearing Conference with the decision-maker prior to the hearing, which will be schedule no less than 10 days after the investigator has sent the investigative report to each party and the party’s advisor. The Title IX Coordinator or decision-maker will communicate to the parties and their advisors the date, time, and format for their Pre-Hearing Conference. The decision-maker and the advisor must be in attendance. While the parties are encouraged to attend, they are not required to do so.

During the Pre-Hearing Conference, the advisor must share with the decision-maker their list of witnesses to appear at the hearing, the identity of any requested witnesses that were not questioned during the investigation, the request for any new evidence to be considered that was not submitted previously to the investigators, and the availability of the advisor and the party for hearing dates.

Evidence and witnesses may only be presented at the hearing if they were submitted to the investigators and made available to the parties for review, unless they were unavailable at the time of the investigation or the relevance was unknown until the investigation report was submitted. The decision-maker will address any requests to present new evidence and new witnesses at the Pre-Hearing Conference.

The advisor is offered the opportunity to discuss lines of questioning with the decision-maker at the Pre-Hearing Conference to obtain guidance from the decision-maker on relevancy prior to the hearing. Additionally, the decision-maker will discuss the expectations and guidelines for appropriate behavior and decorum during the hearing.

After the conclusion of the Pre-Hearing Conferences, the Title IX Coordinator or decision-maker will provide each party and their advisor with written notice of the date, time, and manner for the hearing, which will typically occur no less than 10 days after the conclusion of the final Pre-Hearing Conference.

2. Advisors at Hearings: In order to question a party or witness at a hearing, a party must be accompanied by an Advisor. Parties will not be permitted to conduct cross-examination on their own. The Modern will not limit the choice or presence of any advisor for a complainant or respondent, and the advisor of their choice may be, but is not required to be, an attorney. If a party does not have an advisor present at the live hearing, The Modern will provide without fee or charge to that party, an advisor of The Modern’s choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

At the live hearing, the decision-maker will permit each party’s advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Cross-examination at the live hearing will be conducted directly, orally, and in real time by the party’s advisor of choice and never by a party personally. All questioning at the live hearing must be relevant, respectful, and non-abusive. No party will be “yelled” at or asked questions in an abusive or intimidating manner. If a party’s advisor refuses to comply with restrictions set by The Modern, The Modern may require that the party use a different Advisor.

3. Relevance: During the hearing, only relevant cross-examination and other questions may be asked of a party or witness.

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The following is considered irrelevant:

- Repetition of the same question;
- Evidence that is duplicative of other evidence;
- Questions related to information that is protected by a legally recognized privilege, unless such privilege has been waived by the individual who holds the privilege;
- Questions related to a party's medical, counseling/psychological, and similar treatment records unless the party has given voluntary, written consent; and
- Questions related to information about the complainant's sexual predisposition or prior sexual behavior, unless:
 - The information is to be offered to prove that someone other than the respondent committed the Prohibited Conduct, or
 - The information concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Evidence will not be excluded at the hearing solely because it is unduly prejudicial, concerns prior bad acts, or constitutes character evidence. However, the Decision-Maker may objectively evaluate such evidence by analyzing whether that evidence warrants a high or low level of weight or credibility.

During the hearing, the decision-maker will first determine whether a question is relevant, and explain any decision to exclude a question as not relevant, before a complainant, respondent, or witness answers a cross-examination or other question.

The Modern will not require parties to submit cross-examination questions before they are asked.

Decision-makers are not required to give a lengthy or complicated explanation of a relevancy determination during the hearing. The decision-maker may send to the parties after the hearing any revisions to the decision-maker's explanation that was provided during the hearing.

- 4. Weighing Credibility:** The decision-maker will evaluate all admissible, relevant evidence for weight or credibility. The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker, after having the opportunity to ask questions of parties and witnesses, and to observe how parties and witnesses answer the questions posed by the other party. Corroborating evidence is not required.

Credibility determinations are not based solely on observing demeanor, but also are based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence). Cross-examination brings those important factors to a decision-maker's attention.

A party's answers to cross-examination questions can and should be evaluated by a decision-maker in context, including taking into account that a party may experience stress while trying to answer questions.

Parties will not be unfairly judged due to inability to recount each specific detail of an incident in sequence, whether such inability is due to trauma, the effects of drugs or alcohol, or simple fallibility of human memory.

- 5. Decision:** The decision-maker must objectively evaluate all relevant evidence, both inculpatory and exculpatory, and must independently reach a determination regarding

responsibility without giving deference to the investigative report. The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence, both inculpatory and exculpatory. The parties will have equal rights to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspectives about the evidence. If a party or witness does not submit to cross-examination at the live hearing, the decision-maker will not rely on any statement (factual assertion to prove or disprove the allegations) of that party or witness in reaching a determination regarding responsibility. The decision-maker will not draw an inference about the determination regarding responsibility based solely on a party's or witness' absence from the live hearing or refusal to answer cross-examination or other questions. Video evidence showing the conduct alleged within a Formal Complaint may be considered, even if the party performing said conduct does not submit to cross-examination.

In cases where a respondent's alleged verbal conduct is, itself, the conduct alleged to be Prohibited Conduct, statements regarding the alleged verbal conduct are not considered the respondent's statement for purposes of this section. This is because the verbal conduct at issue does not constitute the making of a factual assertion to prove or disprove the allegations of Prohibited Conduct; instead, the verbal conduct constitutes part or all of the underlying allegations of Prohibited Conduct itself.

For example, where a complainant alleges that the respondent said to the complainant: "If you go on a date with me, I'll give you a higher

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grade in my class,” and at the live hearing, the respondent does not submit to cross-examination. This Policy does not preclude the decision-maker from relying on the complainant’s testimony (or other evidence) that the respondent said those words to the complainant. The words described by the complainant, allegedly attributed to the respondent, are themselves the misconduct that constitutes Prohibited Conduct under this Policy, and are not the respondent’s “statement” (i.e., the respondent’s intent to make a factual assertion).

Within 21 days of the hearing, the decision-maker will issue a written determination of responsibility. This determination will include:

- Identification of the allegations potentially constituting Prohibited Conduct
- A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the Policy to the facts;
- A statement of, and rationale for, the result as to each allegation, including:
 - a determination regarding responsibility,
 - any disciplinary sanctions The Modern imposes on the respondent,
 - whether remedies will be provided by The Modern to the complainant; and
- The Modern’s procedures and permissible bases for the complainant and respondent to appeal the

determination will lay out the evidentiary basis for conclusions reached in the case. The nature of remedies, if any, will not be included within the determination. The determination will be provided to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

6. Sanctions and Remedies:

Sanctions that may be imposed include:

- Continuing “no contact” orders;
- Trespass order prohibiting presence on campus, at The Modern-owned facilities, and/or at campus activities or events;
- Fines/work detail;
- Required counseling;
- Alcohol/drug assessment;
- Restitution/Restoration, where property has been damaged/stolen or funds have been misappropriated;
- Campus Restriction on behavior, access to certain campus facilities, participation in campus activities, housing restrictions, and/or scheduling restrictions;
- Social Probation
- Suspension of student;
- Dismissal;
- Written warning of employee;
- Suspension of employee, with or without pay;
- Termination of employment; and
- Cancellation of third-party contract.

When a determination of responsibility for Prohibited Conduct has been

made, The Modern will provide remedies to a complainant designed to restore or preserve equal access to The Modern’s education program or activity. Such remedies may include the same individualized services provided as supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent after a determination of responsibility for Prohibited Conduct has been made. The Title IX Coordinator is responsible for effective implementation of remedies. Where the final determination has indicated that remedies will be provided, the complainant can then communicate separately with the Title IX Coordinator or their designee to discuss what remedies are appropriately designed to preserve or restore the complainant’s equal access to education. Remedies for a complainant which do not affect the respondent must not be disclosed to the respondent

Non-Hearing Resolution Process

Where a case has been dismissed from the hearing process, the case will be resolved through a separate procedure depending on the status of the respondent. For student respondents, the case will be resolved through the Student Conduct process. For employee respondents, the case will be resolved through the employee discipline process. For other respondents, the Title IX Coordinator will assign a trained, impartial individual to conduct an investigation (if one has not been completed) and issue a decision based on a preponderance of the evidence, as well as sanctions if appropriate. If an Investigation has been completed under this Policy, that investigation shall suffice in lieu of an Investigation under any other process. The investigation requirements, hearing procedures, and appeals standards under this Policy shall not apply.

Student Safety and Security

In situations where the allegations involve sexual assault, dating violence, domestic violence, or stalking, the parties will continue to have the following rights, regardless of which process is used to resolve the case:

- Continued access to Informal resolution procedures until a determination is reached as to whether a Policy violation occurred;
- Continued access to supportive measures;
- Procedures are conducted by officials who receive annual training on Issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct an Investigation (and hearing process, if applicable) that protects the safety of the parties and promotes accountability;
- Continued ability to bring an advisor of choice to any related meeting or proceeding, who shall still be subject to the behavioral restrictions in this policy unless granted additional rights under the other procedure;
- Both parties receive simultaneous written notice of the result of the disciplinary proceeding, the procedures for appeal (if any apply under the given procedure) and equal access to such appeal process, any changes to the result, and when such results become final.

Appeals

Complainants and respondents may appeal the decision-maker's determination regarding responsibility within five (5) business days from the date of the written determination described in "Decision," above. Complainants and Respondents may also appeal The Modern's dismissal of a Formal Complaint or any allegations therein within five (5) business days from the date of the written notice of dismissal described in "Grounds for Dismissal of Formal Complaint," above.

The Modern will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. The non-appealing party will have five (5) business days from the date of the written notice of the appeal to submit a written statement in response to the appeal.

Grounds for appeal include:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; and
- Severity of the sanction is disproportionate to the prohibited conduct.

All grounds for appeal will be available to all parties.

The decision-maker for the appeal will not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator. The decision-maker for the appeal will issue a written decision describing the result of the appeal and the rationale for the result and provide the written decision simultaneously to both parties within 10 business days of the date the non-appealing party's written response to the appeal is received.

Record-Keeping

The Modern will retain all records of each investigation instituted under this policy for seven (7) years. Records will include all documents, recordings, or transcripts from investigations, hearings, appeals, and informal resolutions, as well as records

of any actions taken in response to a report or Formal Complaint of Prohibited Conduct, including consideration of supportive measures. The Modern will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to The Modern's education program or activity. If the College does not provide a complainant with supportive measures, then the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The first date of the first record created by The Modern will begin the seven year retention period. Records will be maintained for all investigations including investigations that have been dismissed, completed, or otherwise resolved.

The Modern will also maintain and publish on The Modern's website training materials of employees who serve as Title IX Coordinators, investigators, decision-makers, and persons who facilitate informal resolutions.

Education and Training

The Modern conducts annual training on sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking for all faculty and staff. Students are provided with various training opportunities.

The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, will receive training on the definition of sexual harassment, the scope of The Modern's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. This includes how to apply the definitions with respect to consent (or the absence or negation

Student Safety and Security

of consent) consistently, impartially, and in accordance with this policy.

Investigators will receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Decision-makers will receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Training materials for training under this section will be made publicly available through The Modern's website. Published training materials will be up-to-date and reflect the latest training provided.

The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, will receive annual training on issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

Faculty and Staff

Jessica Barry, President

Ms. Barry is a graduate of The Modern, holds a BA in management from Antioch University Midwest, and is an award-winning educator, administrator and creative director. Barry was named Educator of the Year by the American Advertising Federation-Dayton and Educator to Watch by GDUSA magazine in 2018. The American Institute of Graphic Arts (AIGA), Art Center Dayton, the Columbus Society of Communicating Arts (CSCA), and the Admissions Marketing Report have also recognized her work. Jessica has served as the school's president since 2007, overseeing the operations of the college with an emphasis on strategic planning and marketing. In 2013, she purchased the assets of the college and is the sole owner.

Jessica is an active member and leader of many local and national organizations and is committed to providing an exceptional educational experience for students, an innovative work environment for faculty and staff, and outstanding entry-level talent for the design industry.

Korinne Toadvine, Chief Academic Officer

Ms. Toadvine holds a BS in Education from Ohio University and an MSE in Educational Leadership from the University of Dayton. Her educational experience includes several leadership roles in a large public school district, leading curriculum development, strategic planning, and management of instructional teams.

As The Modern's Chief Academic Officer, Korinne ensures the college's educational mission is achieved. In collaboration with the administration, she provides strategic direction for the curriculum, faculty development, library, learning resource materials, student success, new program development, and student initiatives. She supervises the librarians and faculty, plans curricula and handles agreements with

other educational institutions. Korinne teaches English Composition and Creative Writing courses.

Chris Beach, Instructor

Mr. Beach earned his BA in Design Leadership from The Modern and is pursuing a Master's degree in User Experience Design at Kent State University. Chris is a User Experience (UX) Design Lead at Winsupply, where he manages a team of UX designers. He brings a wealth of experience from his previous roles at various agencies and educational institutions and focuses on the design and development of enterprise software and websites. Chris teaches User Experience Design courses.

Clancy Boyer, Instructor

Mr. Boyer attended San Jose State University of California and holds a BA in Design Leadership from The Modern. He has more than 30 years of experience as a strategic and creative brand consultant. Clancy has provided solutions for clients including Cold Stone Creamery, eBay, Sunglass Hut, T-Mobile and PUR Water. He has led business strategy innovations and developed customer insight research, and was Global Art Director for Nike, Inc. Mr. Boyer has more than a dozen design and utility patents for his inventions for both Nike and Procter & Gamble. He has worked within the startup communities of both Dayton and Cincinnati where he is a co-founder of Frayt Technologies. Clancy teaches Design and Business courses.

Jesse Brown, Instructor

Mr. Brown holds an AS in Communication and Media Studies from the International College of Broadcasting. His professional experience includes videography, editing, creative direction and storytelling. Jesse teaches Video courses.

John Buedel, Instructor

Mr. Buedel has worked as a Digital Media Designer as well as a Graphic Designer

for more than 12 years. His experience includes website design, photography and branding. John teaches User Experience Design courses.

A.J. Busé, Instructor

Mr. Busé holds a BS in Advertising/PR and an MS in Mass Communication, both from Middle Tennessee State University, and a Certificate in Business Excellence from Vanderbilt University. A.J. has worked in the advertising and marketing field for nearly 40 years, holding various positions in agencies, in-house departments and owned his own advertising business. He also has extensive teaching experience. A.J. has earned many awards from the American Advertising Federation and was named Educator of the Year by AAF District 7. A.J. has a strong commitment to volunteerism and has served on community boards and various AAF committees on the local, district and national levels. He currently serves on the BBB National Advertising Review Board and as the AAF District 5 rep to the National Education Executive Council. A.J. teaches Marketing, Business, Art Direction and Copywriting courses.

Tess Cortés, Motion Graphics and Video Design Program Director

Ms. Cortés holds a BFA in Drawing and Painting from Wright State University and an MFA in Electronic Art from the University of Cincinnati. Tess is an award-winning digital media artist with more than 20 years of experience working in higher education. Her fine arts projects have been screened nationally and internationally. As a designer, her portfolio encompasses a wide range of projects, from print to web animations, for companies such as Macy's, Inc. (Federated Department Stores), Cincinnati Children's Hospital and Roto-Rooter. Tess leads the Motion Graphics and Video Design program and teaches Motion Graphics and Art courses.

Faculty and Staff

Jelly Cramer, Instructor

Ms. Cramer holds an AAB in Advertising Art and a BA in Design Leadership from The Modern. She is a User Experience Designer at Sparkbox in Bellbrook, Ohio, and previously served as a Creative and UI Design Associate with Stratacache in Dayton, Ohio. As a student at The Modern, she was a member of the National Student Advertising Competition Team, serving as Creative Director in 2021 and Content Director and Graphic Designer in 2020. Jelly teaches User Experience Design courses.

ThéShima Craver, Instructor

Ms. Craver holds a BA from the Art Academy of Cincinnati and an MFA from the Columbus College of Art and Design. Before joining The Modern, she taught at North Dayton School of Discovery and Horizon Science Academy in Dayton, Ohio. ThéShima teaches Art courses.

Robin Crum, Instructor

Ms. Crum holds both a BA and an MA in History of Art from the University of Michigan. She has many years of teaching experience at the University of Dayton, and also worked as Coordinator of Public Programs for the Dayton Art Institute. She speaks several languages and is also active in promoting the arts in the community. Robin teaches Art History courses.

Chad DeBoard, Instructor

Mr. DeBoard earned a diploma in Advertising Art from The Modern and holds a BS in Behavioral Science from the University of Arizona. Chad has more than 25 years of experience in the areas of art direction, brand strategy, digital, and print design. He has created work for national brands such as: Universal Companies, Ripley's Believe It or Not!, Converse, Cincinnati Bengals, P&G, Harley Davidson and more. Chad teaches Brand Design and Brand Portfolio courses.

Angie Dixon, Director of Student Services

Ms. Dixon has more than 10 years of experience in student services, retention, leadership, mentoring and career development. Angie is dedicated to helping students succeed and oversees academic advising, student events, student housing, student wellness and community partnerships.

Cesar Escobar, Instructor

Mr. Escobar holds an AAB in Advertising Art from The Modern and is completing his Masters in UX design at the Maryland Institute College of Art. He is a Freelance Designer in Orlando working with multiple agencies. Cesar has worked as a UI/UX Designer at Marxent in Kettering, Ohio, and at St. Jude Children's Hospital in Memphis. Cesar teaches Graphic Design and User Experience Design courses.

Paul Garcher, User Experience Design Program Director

Mr. Garcher holds an AAS degree in Visual Communications from Sinclair Community College and a BS in Business Administration Management from Wright State University. Paul's professional experience spans user experience design, branding, art direction, and project management. He most recently served as Senior Graphic Designer at ChangeUp in Miamisburg, Ohio, where he worked for clients including Mazda North America, Panda Express, Dawn Foods and Morris Home. Paul leads the User Experience Design program and teaches User Experience Design courses.

Mary Garrison, Instructor

Ms. Garrison holds BA degrees in Philosophy, Religious Studies, and Psychology from DePaul University and an MS in Corporate and Organizational Communication from Northeastern University. She has extensive experience in communications as well as in teaching. She teaches Communications courses.

Jathan Gentry, Recruitment Specialist

Mr. Gentry earned his BS in Marketing from Tennessee Tech University and has several years of communications and performing arts experience. As a Recruitment Specialist, his unique background equips him well to engage with prospective students from throughout Southwest Ohio.

Amanda Green, Instructor

Ms. Green holds a BA in English and an MA in Composition and Rhetoric with a concentration in Creative Writing from Wright State University. She has been an instructor for more than 20 years and has experience in technical writing, copywriting, editing and curriculum development. She teaches English Composition and Creative Writing courses.

Leah Henderson, Instructor

Ms. Henderson holds a BS in Visual Communications from Ohio University and an MS in User Experience from Kent State University. She has experience as a digital creative strategy director, educating print designers to translate their skills to digital. She has also served as a communication designer, simplifying structural and communication complexities for global companies. Her work has been recognized by the American Advertising Federation and the Columbus Society of Communicating Arts. Leah teaches User Experience Design courses.

Carlos Herriott, Instructor

Mr. Herriott earned a BFA in Electronic Media from the University of Cincinnati. He is a Freelance Video Producer with experience producing commercials and short-form video content. Carlos worked as a Creative Media Specialist for University of Iowa Health Care before joining The Modern. Carlos teaches Motion Graphics and Video Design courses.

Faculty and Staff

Emily Kallenberg, Registrar

Ms. Kallenberg holds a BA in Theatre Management and Direction and an MS in Education, both from the University of Dayton, and an MS in Educational Leadership from the American College of Education. She currently serves as the Director of the Vandalia Youth Theater and previously worked as a K-12 teacher and accreditation coordinator. Emily joined The Modern as an Admissions Specialist and now serves as the school's Registrar.

Anna Kelley, Instructor

Ms. Kelley holds a BS in Psychology and Criminal Justice from Xavier University and a MS and PhD in Experimental Psychology. She teaches Psychology courses.

Kate Lake, Recruitment Specialist

Ms. Lake graduated Magna Cum Laude with a BS in Design from the University of Cincinnati, College of Design, Architecture, Art and Planning. Her professional background includes apparel and accessories design, project coordination and management, and empathic/UX design. In her career, she has successfully designed a range of products for specific user needs. Kate serves as a Recruitment Specialist for Central Ohio.

Aryn Landes, Instructor

Ms. Landes holds an AAB in Advertising Art and a BA in Design Leadership from The Modern. She serves as a UI/UX Designer and Illustrator at Jetpack. Before joining Jetpack, she was a Design Content Specialist for Magnetic Mobile. Aryn has won numerous professional ADDY awards from the American Advertising Federation on the local, district and national levels. Aryn teaches User Experience Design courses.

Katie Looney, Director of Career Services and Alumni Relations

Ms. Looney holds a BA from Bowling Green State University in Child and Family Community Service. Katie has worked in Career Services at the Cincinnati School

of Medical Massage and has experience in facility management and compliance with Oculii Corporation. Katie provides career advising and services to students and alumni to support their career goals.

Morgan Morrow, Instructor

Ms. Morrow holds a BS in Marketing from Wright State University and is a Marketing Associate for SafeGrain in Dayton, Ohio. Her professional experience spans social media, influencer collaboration, branding, copywriting, and marketing. She teaches Social Media courses.

Jeff Porter, Instructor

Mr. Porter holds a BFA in Graphic Design from Middle Tennessee State University. Jeff has been a graphic designer and art director for over 20 years, working with organizations, brands, and agencies to conceptualize, design, and produce content, marketing materials, and campaigns. He teaches graphic design courses.

Carlos Portis, Instructor

Mr. Portis earned an AAS in Visual Communications from Sinclair Community College and serves as an Enterprise Software Solutions Group Lead at the University of Dayton Research Institute. Before joining the University of Dayton Research Institute, he was a project manager at Mile Two and the Director of Digital Development at Archbishop Alter High School. Carlos teaches User Experience Design courses.

Lindsey Meredith, Instructor

Ms. Meredith earned an AAS in Visual Communications from Sinclair Community College and has her BA in Design Leadership from The Modern. She is a freelance brand visual identity designer, letterer and illustrator. Her clients include Nickelodeon and Hasbro. Lindsey teaches Graphic Design and Illustration courses.

Jason Moore, Instructor

Mr. Moore earned a diploma in Advertising Art from The Modern. He is the owner of Midnight Oil Productions and Simplifilm. He also serves as a Media Specialist for the Ohio River Valley District of the United Methodist Church and has written several design-related books. Jason teaches Motion Design courses.

Justin Morter, Director of Marketing and Instructor

Mr. Morter earned a BA in Design Leadership from The Modern and has established himself as a freelance designer and videographer. Justin's work has been recognized with numerous awards from organizations including the American Advertising Federation, the Columbus Society of Communicating Arts, Graphic Design USA and the Friedheim Service Award. As the school's Director of Marketing, Justin leads the execution of The Modern's marketing strategy. Justin also teaches Graphic Design courses.

Phil Neal, Instructor

Mr. Neal holds a BA in English and Spanish from The Ohio State University and an MA in English from Wright State University. In a marketing career spanning decades, he has held leadership roles in agency and corporate environments, as well as founding and growing several startups. Most recently, he spent nine years at LMG, serving as VP of Client Services/Strategy for most of that time. His work has included copywriting, account and project management, research, video, digital, events, branding and strategy for clients such as PayPal, Microsoft, Dell, Sprint, Verizon, AT&T and other leading organizations. Phil teaches Leadership courses.

Nadia North, Instructor

Ms. North holds an MS in Biological Oceanography from Florida State University and a BS in Biology from Vanderbilt University. She has laboratory

Faculty and Staff

skills in basic biology, molecular biology, environmental microbiology and chemistry. She has worked for multiple large universities and corporations carrying out jobs like developing environmental programs, directing undergraduate research projects, and even served as a pollution prevention coordinator for a large aerospace facility. Nadia teaches Environmental Science and Bioethics courses.

Mary Page, Instructor

Ms. Page is a U.S. Army Veteran with an AAS in Visual Communications from Sinclair Community College and a BFA in Visual Communication Design from the University of Dayton. She has experience in creative concepting, brand identity, print and digital design, experiential installations, copywriting and editing. She previously worked as a Senior Designer at Real Art with clients such as Lowe's, Audi, Thermos, L'Oréal, Victoria's Secret, Miami University, Wright State University, Premier Health, Dayton Children's Hospital and Cincinnati Children's Hospital. Mary teaches Graphic Design courses.

Kevin Passmore, Instructor

Mr. Passmore holds an AAS in Digital Imaging and Commercial Photography from the Ohio Institute of Photography and a BFA in Motion Design from Ringling College of Art and Design. He has worked as a motion designer, digital artist and senior editor at several notable firms, including Real Art. Kevin teaches Motion Graphics courses.

Brian Petro, Instructor

Mr. Petro earned his BA from the Cleveland Institute of Art. He is the creative force behind Smart Guy In A Tie, a digital marketing and events company. He has many years of professional experience as a digital marketing consultant, content writer, graphic designer and college instructor. Brian teaches Professional Development and Graphic Design courses.

Kenzie Phillips, Instructor

Ms. Phillips holds a BFA in graphic design from the University of Louisville and an MBA in marketing from Wright State University. She serves as the Director of Operations for a local company and operates a stationery and graphic design studio. Kenzie teaches Graphic Design and Business courses.

Justin Rankin, Instructor

Mr. Rankin holds a BA in Communication Studies from Wright State University and is the Co-Founder of Hard Media Group. He has also worked as a Sales and Marketing Manager at Fukuvi USA and a Business Development Manager at the Comfort Institute. Justin teaches Social Media courses.

Sydney Rose, Instructor

Ms. Rose holds an AAB in Advertising Art from The Modern. She is a freelance designer and photographer and also works as Creative Director and Project Manager for a local garden center marketing company. She previously worked as a commercial photographer at AGI Studios and as a Front-End Developer and Photographer at Real Art. Sydney teaches Graphic Design, User Experience Design and Photography courses.

Dana Salter, Financial Aid and Student Accounts Specialist

Ms. Salter holds a BA in Liberal Studies from Wilmington College. Her professional experience is in the finance and housing industries. Dana serves as a Financial Aid and Student Accounts Specialist.

Emery Sipe, Admissions Representative and Enrollment Coordinator

Ms. Sipe holds a BA in Business Administration and Marketing from Cleveland State University. Before joining The Modern, she was an Enrollment and Marketing Specialist for Victorium Learning Center and Miami Valley Academies. Emery serves as an Admissions Representative and Enrollment Coordinator.

Kelly Smith, Instructor

Ms. Smith holds an MA in Communications and Media Studies from the University of Dayton, a BS in Public Relations and Marketing from Franklin University, and an AA in Communication Studies from Sinclair Community College. Her professional experience includes teaching, research, and financial aid. Kelly teaches Communication courses.

J. Stanton, Instructor

Mr. Stanton holds a BA in Communication from Wright State University. His professional experience spans public relations, communication, sales, marketing, branding and creative direction. He teaches Communications and Social Media courses.

Elly Sullivan, Executive Assistant to the President

Ms. Sullivan holds a BA in Communication and Media Studies from Wittenberg University. Her professional experience includes financial aid, student accounts, admissions and business administration. Elly serves as an Executive Assistant to the President.

Shane Sullivan, Instructor

Mr. Sullivan holds a BS and an M.Ed in Education from Wright State University. He has worked for many schools in the greater Dayton area including his current position with Kettering City Schools. He has extensive experience teaching with a focus on math, reading and science. Shane teaches Quantitative Reasoning courses.

MacKenzie Tastan, Instructor

Ms. Tastan holds a BA in Anthropology from the University of Pittsburgh and an MA in Anthropology from the University of Central Florida. She has worked on educational programs for the National Parks Service, AmeriCorps, and the City of Fremont, California. She also has an extensive background in archaeology. MacKenzie teaches Sociology courses.

Faculty and Staff

Shayna Thomas, Director of Campus Operations and Civil Rights Coordinator

Ms. Thomas holds a BA in Communication and an MPA in Public Administration, both from the University of Toledo. Her professional experience spans operations management, leadership and development. As Director of Campus Operations, Shayna oversees campus-wide facilities, security and equipment. She is also responsible for Human Resources and daily operations of the college. She also serves as the Civil Rights Coordinator.

Quinn Villarreal, Instructor

Mr. Villarreal earned a BBA in Marketing from the University of Cincinnati. Quinn started his career with Sirius XM, where he produced digital content. He now owns a video production company, Villa Create, in New York City, which specializes in commercials, television production, documentaries, music videos, and more. He teaches Video courses.

Mark Werle, Instructor

Mr. Werle earned a BS in Professional Photography from Rochester Institute of Technology. Mark is a commercial photographer, videographer and creative enthusiast. He has more than 40 years in the industry, which has taken him from the film and darkroom era to the digital age and now into Photogrammetry and 3D photography. Clients include Avery Dennison, Coors, Evenflo, General Electric, Huffy Bicycles, KitchenAid, Procter & Gamble, The Embassy Suites, The Leukemia Society, The Marriott Hotels, University of Dayton, Skyline Chili, Bill's Donuts, plus many ad agencies and manufacturers throughout the Miami Valley. Mark teaches Photography courses.

Karl Wietlisbach, Director of Financial Aid

Mr. Wietlisbach has more than 20 years of financial aid experience on the school and lending sides. He has proven his skills

at a variety of institutions, including the Global Tech College, American Business and Technology University, Nurtur Aveda, Cincinnati School of Medical Massage, Ohio Media School, Sallie Mae, Miami University and St. Petersburg College. Karl leads the financial aid team as the Director of Financial Aid.

Philip Zastrow, Instructor

Mr. Zastrow holds an AAS in Visual Communication from Sinclair Community College and is a Front End Designer and Developer at Box Out. He has also worked as a Front End Designer at Sparkbox, a Web Designer at the University of Notre Dame and as an Instructor at Girl Develop It. Philip teaches User Experience Design courses.

Rules and Regulations

ATTENDANCE POLICY

For residential courses, instructors take attendance five minutes after the scheduled class begins. Students not in attendance at that time will be marked absent.

For asynchronous online courses, instructors take attendance once a week based on participation in the course. Students must show documented participation in Canvas to receive their attendance for the week. Examples include completing a quiz, responding to a discussion post, turning in an assignment, completing a peer review, etc.

Students are expected to monitor their absences from a course. Absences are not considered excused or unexcused.

15-Week Courses that Meet Twice Weekly

When a student reaches the number of absences below, the following actions will occur.

- 5th absence: Written attendance warning via email
- 6th absence: Written attendance probation via email
- 7th absence: Automatic withdrawal from the course

15-Week Courses that Meet Once Weekly/15-Week Online Courses

When a student reaches the number of absences below, the following actions will occur.

- 3rd absence: Written attendance warning via email
- 4th absence: Written attendance probation via email
- 5th absence: Automatic withdrawal from the course

7.5-Week Courses

When a student reaches the number of absences below, the following actions will occur.

- 1st absence: Written attendance warning via email
- 2nd absence: Written attendance probation via email
- 3rd absence: Automatic withdrawal from the course

4-Week Courses

When a student reaches the number of absences below, the following actions will occur.

- 1st absence: Written attendance warning via email
- 2nd absence: Written attendance probation via email
- 3rd absence: Automatic withdrawal from the course

Missing Class Time

After class begins, students out of class for 10 minutes or longer without gaining verbal permission from their instructor will be marked absent. Sleeping during class is not permitted, and the instructor records this as an absence.

Consecutive Absences

If any student misses two consecutive weeks of all their registered courses, they will be automatically withdrawn from the program.

Students Who Attended Within the First Two Weeks of the Course

If a student was reported as non-attending in the first two weeks of the semester, they are ineligible to receive federal student aid. If the instructor marked the student as absent in error, it is the student's responsibility to contact the Financial Aid office. The Financial Aid office must confirm attendance with the instructor. The Financial Aid office reviews the student's financial aid award based on the date the instructor reported the student first attended the course.

Students Who Did Not Attend Within the First Two Weeks of the Course Due to Extenuating Circumstances

The student must complete and submit a Financial Aid Attendance Appeal form. This must be completed with Student Services, and the student must have documentation included to verify the extenuating circumstance. Extenuating circumstances include but are not limited to:

- Severe illness preventing them from attending all classes during the first two weeks of the course documented by a medical doctor or hospital
- Death of a close family member. Student provides a copy of the death certificate or obituary referencing the student's name in relationship to the deceased
- Documented extenuating circumstances that a financial aid staff member determines using professional judgment

When The Modern automatically withdraws students from any course due to violating the attendance policy, the withdrawal policy applies.

If a student is withdrawn from a course, they are required to repeat the course. When repeating a course due to a withdraw, the student is responsible for all additional costs associated with retaking the course (tuition, supplies, and fees). If retaking the course changes the student's expected graduation date, the student will be notified by email of this change.

Attendance Appeal Policy and Process

If a student wishes to appeal any attendance decision, they should follow the process below:

1. Submit an Attendance Appeal Form and documentation to Student Services.
 - a. The appeal must be submitted to Student Services within seven (7) calendar days from the day in which the student received an email notification of course withdrawal.

Rules and Regulations

- b. Appeals submitted during the final week of the semester must be submitted by 5:00 pm on the last day of the semester. Appeals submitted after 5:00 pm will be denied.
 - c. Any documentation for absences must be submitted to success@themodern.edu.
2. The student will meet with Student Services to discuss the appeal.
 3. The final decision on the appeal will be made by the Director of Student Services.
 4. Attendance appeal decisions can take up to five business days. Students and the course instructors will be notified of the appeal decision through their campus email accounts.
 5. All appeal decisions are final.

Acceptable documentation for an Attendance Appeal

The following is a list that includes, but is not limited to, documentation of extenuating circumstances that The Modern will consider when reviewing attendance appeals:

- Hospital care/surgery
- Medical appointments
- Funeral service and visitation
- Required court appearance
- Jury duty

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FEDERAL FINANCIAL AID RECIPIENTS ONLY

The Modern's Satisfactory Academic Progress (SAP) Standards for federal financial aid recipients require students to pass each course with a 70% term average or higher and maintain a cumulative GPA of 2.0 or higher at the end of each term.

SAP Status Financial Aid Warning and Probation

If students do not meet SAP Standards, The Modern will place them on Financial Aid Warning for the next semester. If students do not meet SAP standards after the Financial Aid Warning semester, The Modern will place them on Financial Aid Probation, and they will suspend all federal aid for all subsequent semesters.

Appeal Process

Students on Financial Aid Probation can appeal within three business days after initial notification. To appeal, students must submit the Satisfactory Academic Progress Appeal Form, which includes a personal statement explaining any extenuating circumstances that kept them from meeting SAP Standards, how students resolved the circumstances, and how they will make satisfactory progress in the future. Examples of extenuating circumstances are personal injury or illness, death of a relative, or other circumstances as determined by The Modern. The Modern will place students in a pending status if an Appeal Form is incomplete or if they request additional information.

The Financial Aid Director, Chief Academic Officer, and President will review the form and issue a decision. Students will receive a written response to the appeal within three business days of The Modern receiving a completed Appeal Form.

When The Modern approves an appeal, they will reinstate federal aid. Students will remain on probation and receive a Financial Aid Academic Plan within one week of the approval. This Academic Plan will describe the terms of their financial aid probation. The Modern will extend the appeal approval for subsequent semesters for students who adhere to the Academic Plan until they are no longer on Financial Aid Probation. If students do not meet the terms of their probation, The Modern will suspend federal aid at the end of the semester.

If The Modern denies an appeal, students may appeal again. If they can document that new circumstances are preventing them from meeting SAP Standards, there is no limit to the number of appeals they can submit.

GRADING POLICY

The Modern grading scale:

90-100	A Excellent
80-89	B Good
70-89	C Satisfactory
0-69	F Failing

Students have online access to grades through Canvas. Students receive reminders of online access to grades at mid-terms and at the end of each term.

LATE ASSIGNMENT POLICY

If a student submits an assignment within 72 hours (three days) of the due date, the instructor deducts ten (10) percentage points from the grade earned on the assignment. For example, if a student turned in an assignment 72 hours late and earned a grade of 80%, the grade is lowered to a final grade of 70%. If a student submits the assignment more than 72 hours late, the student receives zero (0) points for the assignment. The Modern will not accept assignments after the last day of the term.

Only the student may turn in the assignment. In other words, no other person may turn in the assignment for the student. It is the student's responsibility to turn in the assignment to the instructor. It is not the responsibility of The Modern instructor to request the student to turn in the assignment.

MAKE-UP POLICY

Listed below are two circumstances where a student may qualify for a make-up schedule.

Attendance Make-up Policy

If a student is absent for three or more complete consecutive days, the student may request a make-up plan for

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assignments that were affected by the student's absence. The student should complete the Make-Up Plan Request Form within 72 hours of the affected assignment's due date. Student Services will review the request and accept or deny the request based upon, but not limited to, the following: current term status of the student's attendance, documentation for the absences, grades, and regularly scheduled class time remaining in the term. If the request is approved, Student Services will notify the instructor and the student. The instructor will work with the student to create the make-up plan. If the student does not meet the deadline for make-up work, the student receives a zero on the assignment.

Technology Make-Up Policy

If a student's laptop or digital camera requires unavoidable maintenance or repair, the student may develop a make-up plan with each instructor whose assignments were affected by the student's equipment issues. The student must provide written proof to the Director of Student Services (invoice or work order) listing the dates of their equipment's maintenance. After supplying written proof, the student must request a make-up schedule agreement from the Director of Student Services and schedule new due dates with instructors.

The student has one week from the date their equipment maintenance issues are resolved to complete the make-up schedule agreement.

If the student does not meet the deadline for make-up work, the policy regarding late assignments goes into effect.

INCOMPLETE POLICY

An Incomplete "I" is a temporary grade that may be given to a student when illness, hospitalization, necessary absence, or other reason beyond the control of the student prevents completion of course requirements by the end of the term. The student must inform

the Director of Student Services they are requesting an Incomplete grade before the end of the term. If the Incomplete is granted, the Director of Student Services will work with the student and instructor(s) to determine a reasonable due date for the student to submit the required work.

Incomplete grades will expire on the due date and will be replaced by the letter grade earned by the student. If the student does not earn a passing grade, the Course Failure Policy will be followed.

During the time frame of the Incomplete, the student's academic progress and attendance will be frozen until the date the Incomplete expires.

If a student does not successfully complete the course, they are required to repeat the course. When repeating a course due to a course failure, the student is responsible for all additional costs associated with retaking the course (tuition, supplies, and fees). If retaking the course changes the student's expected graduation date, the student will be notified by email of this change.

COURSE CANCELLATION POLICY

Courses with fewer than five students register may be canceled. If a course is canceled, the Registrar will assist students in re-registering for the course.

INDEPENDENT STUDY

Students may request to take a course through independent study by submitting a request form to the Registrar. The Chief Academic Officer will evaluate and approve requests.

Independent study courses must be relevant to the program and will include comprehensive educational objectives. The student must meet regularly with the independent study instructor.

Only ten percent of the program may be offered via independent study. Students who transfer 75% of the required credits into the school may not be awarded credit for independent study in the remaining 25% of the curriculum.

ACADEMIC INTEGRITY

The Modern College of Design promotes a high level of academic integrity to ensure that students master the required skills needed for employment after graduation and to set a strong foundation for the future careers of its graduates. Students are responsible for meeting the Standards of Academic Integrity and will face discipline, including possible dismissal, if these standards are violated.

Standards of Academic Integrity

The Modern expects students to complete all assignments with a high level of academic integrity by respecting the work of others and presenting their own work honestly. Students are responsible for understanding the requirements of each assignment regarding research, writing, collaborative work, the appropriateness of collaboration, use of generative AI/technology, and other issues. The use of photography, illustration, clip art, video, motion graphics, generative AI, or any creative assets not originally produced by the student is prohibited without the full consent of the instructor.

You are responsible for meeting the Standards of Academic Integrity and will face discipline, including possible dismissal if these standards are violated. Plagiarism of any kind is never tolerated in a professional setting and will be dealt with in accordance with this policy.

Acceptable Use Of Generative AI

Generative artificial intelligence (AI) refers to a type of technology capable of generating creative and human-like content, including text, images, and other media. This policy aims to ensure that generative AI is utilized in a manner that respects ethical considerations, privacy, security, and the values of our academic community.

Generative AI can be used in practical ways to enhance the learning process. Acceptable use may include, but is not limited to, facilitating academic research,

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improving writing processes, and exploring creative expressions. Students should clarify acceptable use of generative AI with their instructor on each assignment prior to implementing it into any school work, and must have the consent of their instructor to do so. When presenting or sharing content generated by AI, users must clearly disclose the use of AI technology.

The Modern expects all students, staff, and faculty to be mindful that the use of AI complies with copyright laws, does not infringe on intellectual property rights, and respects data privacy regulations. Users must not employ AI for generating or disseminating content that is harmful, offensive, discriminatory, or violates any applicable laws or regulations.

Violations and Consequences

Plagiarism Violation: Students are prohibited from plagiarizing the work of others and submitting it as their own. Plagiarism includes, but is not limited to, the presenting as one's own: ideas, design, illustration, photography, web coding, or words of another. When retaking a class, students must complete all new assignments. Students retaking a class may not submit work from their previous attempt.

The Modern shall have the sole discretion to determine whether a student's work is plagiarism. If there is any suspicion on the part of the instructor regarding whether the work being turned in is the student's work, The Modern reserves the right to verify its origin in the following ways:

1. Reviewing the source files for the assignment(s)
2. Requiring the student to demonstrate their skills in front of their instructor and/or other faculty and staff
3. Requiring the student to show thumbnails, notes, research materials, and/or brainstorming materials used in the creation of the assignment(s).

A student who has submitted a plagiarized assignment(s) shall be subject to, but not limited to, the following consequences:

1. Plagiarism (first offense): The student receives a written warning and a zero on the assignment, and will be required to redo the work in order to qualify for a grade. The regraded assignment cannot exceed 70%. The student will also be ineligible for the President's List.
2. If a student fails a course after the regraded plagiarized assignment(s) is calculated into their course grade, the student will fail such course(s) according to rules and regulations regarding grading in this catalog.
3. Plagiarism (additional offense(s)): The student fails the course that included the assignment in question. The student is required to retake and successfully pass the course before being eligible for graduation. Repeated violations or violations that are deemed especially egregious by the President may result in permanent dismissal.

Cheating Violation: Students are prohibited from cheating on assignments. Cheating includes, but is not limited to, submitting assignments containing falsified data, using unauthorized aids to complete assignments, receiving inappropriate assistance from another, and copying the work of another. The Modern shall have the sole discretion to determine whether a student has cheated on an assignment. If there is any suspicion on the part of the instructor regarding whether a student has cheated, The Modern reserves the right to verify the origin of the student's work in the following ways:

1. Reviewing the source files for the assignment(s).
2. Requiring the student to demonstrate their skills in front of their instructor and/or other faculty and staff.

3. Requiring the student to show thumbnails, notes, research materials, and/or brainstorming materials used in the creation of the assignment(s).

A student who has cheated shall be subject to, but not limited to, the following consequences:

1. Cheating (first offense): The student receives a written warning and a zero on the assignment, and will be required to redo the work in order to qualify for a grade. The regrade cannot exceed 70%. The student will also be ineligible for the President's List.
2. If a student fails a course after the regraded assignment(s) is calculated into their course grade, the student will fail such course(s) according to rules and regulations regarding grading in this catalog.
3. Cheating (additional offense(s)): The student fails the course that included the assignment in question. The student is required to retake and successfully pass the course before being eligible for graduation. Repeated violations or violations that are deemed especially egregious by the President may result in permanent dismissal.

Inappropriate Assistance Violation:

The Modern promotes collaboration in the classroom and on assignments when deemed appropriate by faculty. Students are prohibited from assisting other students on individual assignments or aiding other students in presenting their work dishonestly. Inappropriate assistance includes, but is not limited to, assisting others on individual assignments and allowing another student to submit one's work as their own. The Modern shall have the sole discretion to determine whether a student has provided inappropriate assistance to others on an assignment. If there is any suspicion on the part of the instructor regarding whether a student has provided inappropriate assistance to another student on an assignment,

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The Modern reserves the right to verify the origin of the assignment in the following ways:

1. Reviewing the source files for the assignment(s) of the student thought to have provided inappropriate assistance, as well as source files for the assignment(s) of the student thought to have received inappropriate assistance
2. Requiring the student thought to have provided inappropriate assistance, as well as the student thought to have received inappropriate assistance to show thumbnails, notes, research materials, and/or brainstorming materials used in the creation of the assignment(s)

A student who has provided inappropriate assistance to another student on an assignment(s) shall be subject to, but not limited to, the following consequences:

1. Inappropriate Assistance (first offense):
The student will receive a written warning. The student will also be ineligible for the President's List.
2. Inappropriate Assistance (additional offense(s)): The student fails the course that included the assignment in question. The student is required to retake and successfully pass the course before being eligible for graduation.

If the student is not currently enrolled in the course in question, the President will determine an appropriate sanction. Repeated violations or violations that are deemed especially egregious by the President may result in permanent dismissal.

Additional Violations of Any Type:

Additional violations of the Standards of Academic Integrity, whether the violation is the same type of violation as the first offense or a different type of violation, will result in the student failing the course that included the assignment in question. The student is required to

retake and successfully pass the course before being eligible for graduation.

Repeated violations or violations that are deemed especially egregious by the President may result in permanent dismissal.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code).

Penalties for copyright infringement include civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at copyright.gov.

Appeals

If a student wishes to appeal an academic integrity violation decision, the student should follow The Modern's grievance process.

GRADUATION REQUIREMENTS

Successful completion of all courses with a 70% term average or higher and a cumulative grade point average of 2.0 or higher are required. Students who have participated in the Federal Direct Loan program are required to complete Direct Loan Exit Counseling.

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the specific period during a program when a student is not in attendance. Students who wish to take a Leave of Absence to complete the program at a later date can take a leave of up to but not to exceed 180 days. Students may choose to take a leave of absence for various reasons, including health or financial reasons or other life circumstances.

Students may take one leave of absence for a maximum of 180 days per 12-month period. Student email addresses remain active during the student's leave of absence. Any revisions or addendum to The Modern's curriculum, policies, or procedures apply to students returning from a leave of absence.

In compliance with federal student aid regulations, 34 CFR 668.22 (d), regarding the process for students requesting a leave of absence states:

The student must request, and the school must approve the LOA in accord with the school's policy.

There must be a reasonable expectation that the student will return from the LOA.

The school may not assess the student any additional institutional charges; the student's need may not increase, and, therefore, the student is not eligible for any additional Title IV aid.

Together with any other leaves of absence, the LOA must not exceed a total of 180 days in any 12 months.

Except in a clock-hour or non-term credit-hour program, a student returning from an LOA must resume training at the same point in the academic program that they began the LOA.

If the student has a Title IV loan, the school must explain to the student, before granting the LOA, the effects their failure to return from an LOA may have

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on the loan repayment terms, including the expiration of the grace period.

If the LOA results in a change in the student's expected graduation date, the student will be notified via email.

Requesting a Leave of Absence:

First, students are encouraged to meet with the Director of Student Services to discuss their options and learn how a Leave of Absence will affect their progress through the program and their projected graduation date. Next, students must submit a written statement that explains the reason for the LOA request. The administration must receive the written statement before the LOA begins. Students can submit documents using their student email account. If the student's graduation date changes due to taking an LOA, the student will be notified via email.

Returning From a Leave of Absence:

Students returning from a leave of absence must contact the Registrar no less than 15 days before the term begins to complete the financial aid process and schedule courses. If a student is absent more than the 180 days allowed by the Leave of Absence Policy, The Modern will withdraw the student for Title IV purposes, and The Modern's Readmission Policy will apply.

The tuition and fees component of the cost of attendance (COA) for any subsequent term or award year in which a student returns from the approved LOA may not include the tuition costs for coursework they were taking when the LOA began. However, even if The Modern enrolls a student in no additional credits, the COA for a subsequent term or academic year may consist of living expenses.

Credits associated with the coursework a student is completing upon return from an approved LOA may count toward that student's enrollment status.

Usually, such requests are received and approved before the student begins an LOA.

FAILURE POLICY

A term average below 70% in any course or a cumulative grade point average below 2.0 is considered failing.

Students receive an academic progress warning via email at midterm if their term average falls below 70% in any course or their cumulative grade point average falls below 2.0.

Students receive an academic progress probation notice via email upon failure of a course and are required to repeat the course. The student is responsible for any additional costs associated with retaking the course (tuition, supplies, and fees). If retaking the course changes the student's expected graduation date, the student will be notified by email.

After the student successfully completes the failed course, the passing grade will replace the original grade. The student's grade point average then reflects the most current completed courses. If a student fails a course on the second attempt, the student is not able to re-take the course and will be dismissed from the program.

WITHDRAWAL POLICY

Voluntary Course Withdrawal

To voluntarily withdraw from a course, a student must submit a Voluntary Course Withdrawal Form to Student Services.

Students who withdraw from a course on or before the last day of week one of classes will receive no notation on their transcript about enrollment in the course.

Students who voluntarily withdraw from a course between the first day of week two of the term and 60% or less of the term will receive a transcript notation of "W."

Students who voluntarily withdraw from a course beyond 60% completion of the term will receive a "WP" if their class average is passing at the time of withdrawal; they will receive a "WF" if their class average is failing at the time of withdrawal.

Students who withdraw from a course are required to repeat the course. The student is responsible for any additional costs associated with retaking the course (tuition, supplies, fees). If retaking the course changes the student's expected graduation date, the student will be notified by email of this change.

Grades of "W," "WP," and "WF" are not calculated into the final GPA but do count as one of the student's two permitted attempts to pass the course.

Mandatory Course Withdrawal

Students receive a mandatory course withdrawal when they reach the attendance threshold and are removed from a class based on the attendance policy.

Students who receive a mandatory withdrawal from a course will receive a "WF" on their transcript.

A grade of "WF" is not calculated into the final GPA but does count as one of the student's two permitted attempts to pass the course.

Students who withdraw from a course are required to repeat the course. The student is responsible for any additional costs associated with retaking the course (tuition, supplies, fees). If retaking the course changes the student's expected graduation date, the student will be notified by email of this change.

Program Withdrawal: Official and Unofficial

A student who wishes to officially withdraw from a program must submit a Program Withdrawal form to Student Services. A student will be unofficially withdrawn after 14 consecutive calendar days of non-attendance for in person classes or 14 consecutive calendar days of no academically related activity for online courses.

Academically related activity includes:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students

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- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with an instructor to ask a question about the academic subject studied in the course

Academic attendance and attendance at an academically related activity do not include activities where a student may be present, but not academically engaged. Per the Department of Education, The Modern must perform a Return of Title IV Aid (R2T4) calculation for students who have withdrawn (or otherwise ceased attendance).

PROGRAM CHANGES

Active students who wish to change programs must submit a Program Change Request Form. The Chief Academic Officer will evaluate students' academic performance and motivation for changing programs and approve or deny the request.

When the Chief Academic Officer approves a program change request, students will work with the Registrar to complete the enrollment process.

Taking extra or fewer classes at the end of a program does not require a program change.

REFUND POLICIES

All tuition and fees paid are refundable prior to the commencement of classes.

The enrollment fee is refundable if the college is notified in writing within five days of signing the enrollment agreement, but prior to the commencement of classes.

The Modern will use the last day of attendance to calculate all refunds. The Modern will issue refunds within 14 days of the date of the final withdrawal calculation and may credit the refund to a student's account balance. The Modern will calculate refunds under the Return of Title

IV Funds Policy or State of Ohio Refund Policy and the Institutional Refund Policy. They will use the method that provides the most favorable refund to the student. The Modern bases all refunds on the term's tuition and fees.

Statutory Pro Rata Refund Policy

This policy applies only to students in the first payment period (first term of their first year). Withdrawal within the first 60% of the term - Pro Rata refund less any unpaid charges.

Return of Title IV Funds Policy

For any student who has been withdrawn, either officially or unofficially, from their program of study, an R2T4 calculation for the payment period or period of enrollment (the term the student was currently enrolled in), must be completed. This policy will determine the amount of financial aid funds earned by the student during their enrollment. The amount of aid a student has earned is determined on a pro rata basis. For example, if a student completed 30% of their payment period or period of enrollment, they earn 30% of the assistance they were originally scheduled to receive. Once they have completed more than 60% of the payment period or period of enrollment, they earn all the assistance that they were scheduled to receive for that period. These earned funds may be kept by the school while any unearned funds must be returned to the federal student aid programs.

The Federal Return of Title IV funds calculation includes the following Title IV grant and loan funds if they were disbursed or could have been disbursed for the term the calculation is being performed. Title IV funds received during applicable term will be returned in the following order:

1. Unsubsidized Direct Loans (other than Direct PLUS Loans)
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants for which a return of Title IV funds is required

5. FSEOG for which a return of Title IV funds is required

6. TEACH Grants for which a return of Title IV funds is required

7. Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required

The required Return of Title IV funds will be made to the federal student aid programs within 30 calendar days of the date of determination of the student's withdrawal. The returning of unearned funds to the federal student aid programs can result in the student owing a balance to The Modern College of Design. If a balance is owed as a result of a Return to Title IV calculation, the student will be notified by mail within 30 days of the withdrawal was determined. This letter will list the amounts returned to each federal student aid program and the balance due to The Modern. If a credit balance exists on the students account after applying the schools institutional refund policy and the R2T4 calculation, The Modern will disburse the credit balance to the student no later than 14 days from the date that the calculation was performed.

Information Regarding Third-party Refunds/Return of Funds

The best source of information regarding third-party refunds or return of funds is the Director of Financial Aid. Important information is also available in the document titled "The Student Guide," for the current financial aid year from the U.S. Department of Education.

Institutional Refund Policy

Withdrawal within the 1st calendar week of the semester: 25% Retained

Withdrawal within the 2nd calendar week of the semester: 50% Retained

Withdrawal within the 3rd calendar week of the semester: 75% Retained

Withdrawal within the 4th calendar week of the semester: 100% Retained

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Institutional Scholarship and Grant Recalculation Policy

The Modern will recalculate institutional scholarships and grants disbursed for a semester in which a student withdraws or is dismissed. The amount will be prorated in accordance with '20 U.S. Code § 1091b - Institutional refunds' in the Higher Education Act of 1965.

Special Cases

In cases of prolonged illness, accident, homelessness, death in the family or other circumstances, the President will make a judgment to consider whether a refund is fair and reasonable to both parties. Fees for special assignments will be refunded in full if the assignments the fees were intended to cover have not begun.

MAXIMUM TIME FRAME POLICY

The maximum time frame is the time allowed for a student to complete a program of study. Federal regulations specify that a student is expected to complete their graduation requirements within 150% of the published normal completion rate of the program, expressed in credit hours. If at any time it becomes mathematically impossible for a student to complete the program within the maximum time frame, the student will be dismissed from the program. For example, if a student is enrolled in a 65 credit hour program, the student will no longer be allowed to continue after having attempted more than 97.5 credit hours (65 credit hours x 150% = 97.5 credit hours).

STUDENT ENROLLMENT CANCELLATION POLICY

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within five days after signing

an enrollment agreement and making an initial payment. An applicant requesting cancellation more than five days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the enrollment fee.

LIBRARY RULES & REGULATIONS

The Modern's Library is open Monday through Friday while classes are in progress. Books and magazines may be checked out for one week. Equipment may be checked out for one day. Items must be returned on the due date or renewed. Knowing the correct due date is the responsibility of the student.

Removing materials from the library without checking them out is grounds for dismissal from The Modern.

Overdue fines are \$.50 per day. If an item is not returned within two days of its due date or is returned damaged, the cost of the item will be added to the student's account.

EQUIPMENT SIGN-OUT POLICY

Equipment may be signed out by students for a maximum of one day and must be returned by the next school day by the posted time.

Removing equipment from The Modern without signing it out is grounds for dismissal.

Overdue fines are \$20.00 per day and if the equipment is not returned within two days of its due date or is returned damaged, the full cost of the equipment will be added to the student's account.

DRESS CODE

Students are expected to present themselves in a clean, neat, and professional manner at all times. Inappropriate attire includes, but is not limited to, pajamas, slippers, excessively revealing clothing, shoes with wheels, or garments displaying offensive, inappropriate, or discriminatory language or imagery. Students wearing attire that

does not align with these expectations may be dismissed for the day and marked absent.

PRINTING ABUSE

Use of the printers will be monitored. Excessive use or abuse by an individual student will be addressed by administration and additional fees may be required.

STUDENTS' RIGHTS

Students' rights include, but are not limited to, the following: access to their college records, confidentiality regarding personal data, and the appeal of any grade they believe to be unfair.

PROPERTY DAMAGE

Damage to property of The Modern is prohibited. This includes all property and belongings, such as vending machines, furniture, equipment, carpeting, computer hardware or software, parking lot, lawn, etc. Action taken following any physical damage inflicted on the aforementioned may include payment for damage and permanent dismissal from The Modern. Permanent dismissal of any student may be determined by the amount of monetary damage to property and is at the discretion of the President of The Modern.

WARNING AGAINST ILLEGAL DOWNLOADING

Students must not illegally download creative content, including but not limited to any licensed materials or intellectual property of another, music, movies, or other entertainment media using the Internet connection provided by The Modern. It is against the law, and also against The Modern policy to illegally download such materials. If it is discovered that a student has ignored this ban on downloading, the student takes full responsibility for his/her actions and will indemnify and hold harmless AAES, Inc. including all costs, attorney fees, or lost faculty and/or administration staff fees associated with the defense of any claim.

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Authentication Policy

The Modern will ensure the verification of the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit by using a secure login and passcode provided to access Canvas. These credentials are confidential, and sharing access to login information or any coursework is a violation of our academic integrity policy. Students who violate the policy will be subject to the consequences of cheating violations listed in our catalog.

NETIQUETTE POLICY

Be Polite

- Use the golden rule of online communication: Be as polite as you would when speaking to someone in person
- Address individuals by name

Be Scholarly

- Use proper language, grammar, and spelling. Use spell check and reread all writings before submitting
- Justify your ideas
- Attribute and cite the ideas of others and link to scholarly resources
- Thoroughly read discussion posts made by peers before responding so your comments add to the discussion and do not restate points already made

Be Professional

- Set up a functional space for learning
- Be truthful and accurate
- Have positive expectations of the class, your instructors, and your peers
- Wear appropriate attire during video correspondence
- To avoid disruptions and background noises, mute your mic when you are not speaking
- Be prepared and punctual

Be Respectful

- Respect the privacy of others
- Respect diversity and opinions that differ from yours
- Communicate without sarcasm to avoid misinterpretation
- Inform others when recording online meetings/sessions.

COPYRIGHT POLICY

Instructional Materials and Copyright Policy

Compliance with the federal copyright law and with this policy is the responsibility of every member of The Modern community, including faculty, staff, and students. The Modern expects all members to become familiar with copyright laws and expectations based on our policies below

Ownership of Instructional Materials

By law, under the Work for Hire principle, The Modern College of Design is the owner of intellectual property and educational materials created and developed by the faculty within the scope of their employment. Instructional materials include, but are not limited to, teaching materials in print and electronic format, slides, lecture notes, audio, and video recordings, software, assessment tools, manuals, and any other means of dissemination knowledge or expertise.

Faculty who develop educational materials within the scope of their employment are granted a non-exclusive, no-cost license to use the materials as part of any of their teaching or scholarly functions inside or outside of The Modern.

When faculty leave The Modern or are no longer able to teach their course, The Modern continues to own the educational materials and retains the right to use and revise the works developed for a course.

Ownership of Student Materials

Works by students belong to the students because they are entitled to copyright protection. Faculty and staff need to get

permission from the students to copy and distribute their works, which can be done by having the students sign a waiver.

Copyright Policy for Faculty, Staff, and Students

Following compliance with federal copyright law is required by all faculty, staff, and students.

Copyright infringement is the unauthorized reproduction, use, or display of copyrighted works without the permission of the copyright owner. Copyrighted works include, but are not limited to, literary, musical, dramatic, and audiovisual works. In general, the use of any copyrighted works requires permission from, and potentially payment to, the copyright owner.

The Modern faculty, staff, and students are encouraged to utilize works that can be found using The Modern Library's digital resources, works that are in the public domain, or works that can be found on an open-access resource website. For all other works, it is the individual responsibility of the faculty, staff, or students to obtain written permission for use from the copyright holder.

The Modern's Library Resources (links to the following can be found in LIRN):

- Jstor
- Credo
- ProQuest Article Database
- ProQuest Ebook Central

Public Domain - Public domain refers to any item that is not considered intellectual property under copyright law. Some examples of public domain items include, but are not limited to, government documents, materials created before 1924, and ordinary materials such as telephone books and calendars.

Open Access Resources - Works that are freely available for viewing and use. Some examples of open access resource websites are:

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- Openstax
- Open Textbook Library
- Merlot

The Modern asks all students and staff to err on the side of caution regarding copyright materials. If you don't know if a material is available for use without copyright, don't use it. For more information or questions regarding copyright materials and their use, please contact our librarian.

FIELD TRIPS

It is recommended that students participate in such trips away from The Modern in the presence of faculty. Valuable information may be learned by students who choose to attend these field trips. The Modern holds no responsibility for a student's safety, personal belongings, or well-being while traveling to, returning from, and while participating in such optional field trips. Field trips to agencies, design firms, printers, museums, etc. are not required.

Students who choose not to attend field trips may be required by their instructors to complete an alternate assignment covering the objectives of the field trip.

Students will not hold The Modern liable for any injuries incurred traveling to, returning from, and while participating in such optional field trips.

CHANGE OF POLICIES

The Modern reserves the right to change its policies at any time. When a policy change occurs, students will be informed of the change in writing one week before the policy change goes into effect. Students will sign a form indicating that they have been informed of the policy change and it is the responsibility of the student to inform their parents or other interested parties.

THE MODERN'S NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students at The Modern certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day The Modern receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Modern will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask The Modern to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If The Modern decides not to amend the record as requested, The Modern will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before The Modern discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The Modern discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes

a person employed by The Modern in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of The Modern who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for The Modern.

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

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures Without Consent

In addition to disclosures to school officials as discussed above, The Modern may disclose PII from student records without consent in certain other situations.

The most common situation involves the disclosure of "directory information."

Rules and Regulations

Directory information may be disclosed to others without consent of the student.

“Directory information” includes:

- Student’s name, address, telephone listing, e-mail address, and photograph,
- Date and place of birth,
- Major field of study,
- Dates of attendance,
- Grade level,
- Participation in officially recognized activities and sports,
- Degrees, honors, and awards received, and
- The most recent educational agency or institution attended.

If a student wishes to prohibit The Modern from releasing directory information without consent, the student must notify the Registrar in writing.

The Modern may also disclose PII from student records without consent if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including faculty members, within The Modern whom the institution has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, The Modern, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information The Modern has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if The Modern determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of The Modern, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

GRIEVANCE PROCEDURES

Students may follow this process if they feel that The Modern has not adequately addressed a concern.

Internal Grievance Process

1. Discuss concerns with Student Services.
2. If students do not feel Student Services has adequately addressed their concerns or disagree with the outcome, they may submit written concerns to Student Services. The Modern’s President will review the concerns and determine the outcome.

Rules and Regulations

3. If after following steps 1 and 2, students still feel The Modern has not adequately addressed their concerns or disagree with the outcome, they may contact the Executive Director of the State of Ohio Board of Career Colleges and Schools, 30 East Broad St., Suite 2481; Columbus, OH 43215-3414; 614-466-2752, 877-275-4219.

ACCSC Grievance Process

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career
Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/StudentCorner/Complaints.aspx>.

THE MODERN | COLLEGE *of* DESIGN

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The Modern College of Design is accredited by the Accrediting Commission of Career Schools and Colleges/ACCSC and registered with the State Board of Career Colleges and Schools [Registration #2028]. Financial aid is available to those who qualify.

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