RISD
Advanced
Program
Online

Welcome to Rhode Island School of Design Advanced Program Online

We encourage students and families to review this document together and become familiar with the resources and policies outlined to ensure a successful term. This handbook provides Advanced Program Online students and their families with useful information about the course work, learning in the online space, student support and resources.

Contact RISD Continuing Education at 401 454-6200 or risdce@risd.edu if you have any questions.

Rhode Island School of Design (RISD) reserves the right to make changes to its written policies, rules and regulations at any time, with or without prior notice. Visit precollege.risd.edu for the most up-to-date version of this Student Handbook.

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Introduction & Academics

RISD's Advanced Program Online is a series of intensive, collegiate-level courses for students in grades 10–12* (or the equivalent) who are 15–18 years old. This immersive online experience is designed for those interested in pursuing art and design in college and want to learn best practices in producing portfolio work.

This program strives to reframe the way you look at the world, your art practice and how you collaborate with others.

*For the summer term, students who are rising sophomores (grade 10 or the equivalent) or have graduated from high school this year are eligible to attend.

ABOUT RHODE ISLAND SCHOOL OF DESIGN

RISD (pronounced "RIZ-dee") is a creative community founded in 1877 in Providence, Rhode Island. Today, we enroll 2,567 students hailing from 60 countries. Led by a committed faculty, they are engaged in 44 full-time bachelor's and master's degree programs and supported by a worldwide network of over 31,000 alumni who demonstrate the vital role artists and designers play in today's society.

Beyond facts and figures, what is the spirit of this community? Through a cross-disciplinary curriculum of studio-based learning and rigorous study in the liberal arts, RISD students are encouraged to develop their own personal creative processes, but they are united by one guiding principle: in order to create, one must question. In cultivating expansive and elastic thinking, RISD seeks to activate a critical exchange that empowers artists, designers and scholars to generate and challenge the ideas that shape our world. RISD's mission, at both the college and museum, is not only to educate students and the public in the creation and appreciation of works of art and design, but to transmit that knowledge and make global contributions. Visit risd.edu to learn more.

ACADEMICS

The primary goal of Advanced Program Online is to provide an educational experience that allows students the opportunity to focus on a passion, reflect on contemporary circumstances, and experience the pursuit of art and design topics in

depth. This online experience will help students as they learn to be self-motivated, nimble, creative and critical thinkers.

Our online classroom platform and Zoom sessions, home studio practice and RISD resources provide the means for students to build a community of respect, learning and collaboration in preparation for college.

From addressing the practical challenges of working with limited space and materials outside of a traditional studio, to learning how to find inspiration in the mundane, to developing and sustaining an active art-making practice, students will work independently and through peer connections to understand how constraints might inform exceptional outcomes. During each course students develop work that reflects their unique vision and direction. Courses are offered year round with varying schedules in the fall, spring and summer terms.

CERTIFICATE PROGRAM

RISD's Advanced Program Online is offered on a certificate track. The certificate consists of four courses. The two **Essential Fundamentals** courses introduce students to critical making through drawing and design. The two **Concentration** courses include a discipline-based featured topic coupled with a liberal arts course.

Students who register for an Advanced Program Online course will be automatically enrolled in the certificate. Students who are inactive after one year will be removed from the certificate track.

CURRICULUM

Similar to RISD's first-year experience, students begin the program by focusing on **Essential Fundamentals** courses which emphasize the practical skills needed to develop their ideas. Working through a series of prompts, students are challenged through research, material and method exploration to develop work that reflects issues around creativity during times of uncertainty.

Students enrolled in one or both of the Essential Fundamentals courses must earn a C- grade or higher in at least one of the courses to enroll in the Concentration courses.

Essential Fundamentals

These courses focus on how best to express your ideas and concepts through impactful visual communication. Strengthen connections to your own interests and passions by exploring the work of contemporary artists and designers. There will be demonstrations, lectures, presentations, critique, and personalized feedback.

Weekly Student Engagement Time

· Spring/Fall: Students can expect to spend a minimum of 5 hours per week for each Essential Fundamentals course.

- Summer: Students can expect to spend a minimum of 10 hours per week for each Essential Fundamentals course.

Experiential Drawing

Drawing is a thinking process and a way to broaden creative passages. In this class principles and elements essential to drawing are introduced through a variety of media and methods. Students use materials such as charcoal, graphite, markers, collage and water-based paint—as well as found materials and invented tools—in order to test different processes. Students learn about a range of compositional strategies: tonal studies, volume, weight and contour, line, and form are pursued through observation and interpretation. Emphasis is placed on developing an active sketchbook practice that serves as the reference for larger projects and allows others to understand your process.

Exploration In Design

Design is a planning process and a way to create impact and expand ideas. In this class students investigate line, shape, color, value, pattern, texture, space and form. Experimentation with scale, transparency, transition and a variety of approaches allows students to create a personalized collection of studies and completed works. Students explore painting methods and materials such as gouache, acrylic, and ink. From initial sketches to final projects, students develop a core practice to help in the success of current and future work.

Concentration

- Featured Topics* (course of choice)

- Visual and Critical Language

Students who have completed either Experiential Drawing or Exploration in Design may enroll in a specific area of study.

Featured Topics are an opportunity to focus on a singular area of study to harness your skill sets in a particular medium. Students engage in investigatory and iterative practice while also exploring different approaches and materials. These courses conclude with student final presentations.

*To view Featured Topics currently offered, visit our website.

Linked to this experience is the **Visual and Critical Language** course, where students study the lives and works of key contemporary artists and designers relevant to the Featured Topic. Here you will practice writing and presentng your work in clear and well-reasoned ways.

Through virtual museum, gallery and artist studio tours we will examine what artists and designers are doing and saying about contemporary issues and the role their work plays in society and how it can inspire your personal creative work.

Videos and reading assignments on the lives and works of key contemporary artists and designers relevant to the Featured Topic will inform you on how creativity and invention always flourish during times of uncertainty. This course emphasizes

concept development through research strategies that help avoid the common pitfalls of the cliché, plagiarism and citing inaccurate information.

Weekly Student Engagement Time

- **Concentration:** Students should expect to spend a minimum of 20 hours per week engaged in a Featured Topic course and Visual and Critical Language course.

SCHEDULE

Each course in Advanced Program Online has a unique schedule. Most courses are offered in multiple time slots so you can choose the meeting time that works best for you. Essential Fundamentals courses are offered in fall, spring and summer terms. In the fall and spring terms, they are divided into two 4-week sessions. To complete the course in spring or fall, you must complete Part I and Part II. Concentrations (Featured Topic and Visual and Critical Language) are only offered during the summer.

Classes begin on the program start date which are listed as asynchronous dates on your registration. Students should start engaging with course content in Canvas upon the program start date, which is before the first Zoom class. All courses end at 11:59 pm ET on the last day of the session. Students should make sure they're available to participate in the class up until the class ends. After the course ends, students will continue to have ongoing access to the class, but will not be able to engage (upload, download).

Zoom class sessions: Live class sessions, via Zoom, are three hours in length and meet weekly during the summer and twice per session during fall and spring. Summer live sessions are held on weekdays. Fall and spring live sessions are held on weekends. Typically these classes are offered in either morning or afternoon schedules (Eastern Time). In all courses, students engage in online coursework and assignments throughout the week to meet assignment deadlines.

Class Schedule (Fall and Spring)

Zoom classes meet twice during the term on either Saturdays or Sundays from 9 am –12 pm or 1 pm–4 pm as assigned on your schedule. All class times are in Eastern Time.

Class Schedule (Summer)

Zoom classes meet on days as assigned on your schedule, from 9 am–12 pm or 1 pm–4 pm. During the first session, Essential Fundamentals classes are also offered from 7 pm–10 pm. All class times are in Eastern Time.

- Essential Fundamentals meet one day per week

- Concentration courses meet two days per week with the Featured Topic instructor. The Visual and Critical Language instructor will visit class each week as well.

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Online Experience

Students will interact with their instructor and peers in two ways: synchronous (live) and asynchronous (recorded). Live Zoom sessions offer face-to-face engagement with the instructor and their peers. These sessions may consist of lectures, demonstrations, project development and group critiques. Asynchronous content includes on-demand lectures and demonstrations, resources, reference materials, and assignment outlines. Students participate by sharing in-progress and fully developed projects, and engaging in peer discussions. Peer discussions allow students to improve their work and to support their fellow students. Students receive direct and responsive support from instructors to promote advanced learning.

This mix of activities means:

· Zoom sessions will be at a set date and time in Eastern Time. You will be required to attend and be an active participant.

· You will participate daily in Canvas to stay on track. This can mean posting images, participating in discussion boards, watching demos and completing assigned readings.

· You'll have access to the online course content any time of day or night.

· The majority of class content, assignments, demonstrations and tutorials will be online. You will need to schedule your own study, research and creative time.

Advanced Program Online is a rigorous online program with a blend of long term projects, tight deadlines, and written assignments. Successful students are passionate about creating, have a strong work ethic and enjoy being challenged. Each student will be assessed and graded on their engagement and performance.

TECHNOLOGY

Requirements

To successfully engage in each class students will need the following:

- Computer or laptop (tablets and smartphones are not sufficient)
- Connection to high-speed internet service
- Web browser such as Chrome, Firefox, Safari, Edge or Internet Explorer 11.
- Course specific software (listed in the course notes if applicable)
- Adequate lighting for your face

Accessing Canvas

Communication on how to access Canvas will be sent to the primary email associated with your registration account (cereg.risd.edu). For students under the age of 18, the primary email address is typically the parent/guardian email.

Your course will be available to access on Canvas, our learning management system, beginning at 12:00 am Eastern Time on the start date of the course.

Link: https://risdedu.instructure.com/login/canvas (Bookmark this page for future use, as this is where you will regularly access your course materials).

If this is your first time accessing a course on Canvas, follow the steps below to set up your account prior to the start of class:

1. Visit Canvas and select "Forgot Password"

2. On this screen, enter your username, which is the same username as your cereg.risd.edu username. Then you will receive an email with a link to set up your Canvas password

3. You can then log in using your username and your new password. Both your username and password are case sensitive. If you change your username on our registration site, your Canvas username will remain the same as above, and can not be changed.

Technical Support

Online learning requires significant engagement with technology including hardware, software and the internet. Check that all of your personal equipment, software and services are in good working order prior to the first class.

If you have any issues accessing your account, Canvas provides resources on how to best navigate the LMS and resolve issues. Links to Canvas support are provided in the class portal. Review these links when you first log in and throughout the course.

If you are 18+, you can call 877 249-5405 or chat with the Canvas Support Hotline. Click on the Question Mark icon in the far-left global navigation menu.

If you are under 18 a parent or guardian may use the 24 hour Canvas Support

Hotline or you may contact the RISD IT Services Help Desk at 401 454-6106 or servicedesk@risd.edu during normal business hours.

ONLINE LEARNING ETIQUETTE

Be prepared

- Test all technology (including camera/video, Wi-Fi, and screen sharing) before the class meeting.

- Read the expectations for class for the given day and come prepared.

Be aware of your surroundings

- Find the quietest space you can for your Zoom meetings.

- Turn off all notifications and make sure your cell phone is on silent.

- Use a virtual background that is non-distracting. Avoid using animated backgrounds.

Be presentable

- All students are required to have their camera/video on and be present for the duration of the class. If you need to turn off your video, reach out to the instructor before the class meeting.

- No one may attend the class on your behalf.

- Students can only attend the Zoom class they are registered for and cannot attend a Zoom class of a different section of the course being taught at a different day or time.

- Be sure you are visible on camera with adequate lighting. You should be seated during a Zoom meeting, not reclining or pacing the room. If you have to recline or move around in order to participate, communicate your needs with your instructor. Contact Disability Support Services if you need an accommodation letter.

- Mute your audio to start the meeting and when you are not speaking.

- Be presentable in your clothing. Dress as you would in any other classroom.

- If you need to leave the meeting briefly, mute your audio and video.

Be courteous

- Be attentive while others are presenting. Keep your phones and tablets away.

- Stay focused on the class. Other tasks such as checking your email can wait until after class.

- Practice taking turns speaking. Use the hand raise function or raise your hand on camera.

- Limit private chats with others in the class during the meeting.

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- Avoid eating during meetings unless the instructor has specifically encouraged this.

PRIVACY ONLINE

- Protect your personal information. Keep all personal and sensitive information private. This includes contact information and login information.
- Respect other students' privacy and intellectual property. Keep their personal and sensitive information private, and obtain permission before sharing anyone's work.
- Use a virtual background at all times during your Zoom meeting as protection of your privacy.
- Respect your instructor's intellectual labor. Obtain their permission before sharing any of their content.
- Do not send or share personal or confidential information via email or learning platform.

CLASSROOM EXPERIENCE

In a typical class day, students will be in a three-hour Zoom meeting engaging in group critique, lectures and demonstrations. During the live sessions students will try new media, tools or concepts to help prepare them for the work they are doing for the remainder of the week.

Most of the work you create will be done outside of the live class time. This will allow dedicated time to develop concepts, research and complete artwork. Homework time is your opportunity to engage more deeply in independent work, and to gain feedback through the discussion boards.

ART SUPPLIES & PRESENTATION MATERIALS

Students will need a variety of art supplies and presentation materials. Each course will require students to purchase specific supplies. Your supply list will be available on the course site in Canvas at least 30 days before the class start date. Depending on the class and instructor, students and parents can expect to spend approximately $200 for each studio course.

You're welcome to use your own supplies to reduce costs. If you have an item that you might be able to use instead of a supply list item, check with your instructor before the first day of class to verify if the replacement item is acceptable. Unless otherwise indicated on the supply list, be prepared with all supplies purchased and available to you for the first class.

THE HUMAN FIGURE

Advanced Program Online uses images of clothed and unclothed human figures.

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Working from nude models builds awareness of the kinesthetics of the human form, human anatomy and a connection to the living energy of the subject.

Students are prohibited from producing images of themselves or their peers in a stage of full, partial, or suggested nudity. Artwork that contains sexually explicit content or other themes that might be harmful is not allowed. Students are welcome to create artwork on themes of sexual orientation and gender identity as long as they contribute to a safe environment. If you are unsure if your idea is appropriate, speak with your instructor before beginning the project.

HOMEWORK

Homework for all courses is substantial. You're expected to take initiative both inside and outside of the classroom, including prioritizing your schedule to balance extensive homework assignments. You will need to manage your time from the very beginning.

FINAL PROJECTS

The last week of class consists of final critiques and presentations to your class and instructors; equal in importance and intensity to final exams in other subject areas. Attendance at final classes and participation for final projects account for a major portion of your final grade. Your participation is essential to your success in the program.

TRANSCRIPTS / GRADES

Students will receive their final grades via the Student Portal at cereg.risd.edu *(not Canvas)* approximately four weeks after the end of the semester. You can view your grades and/or print an unofficial transcript by navigating to "My Enrollment History + Transcript." Grades cannot be sent by email or provided over the phone.

After grades become available students are welcome to request a transcript for your own use or to share with an institution by visiting our Transcript Request page. There is a fee to process each request.

PORTFOLIO REVIEW FOR SUMMER TERM

Advanced Program Online summer participants are invited to have their portfolios reviewed virtually by a RISD representative, coordinated through RISD Admissions. Receive direct feedback on what's successful in your work, and what to develop further for your college applications.

These live, online portfolio reviews are 15 minutes long. Enrolled students will receive an invitation to register as well as information on how the session will work and how to prepare for it.

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Student Success

Each student will be assessed and graded on their engagement and performance, so it's important to be prepared, limit distractions and have your support systems in place.

Communicate with your instructor about any questions, concerns or understanding of the class expectations and assignments. The following is a guide for student success.

PRE-PROGRAM PREPARATION

- Plan for the intensity and time commitment of each course including homework time.
- Prioritize your health and well-being. Keep all your personal, physical and mental health support systems in place during the program.
- Familiarize yourself with RISD student resources such as Disability Support Services and reach out prior to the start of classes. Be proactive rather than wait until you are struggling.
- Review all policies and procedures in this handbook and on the website.

DEDICATED CREATIVE WORKSPACE

Most students do not have access to an art studio, nor is one required to create work for your class. Prior to the start of class choose a space that you will have continual access to throughout the program. Make sure your workspace includes the following:

- Flat tabletop and/or floor space to work on
- Protective coverings for floors, carpet, wallspace and valued items
- Organized and easily accessible supplies
- A computer for reference and class interaction
- Wall space to hang your references and work for viewing and presentation during class

- A mirror large enough to view your work in
- Good lighting on your work space and on your work when presenting

DOCUMENTATION AND PRESENTATION AREA

Proper representation of your work will ensure that your work is being assessed in its best form. Create dedicated space for photographing or videoing your work. The area should include:

- A clean, white area (wall, paper or fabric) that provides extended and uninterrupted space around the work you are documenting
- A clear background free from distracting items
- Even lighting such as daylight or flood lamp bulbs

TIME MANAGEMENT

When planning your time, expect to...

- Spend 5–20 hours on course work per week, depending on the term
- Complete 1–2 assignments per week per course
- Budget your time. Give yourself enough time for:
    - Research
    - Sourcing materials
    - Concept development
    - Executing the project
    - Cleanup and presentation preparation
- Begin your homework within 24 hours while the directions are fresh in mind. If you wait until you are ready, you might never get it done.
- Practice self-care. Make sure you are eating, staying hydrated and getting enough sleep every night.
- Allow time to document and present your work.

COMMUNICATION

WITH YOUR INSTRUCTOR & TA

- All communication with instructors and the teaching assistant (TA) takes place during Zoom sessions or through Canvas, not through email.
- Your instructor and TA are there to help you; students are expected to advocate for themselves

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- Class announcements are posted regularly on the course portal which are also sent to the primary email address on file, so check your email regularly.
- Students are expected to remain responsive to and in communication with their instructors.

WITH YOUR PEERS

Students are encouraged to use the Zoom meetings and course platform to:
- Share ideas and inspiration
- Critique your peers' work using visual language
- Challenge each other to improve
- Be open to others' experience
- Respect each others' perspective

WITH RISD CE

RISD Continuing Education values all our students and family members and welcomes the opportunity to serve you.

If you are in need of administrative or registration support, or would like to learn about the resources available to you, visit the Student Resources section of this handbook. You can also contact us for help. We typically reply within 48 hours.

visit: ce.risd.edu

email: risdce@risd.edu

call: 401 454-6200

Health & Safety

Whether in person or online, the health and safety of our students is very important to RISD. The following information is provided to support parents and students participating in remote learning at RISD.

STUDENT WELLNESS

One of the significant advantages of online learning is the ability for students to keep their current support systems in place while engaging in college-level learning and expectations.. This includes personal well-being, both physical and mental, which may include feelings of insecurity while adjusting to the culture of critique. These and other emotional responses are a completely normal part of maturing and gaining independent creative learning habits.

Students and parents should maintain all current, familiar and local resources, and acquire new support as needed. This can take the form of tutors, mental health practitioners, primary and specialist physicians and support groups. For information on the resources RISD provides to our online students, refer to the Student Resources section.

COMMUNICATION

All communications between student and instructor or TA is done through the Canvas inbox , not direct email. Instructors will typically respond to student inquiries within 48 hours. Instructors are directed to not communicate directly with parents, guardians or anyone other than the student. Parents, legal guardians or emergency contacts listed on the student registration, who have questions can contact the Associate Director, CE Student & Operational Success at risdce@risd.edu or call 401 454-6200. Inquiries are responded to during normal business hours.

STUDENT HEALTH CONCERNS

If you experience a mild health concern that prevents you from participating in a class, notify your instructor as soon as possible. Once you are feeling better, follow

up with the instructor to catch up with your coursework. If you experience a more serious health concern or illness that prevents them from participating for several days or more, a parent or legal guardian should contact the Associate Director, CE Student & Operational Success at risdce@risd.edu or call 401 454-6200. Inquiries are responded to during normal business hours.

FAMILY EMERGENCIES

If a student has a family emergency that affects their ability to participate for several days or more, a parent or guardian should contact our enrollment team at risdce@risd.edu or 401 454-6200. Inquiries are responded to during normal business hours. If a student is minimally affected (missing 1-2 days of course engagement and are emotionally well), notify the instructor as soon as possible and make arrangements to catch up on coursework.

STUDENT RESOURCES

The Student Orientation teaches students about RISD Continuing Education, how to use Canvas, student experience, advising, and online resources.

DISABILITY SUPPORT SERVICES

The office of Disability Support Services (DSS) assists students who have cognitive (learning), psychological, physical and chronic medical disabilities. If you need accommodations to participate in any class, program or event, contact Disability Support Services before submitting your application. They can share what accommodations can and cannot be provided during the program. Students should reach out as early as possible to ensure accommodations are in place before your first day of class. Modifications cannot be made to the program structure, academic requirements or course curriculum.

The Pre-collegiate programs accommodation request process differs from the K–12 accommodation process. In K–12 schools, parents/guardians are often the primary advocates for students, and teachers may approach students if they suspect a disability. However, in Pre-Collegiate programs, it is the student who is responsible for self-identifying and contacting Disability Support Services, providing documentation for eligibility, and requesting accommodations for each class before the program starts.

Disability Support Services will meet with you to discuss the request. If approved, they will develop an accommodation letter based on your documentation. Once approved, you will receive a letter or email outlining the accommodations. You will need to communicate with each instructor about how the accommodations will work for each class. You will also be given the option to have letters sent to your instructors by Pre-Collegiate Programs staff. Accommodations cannot be made retroactively.

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Contact Disability Support Services by email or phone: disabilitysupportservices@
risd.edu, 401 709-8465

PUBLIC SAFETY

RISD's Department of Public Safety (DPS) works with the Providence Police and
Brown University Police departments to maintain a safe campus environment and
support the educational mission of the college. You can find them patrolling campus
on foot, bike and in distinctively marked cruisers. Members of RISD's Public Safety
team—also trained as EMTs—work 24/7 to maintain a safe environment.

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Academic Standards & Policies

COURSE EXPECTATIONS

SYLLABUS

You will receive a course syllabus for each class. The syllabus is your introduction to the course and an outline of the individual instructor's policies and Advanced Program Online standard policies. Keep and refer to syllabi during and after the program.

INSTRUCTOR INTERACTIONS

Our instructors are art and design professionals who offer you a wealth of knowledge in their area of art and design expertise. They are available to help you if you are ever uncertain about course content, instructions or are struggling with an assignment. You are encouraged to ask questions or seek clarification about the parameters of an assignment. Instructors are also artists and most likely have experienced what you're going through and can provide you with tools to navigate it successfully.

Art making is often subjective and can be about personal experiences or ideas. Students and instructors will not always agree, but negotiating the space of maker and critic is part of being in art school. It starts here in conversation with your classmates, TAs and instructor.

When differences of viewpoints occur, students are expected to address their concerns directly with the instructor and be open to the suggestions and reasonings being presented. If a situation arises where the student does not feel their concerns have been adequately addressed by the instructor, students may reach out to RISD Continuing Education. To ensure equitable, open and clear communications, a mediation between the instructor, student and a mediator will be scheduled.

ACADEMIC MISCONDUCT OVERVIEW

RISD seeks to help its students realize their fullest intellectual, artistic, and personal potential through a distinctive combination of studio and liberal arts courses.

The College values the creative process and freedom of expression. The College also honors its responsibility to protect the values and standards of an academic community.

The college recognizes the need for risk-taking and experimentation in a challenging art, design, and liberal arts education. Moreover, the long history of appropriation, subversion, and other means of challenging convention in the arts may, at times, complicate attempts to definitively codify forms of acknowledgement/attribution. That said, forms of experimentation that do challenge these boundaries must at all times adhere to the fundamental value underlying academic conduct at RISD: honesty in the creation and presentation of one's work as well as in one's relations to others and their work.

Academic writing follows conventions of documentation and citation. Others' ideas—whether quoted directly or paraphrased, whether taken from a book, website or lecture—must be clearly attributed both to provide a record of the writer's research and to avoid plagiarism, (presenting another's ideas as one's own.) Visual and Critical Language instructors will often explicitly address documentation expectations, including preferred styles, in class.

In the studio culture, the conventions governing the use and reference to others' work are less clearly defined than in academic writing. These conventions are often defined by particular disciplinary histories and practices and are best addressed in the context of the particular studio experience. Given the wide variety of disciplinary histories, conventions, traditions, and practices applicable to liberal arts and studio activities, the individual faculty member defines, within reason, what constitutes academic misconduct within the context of a given course.

DEFINITIONS OF ACADEMIC MISCONDUCT

Academic misconduct compromises the academic integrity of the College and subverts the educational process. Primary, but not exclusive, kinds of such misconduct are:

Cheating The use of unauthorized information, study aids or other materials, communication with, or copying from another student on papers, projects, tests, or other academic work. It is the responsibility of students to consult with their faculty concerning what materials and types of collaboration are permissible.

Plagiarism The passing off of someone else's ideas, writing, or work as one's own is plagiarism, including content generated by artificial intelligence. Appropriate methods and forms of attribution vary by discipline. Some courses will include instruction in appropriate conventions for citation and attribution within the field. Students are expected to seek out relevant guidelines on their own (the RISD Writing Center offers resources and guidance), to ask faculty when in doubt about standards, and to recognize that they are ultimately responsible for proper citation.

Falsification and Fabrication The attribution of information or material included in one's work to a false or fabricated source, or the falsification or fabrication of

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the information or materials themselves including content generated by artificial intelligence.

Unauthorized Reuse The submission of work to satisfy requirements for one course that has previously been submitted for another course. Students are expected to create new work in specific response to each assignment, unless expressly authorized to do otherwise.

Unfair Academic Advantage For purposes of the Academic Code of Conduct, Unfair Academic Advantage is the theft, destruction, or defacement of, or other interference with the work of other students for the purpose of gaining academic advantage. This includes but is not limited to the engagement in activities that place other students at an academic disadvantage, such as theft, concealment, including content generated by artificial intelligence or alteration of needed resources or other materials; or other manipulation of the academic system in one's favor.

Noncompliance with Course Expectations The violation of specific course expectations set forth in a syllabus or otherwise provided to the student by the instructor whether verbal or written.

REPORTING SUSPECTED ACADEMIC MISCONDUCT CASES

The following procedures are intended to provide guidance to faculty/instructors on handling and reporting cases of suspected academic misconduct and to inform students on the procedure for adjudicating charges of academic misconduct.

PROCEDURES

If academic misconduct is suspected, the faculty/instructors may first speak with the student prior to any action taken to help determine whether the suspicion is warranted. If so, the instructor may then confer with Advanced Program Online administration. The administration may consult the Director of Student Conduct + Community Standards for recommendations or student consult.

"Preponderance of the Evidence" is the standard of proof used to decide all student conduct matters which includes but is not limited to Academic Misconduct. Preponderance of evidence is a less rigorous standard than the "beyond a reasonable doubt" standard and "clear and convincing" standards and means that "it is more likely than not" that the Respondent(s) engaged in the alleged misconduct.

TEACHABLE MOMENTS

Mistakes and failures during Advanced Program Online are viewed as teachable moments, in preparation for college life. Instructors, staff and administration are here to support students through the process of the conduct review and outcomes. It is expected that students are open, honest and forthcoming about their participation in or witnessing any policy breach.

If a faculty/instructor suspects that a student has engaged in academic misconduct, in addition to discussing the matter with the student, the faculty/instructor may elect to require the student to redo the assignment correctly, in accordance with academic standards, or reduce the grade on the assignment. If the assignment grade is lowered to a 'D' or higher, and if the faculty/instructor feels no further punitive action is necessary, the incident will be considered a "teachable moment." The grade appeal process is available to provide the student with due process should they feel the faculty's/instructor's grading was unfair.

If the behavior is determined to be part of a repetitive pattern or is deemed to be egregious or disruptive to the classroom environment, student body and/or RISD community, further action may be determined by the Associate Director of Youth Programs or designee.

ACADEMIC POLICIES

The following section outlines the core academic policies that are shared across all courses in the program. These policies are in addition to the instructor policies and individual course expectations.

ATTENDANCE & PARTICIPATION

Advanced Program Online requires your full participation from first class through the final class.

Attendance is considered attending live classes, logging into the course portal daily to review materials and any specific attendance policy as outlined by the instructor. Participation includes, but is not limited to regularly engaging in group and individual critiques, forums and discussion boards and peer feedback as outlined in the course. Students should respond to prompts and inquiries from the instructor and TA in a timely manner and regularly contribute to discussions.

In addition to assignments given during class, each course requires extensive research, study and homework to be accomplished outside of class time.

Because of the rigorous and intense nature of the coursework, you are required to adhere to the following:

Attendance and Representation

Only students who are registered through RISD CE may attend the class they are registered for. Family members, friends or any person other than the original registered student may not attend the class, access the course portal or substitute attendance or participation for the registered student.

To assure student's accurate representation, attendance and support of the class community, all students should have their video camera on and be visible during live class sessions.

Class Attendance

Students are required to attend all classes regularly and punctually. Absence from class for any reason does not relieve the student from the responsibility of completing all assigned work and may adversely affect the student's final grade.

Any student who is consistently unprepared for class, fails to attend class and/ or log into the course portal, neglects coursework, demonstrates a lack in English proficiency, or whose continued enrollment is disruptive to the progress of instruction, may be dismissed from the program. Absences and tardiness are recorded daily on each student's record and are considered by instructors when they assign final grades.

Weekly Attendance, Assignments and Finals

Each week builds upon the week before and leads to final student presentations and critiques. Weekly submissions account for a significant portion of your grade in each course.

Failure to complete or submit assignments will greatly impact your grade. If a personal event or other extenuating circumstance requires missing class, students are required to review their situation with the instructor prior to the class time, which may or may not result in an approved absence. Upon approval the student is responsible for making arrangements to complete any missed assignment. Although a student may receive approval of class absence and/or late submission, an instructor may still deduct from the grade.

Missed Classes & Assignments

Students should arrange to make up assignments and work missed directly with the instructor.

Medical Absences

Students who are unable to attend class due to an illness should notify their instructor immediately. While instructors are sensitive to the needs of students requiring medical care, and will work with students to arrange for completion of any missed work, students who are absent from class for medical reasons are still considered absent and are required to contact their instructors directly to make up any missed assignments as described above.

Absence for Family Events

Students are welcome to attend family or external events that do not require missing class or create obstacles to learning and class participation, such as diminished internet services. Careful consideration should be given to ensure that students attending family events are still given the time needed to complete their homework assignments so they do not fall behind.

ADMINISTRATIVE PROCEDURES AND POLICIES

Academic Reviews

Each instructor develops the content and criteria for reviewing and grading your performance. Some factors include class participation, quality of work, receptiveness to new ideas, as well as attendance and behavior.

Occasionally, in addition to an instructor review and grade assessment, there may be an academic and/or program review. This is a written notification provided to the student citing behaviors, attitudes and/or actions that are not in keeping with program standards. This may result in a student who has or has not performed well in class to receive a significant reduction in their grade, fail the course and/or be dismissed.

The instructor will invite the student to discuss the academic review and any issues hindering student performance. He/she/they will make an action plan with the student to course-correct and proceed forward in a positive manner.

When significant issues arise, or the student has incurred more than one academic review they might be directed to meet with a program administrator. This allows the instructor and other students to stay focused on the curriculum while the student is being reviewed. This is an opportunity to discuss what challenges the student is experiencing to identify support and solutions.

An academic review may expand into a broader performance review which can include policy adherence, behavior, attendance, exhibition participation, information from campus partners, and code of conduct breaches.

GRADES

Students receive a letter grade for each class. Each instructor has their own grading and assessment method and policies that meet the expectations of the course and program overall. These policies are outlined in the syllabus and are reviewed by the instructor with students on the first day of class. An A is the highest grade possible; A+ and D− are not marked. Incompletes (I) are not offered.

GRADE INQUIRES, CHANGES OR APPEALS

All students have the right to be graded fairly and to understand how a course grade is determined. It is the instructor's responsibility to set the grading policy for their course and use their best judgment in evaluating and grading students' work. Once an instructor submits grades for a class with the Continuing Education Office, the grades are recorded on the student's permanent record.

A student who is not satisfied with their final grade may appeal it by following the grade appeal procedure. Once a student contacts an instructor regarding a grade appeal, records of all graded material must be maintained by both the student and the instructor until the matter is resolved. If the instructor is not available, or no

longer works with Continuing Education, the program manager will act on behalf of the instructor.

Grades may be appealed for the following reasons:

· The student alleges there was a computational or clerical error; the instructor made a mistake in the computation of the course grade, or RISD CE made a clerical error in processing the grade.

· The student alleges that there were unannounced alterations of assignments, grading criteria, or computational process as stated in the syllabus; or the grade departs from the standards of evaluation set forth in the syllabus.

· The student alleges unequal application of grading standards or grading criteria in a manner that treats them differently.

Grades may not be appealed for the following reasons:

· The student disputes grades for individual assignments or aspects of coursework other than the final grade. No new or revised coursework can be requested by the student or accepted by the instructor as part of a grade appeal process.

· The student's interpretation of the syllabus, such as claims that an instructor's standards are too high, that assignments are unreasonable, or that other course-related practices or expectations applied to the class as a whole (e.g., an instructor's policy regarding attendance or missed deadlines) are unfair.

· The student comparison of grade policy with different courses or different sections of the same course.

· The impact of a grade on a student's academic progress or eligibility for scholarships, veteran's benefits, or financial aid.

GRADE APPEAL POLICY

All communications must be done in writing between the student and instructor, beginning with the Informal Grade Appeal within four weeks of receiving the grade. A Formal Grade Appeal must be initiated within six weeks of receiving the grade.

Informal Grade Appeal: If the student believes their grade is incorrect, unfair or needs further explanation, they must discuss the matter first with the instructor. The instructor responds to the student with an explanation of the grade. In most cases, the discussion between the student and the instructor should suffice and the matter should not need to be carried further. If the instructor decides a grade change is warranted, they must notify the student and submit the new grade in writing to the Associate Director, Youth Programs, along with a reason for the grade change. If the instructor does not believe there is merit for a grade change, they notify the student of their decision. If the matter is not resolved, the student may follow the Formal Grade Appeal process below.

Formal Grade Appeal:

I. If, after discussion with the instructor, the student is not satisfied or has additional questions or objections, they must write to the instructor and the instructor will respond specifically addressing the student's questions and/or objections. If the instructor agrees that a grade change is warranted, they will submit the change in writing. The Associate Director, Youth Programs should be copied on all communications and will contact the student in writing with the results.

II. If the matter remains unresolved, the student should contact the Associate Director, Youth Programs in writing with their concerns. At that time, the Associate Director, Youth Programs will review the request with the appropriate program manager, who will contact the instructor to review their grading policy, included in the course syllabus and specifics regarding the grade, to make a decision regarding the merit of the grade change request. The program manager will inform the Associate Director, Youth Programs, who will contact the student in writing with the result of this discussion.

III. If the matter remains unresolved, the student may request a meeting with a review committee. In addition to the Associate Director, Youth Programs, the committee will consist of the Director, Children, Youth and Pre-Collegiate programs, and/or other designated staff. The Associate Director, Youth Programs will contact the student in writing with the result of this discussion. Should the instructor decline to change the grade, they are to provide a written explanation for refusal. If the committee decides to deny the student's appeal, the decision is final and the matter will be considered closed one be unavailable to participate.

IV. If the committee believes that the student's grade appeal has merit after the instructor refuses to change the grade, it will arrange for an alternate instructor (or related professional) to review the student's course work and make a final recommendation of the grade. After considering the alternate instructor's review, the committee will then determine whether the grade should be changed. The Associate Director, Youth Programs will notify the student and the instructor of the decision and ask the instructor to implement the grade change within ten days. If the instructor continues to decline, the Associate Director, Youth Programs will change the grade, and notify the instructor and the student of this action.

TRANSCRIPTS

A transcript is an official record of grades, often requested by institutions to which a student is applying for admittance. Advanced Program Online uses Parchment to process official transcript requests. You may order paper transcripts or e-transcripts, for yourself or for an institution, with this service. To order official transcripts, visit the Parchment Transcript Request page. There is a fee to process each request.

ABOUT CREDIT

RISD does not offer credit for the Advanced Program Online. RISD is in agreement that the optimum value for our students is in their transcripts and the ability for students to request letters of recommendation from their instructor. These elements, along with improvement in skill sets and the artwork create, can weight heavily in favor of college applicants at institutions world wide.

It is entirely up to the student's home institution (high school or college) as to whether they will accept credit for the student's coursework from another institution. Many criteria, beyond whether the coursework is listed as for credit or not, are considered by the home institution. Some of these may include the student's current academic standing and curricular track, the institution's academic policies and the content of the coursework being considered for credit. One institution cannot guarantee that another program or institution will accept their credit unless they have a pre-established agreement. Most institutions will assess our syllabi and the student's work, in combination with RISD's reputation of excellence in their decision-making process.

Students should retain copies of all Advanced Program Online syllabi to present to other current home institutions to assist in their assessment of possible credit.

CERTIFICATES OF COMPLETION

Successful completion of the program requires that each of the following have been met:

- A passing grade of C- or higher in each class
- Attending through the last day of each class
- Are in good standing with RISD

Instructions to access and download certificates will be sent to students approximately four weeks after classes end.

LETTERS OF RECOMMENDATION

Students may request a letter of recommendation from one instructor. This letter can be used for college applications or job applications. Request your letter from one instructor whom you feel understands you and your work. Each instructor has their own policy on how they determine who to provide a letter for; find out your instructor's policy before the end of the program. Let them know that you would like to ask them for a letter of recommendation and for what purpose. Send them any details they should know, such as what school you are applying to and what program. In some cases, the school will request the instructor's name and email address and will contact them directly for the letter.

Drafting a personalized letter takes time, so give your instructor at least three weeks before the deadline to write. If your first choice denies your request, you can request it from a different instructor. Attending Advanced Program Online is not a guarantee to receive a letter of recommendation.

ACADEMIC ACCOMMODATIONS

The office of Disability Support Services (DSS) assists students who have cognitive (learning), psychological, physical and chronic medical disabilities. If you need accommodations to participate in any class, program or event, contact Disability Support Services before submitting your application. They can share what accommodations can and cannot be provided during the program. Students should reach out as early as possible to ensure accommodations are in place before your first day of class. Modifications cannot be made to the program structure, academic requirements or course curriculum.

The Pre-collegiate programs accommodation request process differs from the K–12 accommodation process. In K–12 schools, parents/guardians are often the primary advocates for students, and teachers may approach students if they suspect a disability. However, in Pre-Collegiate programs, it is the student who is responsible for self-identifying and contacting Disability Support Services, providing documentation for eligibility, and requesting accommodations for each class before the program starts.

Disability Support Services will meet with you to discuss the request. If approved, they will develop an accommodation letter based on your documentation. Once approved, you will receive a letter or email outlining the accommodations. You will need to communicate with each instructor about how the accommodations will work for each class. You will also be given the option to have letters sent to your instructors by Pre-Collegiate Programs staff. Accommodations cannot be made retroactively.

Contact Disability Support Services by email or phone: disabilitysupportservices@risd.edu, 401 709-8465

COURSE CHANGES

Our new course registration system provides a self-service portal to make changes to enrollment when needed. Students can transfer, drop and withdraw from courses directly on the "My Enrollment History" tab of their Student Portal.

TRANSFERRING A COURSE

Students may choose to transfer to another available course by the transfer request deadline. If there is a difference in tuition students will be charged or refunded accordingly.

Once a class has begun, students may not transfer classes nor attend another section of the same course at any point during the term.

DROPPING A COURSE

Students may drop a course any time prior to the established drop request deadline. Dropped courses will not appear on the student transcript. Depending on when you drop the course, you may be eligible for a partial or full refund, based on our refund policy (below). We will attempt to automatically process refunds as soon as you drop a class. Refunds will typically process in 5 business days.

WITHDRAWING FROM A COURSE

After the drop request deadline, students will still have the option to withdraw from their course until the withdrawal request deadline. No refund is given and a withdrawal (WD) will appear on the student's transcript.

Refunds are based on tuition only, and are calculated according to the date the drop from a course is initiated. Failure to complete a course does not constitute an official drop or withdrawal, nor does notification of drop or withdrawal to the instructor. There is a $20 fee per course for all drops. Special fees are not refundable after the first class.

In some cases, an instructor may determine that a student has not successfully met prerequisites and recommend an alternative course of study. If notice of this recommended withdrawal is provided to the student in writing on the date of the first class session, the student should contact CE immediately to receive a full refund.

Withdrawal notification received in the RISD CE Office or postmarked:

14 or more days before the first class/session: 100% refund, minus $20

7-13 days before the first class/session: 50% refund, minus $20

Less than 7 days before the first class/session: no refund

Processing refunds may take up to two weeks. Refunds of MasterCard or VISA charges are credited to the account that was charged. We do not retain credit card information; therefore, we may need to request your credit card information again in order to issue you a refund.

Dismissals and Violation of Student Code Refund Policy

No tuition or other fees are refunded to students who are asked to leave the program for a violation of school policies or regulations.

Advanced Program Online Code of Conduct

All students participating in the Rhode Island School of Design ("RISD" or the "College") Advanced Program Online are required to comply with all Advanced Program Online policies and regulations, as well as all RISD policies and regulations; which include but are not limited to Advanced Program Online Code of Student Conduct.

RISD Advanced Program Online is not limited by this list nor by other published policies when it initiates student conduct actions since it is not possible to anticipate all of the behavior of the population. The program reserves the right to review off-campus incidents involving students to determine if a violation of community standards has occurred and whether resolution through the student conduct process is warranted.

This handbook and the RISD Advanced Program Online Code of Conduct list policies that Advanced Program Online students are expected to review and uphold.

I. PURPOSE

As participants in Advanced Program Online, we are engaged in the mutual pursuit of both academic and artistic excellence and social responsibility. The purpose of this Advanced Program Online Code of Student Conduct is to establish standards for the ways in which we interact with each other in that pursuit and the procedures and consequences for dealing with instances in which those standards are not met.

The Advanced Program Online Code of Student Conduct is neither a criminal nor a civil code and does not operate like one. Our expectations for our fellow participants are a significantly higher standard of conduct than the bare minimum prescribed by law; conduct that is legal may nevertheless still be unacceptable within the bounds of our community.

The standards, procedures, and consequences set forth in the Advanced Program Online Code of Student Conduct are intended to serve primarily not as a punitive system, but, rather, as an extension of RISD's educational mission to guide students in their growth as members of the RISD and broader communities.

II. APPLICABILITY

The Advanced Program Online Code of Student Conduct applies to the online conduct of all Advanced Program Online students upon their registration into the program. The Advanced Program Online Code of Student Conduct also applies to online behavior and conduct of students that, in RISD's judgment, involves or affects RISD or other members of the RISD community, such as conduct in connection with:

· Academic work or other RISD-related educational activities and experiences, such as class projects and field trips;

· Activities sponsored, conducted, or authorized by RISD or its student organizations;

· Activities that cause or threaten harm to the health, safety, well-being, or property of RISD or members of the RISD community, including the student themselves; or

· Activities that unreasonably disturb the peace and privacy of the RISD community. The Advanced Program Online Code of Student Conduct applies to all such conduct by a student in the RISD Advanced Program Online. Moreover, RISD continues to have authority to administer the Advanced Program Online Code of Student Conduct with respect to any such conduct by a student while a student is in Advanced Program Online, even if the student subsequently completes Advanced Program Online, withdraws, takes leave, or is otherwise absent from RISD, and even if RISD does not learn of such conduct until after the student completes Advanced Program Online, withdraws, takes leave, or is otherwise absent from RISD.

Students also continue to be subject to federal, state, and local laws while attending RISD. While those laws are separate and independent from the Advanced Program Online Code of Student Conduct and impose different standards, violations of the law may also constitute violations of the Advanced Program Online Code of Student Conduct. In such instances, RISD may take action under the Advanced Program Online Code of Student Conduct independently of any other legal proceeding involving the same conduct and may impose consequences for violation of the Advanced Program Online Code of Student Conduct even if such other proceeding is not yet resolved or is resolved in the student's favor.

III. DEFINITIONS

As used in the Code:

· "Campus" means all lands, buildings, and facilities owned, leased, operated, or used by RISD.

· "Student" means an individual who has paid a registration fee to participate in Advanced Program Online. For purposes of the Advanced Program Online Code of Student Conduct, "student" status begins at the time of such payment, or commenced instruction, and continues until such time as the student completes

the program, formally and permanently withdraws, or is expelled. A student who has been suspended continues to be considered a "student" for purposes of the Advanced Program Online Code of Student Conduct.

· "Members of the RISD community" means Advanced Program Online and other students, instructors, staff, volunteers, and Agents; visitors to the RISD campus; and people and entities within the vicinity of the RISD campus.

· "Preponderance of the Evidence" is the standard of proof used to decide all Advanced Program Online student conduct matters. Preponderance of evidence is a less rigorous standard than the "beyond a reasonable doubt" standard and "clear and convincing" standards and means that "it is more likely than not" that the Respondent(s) engaged in the alleged misconduct.

· "Respondent" means the individual responding to an allegation that the Advanced Program Online Code of Student Conduct violation(s).

IV. STANDARDS OF CONDUCT

RISD expects its students to conduct themselves in recognition that they are members of a community engaged in the mutual pursuit of academic and artistic excellence and social responsibility and, therefore, to comply not only with base legal requirements, but also with additional, higher standards that enable and promote that pursuit. Towards that end, all students must:

· Comply with all federal, state, and local laws applicable to their activities; and

· Comply with all RISD Advanced Program Online & Academic Rules; general RISD rules and policies found at risd.edu applicable to their activities, such as RISD's academic misconduct policy, computer use policy, policy on discriminatory harassment, alcohol and substance abuse policy (zero-tolerance), and environmental health and studio safety rules (Advanced Program Online rules prevail when they are more stringent than general RISD rules).

· Not engage, or attempt to engage, in any other form of conduct that they reasonably should know is unacceptable within the RISD community. Representative, but not exclusive, examples of such unacceptable conduct include:

1) Interference with teaching, learning, and other activities – (a) Disrupting, obstructing, or interfering with the appropriate atmosphere for teaching and learning, other RISD-related activities, and other legitimate activities of other members of the RISD community, and (b) breaching the peace of other members of the RISD community.

Legitimate criticism or other statements of opinion, expressed in a respectful manner, is not a violation of this provision. Determination of whether particular conduct violates this policy is made on a case-by-case basis, in light of all the known facts and circumstances.

2) <u>Harm to others</u> – a) Engaging in harassing, abusive, threatening, intimidating, endangering, fear-provoking, dishonest, deceptive, coercive, or harmful behavior toward others (including but not limited to verbal, written or electronic means including social media posts, or statements or actions of bias or hate against any protected class/status) b) causing physical harm to another person on or off college premises, at college-sponsored activities, or causing reasonable belief of such harm.

For the purposes of this violation, harm to others is defined as verbal, written, online, and/or physical conduct that a reasonable person would determine to be severe, persistent, or pervasive, impacts educational opportunities and does not include constitutionally protected activity. Legitimate criticism or other statement of opinion, expressed in a respectful manner, is not a violation of this provision. Determination of whether particular conduct violates this policy is made on a case-by-case basis, in light of all the known facts and circumstances. RISD may take action on conduct that it deems to be inappropriate, regardless of whether it rises to the level of a violation of law.

3) <u>Discrimination and Discriminatory Harassment (including Sexual Misconduct)</u> – RISD is committed to creating and providing a learning, living, and working environment free from discrimination and harassment for all students, faculty, and staff. RISD prohibits discrimination and discriminatory harassment on the basis of race, color, religion, age, sex, sexual orientation, gender identity or expression, disability, national origin, veteran status, and/or genetics or any other protected categories. In addition, the College is committed to addressing sexual misconduct when it impacts our campus community.

Discrimination and discriminatory harassment, including sexual misconduct, are processed under RISD's Nondiscrimination Policy. This Policy and its Procedures are overseen by Equity & Compliance and enforced by this Code of Student Conduct.

Types of sexual misconduct may include, but are not limited to: sexual harassment, dating violence, domestic violence, sexual assault, sexual exploitation, stalking/cyberstalking, and any other sexual misconduct defined in RISD's Nondiscrimination Policy.

Scope and enforcement of sanctions for students found in violation of either of these policies resides within the Office of Student Conduct + Community Standards. Visit Equity & Compliance website for more information about the procedures and policies (including policy definitions).

4) <u>Weapons</u> – (a) Using, (b) displaying, or (c) possessing objects or substances whose primary purpose is to cause or threaten harm, inflict a wound, cause injury, or incapacitate and has no valid educational purpose is expressly forbidden. This includes but is not limited to firearms, pellet guns, ammunition, slingshots, billy clubs, metal knuckles, bludgeons, switchblade knives, bowie knives, hunting/

fishing or concealing or carrying any knife with a blade longer than 3 inches per Rhode Island Law, explosives, dangerous chemicals such as tear gas or mace, instruments that launch projectiles, any 3-d printed weapon or firearm (whether functioning or not), or any toy or model, even if otherwise permitted by law; or using any other objects or substances to cause or threaten harm.

5) Drugs, alcohol, and other harmful substances – Using, possessing, or distributing, or voluntarily remaining in the presence of others who are using, possessing, or distributing, drugs or drug paraphernalia, alcohol, or other harmful substances in a manner that is prohibited by law or RISD policy, that is for purposes other than those for which they are intended, or that otherwise is potentially harmful to oneself or others.

RISD Advanced Program Online has a policy of zero tolerance for such student involvement with drugs and alcohol, regardless of whether the student is involved directly or only by remaining in the presence of others involved, and regardless of whether the violation occurs on or off campus. Students found responsible for violating the RISD Advanced Program Online Code of Student Conduct in this regard will be immediately dismissed from the program.

6) Harm to property – (a) Stealing, (b) destroying, (c) damaging, or (d) misusing the property or services of others, or (e) possessing or using others' property or services without their authorization. Students who find items left unattended are expected to take those items to RISD Public Safety at their earliest convenience.

7) Failure to comply/Non-compliance – (a) Failing to comply with the instructions or warnings of RISD officials including, but not limited to, RISD Advanced Program Online instructors and staff, RISD staff and faculty, RISD Public Safety or any other persons acting on behalf of the College in accordance of their duties, (b) obstructing them in the course of performing their duties, or (c) refusing to provide them with identification when requested; or (d) failing to comply with the terms of any consequences imposed under the Advanced Program Online Code of Student Conduct or any behavioral contracts entered into under or apart from theAdvanced Program Online Code of Student Conduct is prohibited.

8) Dishonest conduct – (a) Furnishing false information or (b) making a false report to RISD officials, or (c) falsifying, altering, or misusing RISD records, (d) any violation of the Academic Code of Student Conduct, (e) Using or possessing a RISD ID other than one's own (f) Creating recordings of any meetings, class lectures or critiques without the express consent of the meeting holder and participants, instructor, lecturer, guest critic or other persons who are being sought to be recorded is considered to be a violation of this Advanced Program Online Code of Student Conduct.

9) Interference with the Advanced Program Online Code of Student Conduct administration – (a) Interfering with participation or administration of the

Advanced Program Online Code of Student Conduct or (b) retaliating against anyone for participating in the administration of the Advanced Program Online Code of Student Conduct is forbidden. A choice by a community member to not participate in any part of the student conduct process will not delay the resolution of alleged violations through the student conduct system.

V. ADVANCED PROGRAM ONLINE STUDENT CONDUCT PROCESS & PROCEDURES

1. Applicability:

Because the purposes of the Advanced Program Online Code of Student Conduct are different from the purposes of law, the procedures by which the Advanced Program Online Code of Student Conduct are implemented are, by design, more informal and less adversarial than those of a court. The following procedures generally will be followed in reviewing and determining allegations of misconduct under the Advanced Program Online Code of Student Conduct. At RISD's sole discretion, however, these procedures may be supplemented or modified as appropriate to the situation. The standard of proof required is a preponderance of evidence, i.e., the evidence demonstrates that it is more likely than not that the conduct occurred.

Cases involving or including charges of sexual misconduct as well as Academic Misconduct will be reviewed and determined under separate RISD Procedures (available at http://titleix.risd.edu/ and https://policies.risd.edu/academic/academic-code-of-conduct/ respectively).

2. Procedures:

Program Conduct Meeting: Any alleged Advanced Program Online Code or General program violations which could result in dismissal are usually determined by associate director and/or their designee. Violations that warrant such a Program Conduct Meeting include but are not limited to: academic and classroom behavior; illegal drugs or alcohol, or any other illegal behavior; repeated violations of community standards; environmental health and safety;. The procedure for the processing such violations is as follows:

The student will be given notice to report to a designated office (via a virtual meeting) at a designated time.

The student will meet with the Associate Director of CE Student & Operational Success or designee, to discuss the student's involvement in the incident. Under the preponderance of the evidence standard, iIf the student is found to have more likely than not committed the violation, the following sanctions are possible, which include, but are not limited to:

·   a formal written warning;

·   educational or work assignment (project, presentation, service, mandatory class

or instruction, etc.);

· probation; and/or

· dismissal from Advanced Program Online.

All decisions, including parental notification, are final, and no appeals will be granted once a decision has been rendered by RISD Advanced Program Online.

PROGRAM DISMISSAL

No tuition or fees are refunded to students who are asked to leave the program for violation of RISD policies.

ACADEMIC DISCLOSURE

RISD Admissions is notified of students who are found to have engaged in significant misconduct during Advanced Program Online, or who have been dismissed or have withdrawn from Advanced Program Online. Each situation is assessed individually, and such a notification does not necessarily mean a student will be precluded from future admission to RISD. However, RISD may, in its sole discretion, deny the student admission to any other program administered by RISD, including but not limited to RISD's full-time college program.

Students who are applying to other similar educational programs or to other colleges or universities may be asked if they have ever been found to have engaged in misconduct and/or disciplined in any prior academic program, and they should disclose any such findings or discipline in the program. RISD may, in its sole discretion, disclose any such findings or discipline to other programs to which they may subsequently apply.

Community Standards

NOTICE OF STUDENT RIGHTS WITH RESPECT TO EDUCATION RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your education records.

These rights include:

1. The right to inspect and review your education records (with certain limited exceptions) within 45 days of the day RISD receives your request for access. You should submit any such request to RISD Continuing Education in writing, identifying the records you wish to inspect. RISD Continuing Education will make arrangements for access and notify you of the time and place where the records may be inspected. Records that are customarily open for student inspection will be accessible without written request.

2. The right to request the amendment of your education records if you believe them to be inaccurate. You should submit any such request to the RISD Continuing Education in writing, clearly identifying the records that you want to have amended and specifying the reasons you believe them to be inaccurate. RISD Continuing Education will notify you of its decision and, if the decision is negative, of your right to a hearing regarding your request for amendment. Additional information regarding the hearing procedures will be provided to you at that time.

3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One such exception permits disclosure to "school officials" with "legitimate educational interests." A "school official" is any person employed by RISD in any administrative, supervisory, academic or research, or support Staff position (including public safety and health services Staff); any person or company with whom RISD has contracted to provide a service to or on behalf of RISD (such as an attorney, auditor, or collection agent); any person serving on RISD's Board of Trustees; or any student serving on an official

committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill the official's professional responsibility.

Another such exception permits RISD to disclose your "directory information" consisting of the following:

· your name

· local, home, and e-mail addresses

· local and home telephone number

· major field of study

· enrollment status/rank (e.g., undergraduate or graduate; full time; first-year, sophomore, junior, or senior; first-year, second-year, or third-year)

· dates of attendance

· anticipated degree and degree date

· degrees, honors, and awards received

· participation in officially recognized activities

· student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems

· most recent educational agency or institution attended

· photograph, to anyone within the RISD community and to the general public

Students who wish to have their directory information withheld must notify the RISD Continuing Education in writing. (Please note that such a notification will prevent RISD Continuing Education from providing your directory information to your friends, prospective employers, arts organizations, and others with whom you may wish us to share such information, so make your decision carefully.) You may give such notification at any time, but it will be effective only prospectively.

Upon request, RISD also discloses education records without consent to officials of another school in which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Information on other such exceptions is available through the RISD Continuing Education.

At any point, new students as well as continuing students may access Workday to Manage their Privacy Settings (to determine whether or not they wish to be included in the public directory), as well as Assign or Remove Third Party Access (to provide parents/guardians/third-parties access to select parts of their financial and academic record). If you choose not to provide third party access,

you are urged to inform your parents of your decision. Third party users will receive credentials to access the system directly.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by RISD 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 20202-4605.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RISD 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 20202-4605.

Equity & Compliance

TITLE IX AT RISD

RISD is committed to creating and providing a **learning**, **living** and **working environment free from gender-based discrimination**. Gender-based discrimination, including sexual misconduct, stalking and intimate partner violence, committed by members of our community, guests and visitors will not be tolerated. All members of our community, including guests and visitors, are expected to conduct themselves in a manner that does not infringe on the rights of others.

RISD complies with all applicable state and federal statutes, including Title IX of the federal Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex under any education program or activity receiving federal financial aid. Sexual assault and sexual harassment are forms of sex discrimination prohibited by Title IX.

Any student, faculty or staff member who has concerns about sex-basedsexual discrimination, including any concerns pertaining to sexual misconduct, is encouraged to seek assistance from our coordinators (listed below).

Coordinators can provide information about resources for assistance and about options for addressing concerns. Those options may vary depending on the nature of the complaint, whether the complainant is a student, faculty or staff member, the wishes of the complainant regarding confidentiality, and whether the complainant prefers to proceed formally or informally. Together, these advisors play an integral role in fulfilling RISD's commitment to provide a positive learning, teaching and working environment for the entire community.

Associate Director, Title IX, Equity & Compliance
Title IX Coordinator
Emily Gleason
Equity & Compliance

20 Washington Place, third floor
Suite 368
egleason@risd.edu
401 454-6341

**Assistant Director, Equity & Compliance
Title VI, Title VII, and ADA/504 Coordinator**
Alyssa Roush
Equity & Compliance

20 Washington Place, third floor
Suite 368
aroush@risd.edu
401 427-6919

NON-DISCRIMINATION NOTICE

RISD is committed to creating and providing a learning, living, and working environment free of discrimination and harassment for all students, faculty, and staff. Discrimination and harassment are contrary to the standards of RISD's community and goals towards creating an inclusive environment. Discrimination and harassment impedes educational opportunities and equal employment. Discrimination and discriminatory harassment on the basis of any protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission, and/or other human/civil rights agencies, will not be tolerated.

Protected characteristics include **age, citizenship, color, disability, ethnicity, gender expression, gender identity, genetic information, national origin, pregnancy and related conditions, race, religion, sex, sexual orientation, veteran status,** and any other characteristic protected by law.

RISD does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual, perceived, or association with people with protected characteristics. This Policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the RISD community whose acts to deny, deprive, unreasonably interfere with, or limit the education or employment, residential and/or social access, benefits, and/or opportunities of any member of the RISD community, guest, or visitor on the basis of that person's actual or perceived protected characteristic(s), is in violation of this Policy.

Inquiries about sex-based discrimination and Title IX may be referred to RISD's Title IX Coordinator and/or the U.S. Department of Education. RISD's Title IX Coordinator may be reached by contacting Emily Gleason; egleason@risd.edu; 401 454-6341; visiting 20 Washington Place, room 346; or by submitting an online reporting form.

Inquiries about all other forms of discrimination may be referred to RISD's Title VI, Title VII, and ADA/504 Coordinator, the U.S. Department of Education, and/or the U.S. Equal Employment Opportunity Commission. RISD's Title VI, Title VII, and ADA/504 Coordinator may be reached by contacting Alyssa Roush; aroush@risd.edu; 401 454-6386; visiting 20 Washington Place, room 348; or by submitting an online reporting form.

PRE-COLLEGIATE
PROGRAMS

RISD's Nondiscrimination Policy and Procedures can be located at students.risd.edu/equitycompliance.

Equity & Compliance will promptly and effectively address any such discrimination, discriminatory harassment, and/or retaliation of which it has a report, using the resolution process outlined in the Nondiscrimination Policy.