

STRING THEORY

SCHOOL OF DESIGN

Course Catalog

The String Theory School of Design's College Catalog provides comprehensive information about your School of Design education. This Catalog provides in-depth information about policies and procedures for gaining admission and navigating financial aid, the cost of attending School of Design, academic policies and processes, and the structures of and requirements for School of Design academic programs. It also includes an overview of the college's history, mission, and vision as well as its accreditation status and affiliations and a complete list of employees and board members. The Catalog is updated annually in August (and more often as needed) and is publicly available on the String Theory School of Design [website](#).

History

The String Theory School of Design was created to attract, nourish, and educate a neighborhood creative society. Located around the magnificent Museum Mile on the Benjamin Franklin Parkway, the area is a destination for outstanding museums and other cultural institutions Philadelphia is known for. With a focus on practicing and applying 21st century skills and techniques, students will be prepared to pursue careers in Design, Technology, and Entrepreneurship. After securing authorization from the state of Pennsylvania to operate as a post-secondary institution in September of 2023, the first IDeATE program cohort (Class of 2026) matriculated with the launch of the program in Fall of 2024. In school year 26-27, we welcome our third cohort of learners, and currently have over 70 full time associate of arts students enrolled. Also in school year 26-27, we are piloting new general education courses and elective courses, to allow more high school students access to taking individual early college courses for dual enrollment/dual credit and to collect data on demand for potential new associates programs in the years to come.

Mission

The String Theory School of Design's mission is to catalyze creative endeavors through design, technology, and entrepreneurship. Learners engage leading edge creative fields, actively study design thinking processes, and deliberately practice domain-specific techniques. Marketable skills, developed in an environment prioritizing outrageous support, enable student application of authentic creative skills to communicate innovations through multi-faceted storytelling.

Vision

The School of Design envisions that its students will graduate with the confidence to engage with creative careers and/or further college and university programs through the authentic application of skills, knowledge, and dispositions that employers and higher education programs seek.

Program

The String Theory School of Design offers the IDeATE Program with 102 quarter credit hours of coursework leading to an Associate of Arts degree. IDeATE elevates content and skills from the fields of Innovation, Design, Arts, Technology, and Entrepreneurship in a cohesive sequence of courses. These courses prioritize examining models of success, practicing techniques, and applying the knowledge and skills to authentic creative work in studios and laboratories. IDeATE brings Design Thinking to life. An extension of the IDeATE program's general education and elective courses also allows students to access early college course options that might be applied to further studies in any field and inform college decisions about potential new degree programs.

Strategic Priorities

In July, 2026, String Theory School of Design stakeholders met to draft a strategic plan for 2026-2028, identifying the following three institutional priorities over the next two years:

1. **Catalyze Mastery:** Cultivate a culture of sustainable quality in which every learner, both student and professional, develops the knowledge, skills, and habits of mind to empower true mastery in practices that matter to creative endeavors. Through vigorous instruction, outrageous support, and authentic learning experiences for students and professionals alike, the institution will empower disciplined accomplishments and readiness for future opportunities.
2. **Innovate and Iterate:** Embrace continuous innovation by fostering bold experimentation, collective reflection, and robust improvement across academic programs, operations, and student experiences. Guided by evidence, data, and stakeholder feedback, the institution will regularly assess, refine, and evolve its practices to remain responsive to emerging opportunities and challenges attuned to the greater innovation economy in our city.
3. **Secure Strategic Stability:** Build the organizational capacity, financial resilience, and governance structures necessary to sustain its mission and support long-term growth. By strengthening resources, partnerships, and institutional effectiveness, the school will establish a stable foundation for future success and impact.

The full strategic plan will be published later this year, and will be publicly available on the website.

Program Educational Objectives and Student Learning Outcomes

The IDeATE program, in alignment with our mission and vision, is dedicated to the following program and student outcomes.

IDeATE Student Learning Outcomes	IDeATE Program Educational Objectives				
	<i>Access Future Opportunities</i>	<i>Think Critically and Creatively</i>	<i>Apply Knowledge to Design Challenges</i>	<i>Apply Technique to Create Quality</i>	<i>Navigate Diverse Landscapes</i>
a) Map the Design Ecosystem	✓		✓		✓
b) Dive Deep in Design			✓	✓	
c) Construct Core Knowledge	✓	✓			✓
d) Work Wicked Problems		✓	✓		
e) Plan Strategically	✓	✓			✓
f) Innovate Solutions	✓	✓	✓	✓	✓

Location and Hours

The School of Design is located at 1600 Vine Street, Philadelphia, PA. The School of Design is open to students and faculty from 7:30 AM to 6 PM, Monday through Friday during the school year.

Non-credit Offerings

The School of Design does not offer non-credit course options at this time. Non-credit internships are optional benefits for students seeking to apply their learning during the Summer Quarter and do not carry additional tuition or fees.

Online Learning

While the School of Design does not offer fully virtual learning, all students will be one to one with technology as we believe it is vital to our students' educational experience.

Academic Advising

Once accepted and enrolled, the Dean will assign to each student an academic advisor who, in consultation with the student, will plan a program of study and studio work that aligns with both that student's individual passions and with the IDeATE program and the String Theory School of Design guidelines. Students will learn about the course progression, including an understanding of how innovation drives teaching and learning and clear maps of the requirements each student must meet. Advisors engage students in analysis of their own progress and performance at least twice quarterly. In these evaluations, advisors support students in a personalized way to ensure that capstone projects, studio choices, and design shop opportunities align fully with their passions and professional goals.

Writing Center and Tutoring

The String Theory School of Design houses a writing center, functioning as an academic lab, for academic support with tutoring support available for reading, writing, mathematics, and technology support. Tutors for all subjects are available upon request. Through partnerships with local universities, paid positions will be posted for students needing support in specific areas. Turnaround is determined by availability.

Controlled Substances

The School of Design policy prohibits the illegal possession, use, or sale of drugs or other controlled substances on its property. Where appropriate or necessary, the School of Design will fully cooperate with law enforcement agencies. In addition, alcoholic beverages are not to be sold, served, used or possessed in any of the facilities of the School.

Smoke-Free Buildings Policy

Smoking, including the use of nicotine-delivery systems, is, without exception, prohibited in every School of Design building or facility.

Anyone who wishes to smoke must do so outside of the School of Design facility. Smoking is prohibited within 25 feet of any entrance, exit or loading dock, or as posted otherwise. Smoking is also prohibited on adjacent stairways, ramps or landings leading to any entrance, exit or loading dock.

Selling and Soliciting

School of Design buildings and facilities are provided for use exclusively by students, faculty, staff and the administration, and only for the educational purposes of the School of Design. No individual or company may solicit or sell on campus for personal gain.

Selling or soliciting for charitable, political, social, religious or other causes by nonstudents is prohibited on School of Design property. Distribution of literature (handbills, tracts, leaflets, etc.) by outside agents for external agencies is also prohibited on School of Design property.

Crime Act

Information regarding the Crime Act (commonly referred to as the Clery Act) is available from the Administration and on the String Theory School of Design website.

Inclusive Language

Throughout this Course Catalog, every effort has been made to use inclusive language which does not discriminate with regard to gender.

How to Apply

All applicants for the IDeATE program who are graduating or have graduated from high school must complete the following:

1. **Application and Fee:** Complete an application for admission and submit it online. There is no fee to apply.
2. **Personal Statement:** All applicants are required to submit a 250 to 500 word, typed personal statement that describes their reasons for choosing a Design-focused education, any influences that led to this choice, and any career goals aligned to this study.
3. **Transcripts:** An official high school transcript is required of all applicants. Students currently completing their senior year of high school may also be asked to submit their most recent senior grades along with their transcripts. Applicants not holding a high school diploma must submit an official GED completion certificate prior to enrollment.
4. **Test Scores:** String Theory School of Design uses the AccuPlacer series of standardized testing to determine readiness for college level work. Testing may be waived for dual enrollment high school students and high school graduates demonstrating readiness for college level coursework through review of their high school transcript. For all other high school graduates, readiness for college-level course work is evidenced by an AccuPlacer Reading score of 240 or above, a Writing score of 240 or above, and a Mathematics score of 240 or above. Those lacking the requisite scores may be admitted provisionally at the discretion of the Admissions team, but may be required to enroll in pre-requisite courses, which will not count toward the Associates degree.
5. **Portfolio Review:** Building a portfolio requires careful planning. Students will want to show work that not only reflects their current abilities but also their readiness for creative work in a Design school environment. A portfolio of creative work is required for admission. This is a personal statement about the prospective student, and their visual training, interest, and aspirations. Each portfolio is reviewed by an admissions representative and is an important part of the way the school can learn more about the prospective student and their talents. It is critical that students adhere to all details regarding contents and presentation of their portfolio, and meet submission deadlines as outlined in the IDeATE Program application.
6. **Recommendations:** Recommendations are generally optional, but may be required based on a students' previous academic performance Letters may be written by high school teachers, employers, or others who have had contact with the student and can attest to their abilities and level of commitment to higher education. Recommendations should be submitted online.

Portfolio Requirements and Process

Review Process.

1. To offer opportunity to qualified design students, regardless of academic history, portfolios are first reviewed independently from other application academic documents. Portfolios are reviewed by at least two faculty and scored high -

medium - low. This data is then considered with the rest of the application documents.

2. The portfolio is a design project. How the applicant chooses to format, present, label, and sequence the work is considered in the portfolio evaluation.
3. The portfolio is both reflective and projective. It presents an applicant's growth to date, their current ability levels, and their development capacity into a professional designer and/or entrepreneur.

Contents:

1. The portfolio should demonstrate breadth, depth, and growth over time. Strong portfolios present a range of media types and subject matter. Strong portfolios present a particular focus of interest within that range. The admissions committee recommends chronological sequencing of the work.
2. The portfolio should present an applicant's capacity to see and think spatially, to ideate, to think critically, to problem solve, and to offer a view of how the world might be, rather than is.
3. Include the following: 10-15 unique project work products.
 - a. Static Images: A maximum of 3 images per project.
 - b. Video: Maximum length 60 seconds per project.
4. Portfolio content may include, but is not limited to: animation, architecture/interior design, fashion design, graphic design, industrial design, observational drawing (still life, portrait, landscape), painting, photography, product design, sculpture, sketching, short films/video.
5. Drawings should be based on observed subjects, not photographs.
6. Design project presentations should focus on the process rather than the final product. Include sketches, drawings, prototypes, study models, and final models.

Descriptions:

1. Portfolio artifacts must be original work created by the applicant. If the work is the product of a team or group effort, the applicant's role and contribution must be clearly defined in the descriptive caption.
2. Each artifact image must include a descriptive caption including the following information: project title, date of completion (month/year), medium, approximate dimensions (static work) and/or length (video).

Submittal Process:

1. Upon receipt of complete application documents, candidates will be issued a link to a secure Google Drive folder. All portfolio items should be placed into this folder by the stipulated deadline.
2. Label each file as follows:
itemnumber.applicantlastname.applicantyearofbirth.subject.
For example: 01.einstein.1879.sketches, 02.einstein.1879.models, etc.
3. Please confirm that all files are common file types with the proper extensions, ie. .jpeg, .pdf, .mov, etc.
If we can not open the file, your portfolio work will not be reviewed.

4. Alternate: Physical portfolios may be submitted in lieu of digital portfolios. Please contact the admissions office for the submission process. Physical portfolio dimensions should not exceed 11" x 17" x 2".

Admissions Deadlines

The IDeATE Program's rolling admissions process allows applications to be reviewed year-round.

Notification of Admissions Decisions

Applicants will be notified by letter or email of the admissions decision within one month of receipt of all required admissions materials.

Dual-Enrollment Applicants

Students attending area high schools participating in high school dual-enrollment programs that have an agreement with the String Theory School of Design may register for courses in the IDeATE Program. Dual-enrollment students must complete an abbreviated admissions process facilitated by their high school's college counseling office before registering.

Open Houses

Open houses are a great way to experience our creative environment and unique approach to learning. These one-day events are scheduled periodically and give prospective students the opportunity to talk with Deans, faculty, and current students. Contact the admissions office or visit the website to inquire about the next open house.

Units of Credit

One quarter credit in a class is equivalent to 1 hour of class time per week for 10 weeks. At the School of Design, an academic year consists of three 10-week quarters, with an average of about 15 quarter credits per quarter for full time enrollment. Students must also successfully complete (with an evaluation of a 3 or above on all aligned competencies) all appropriate degree requirements in sequence and consistently achieve and maintain appropriate academic standards. All credit-bearing courses completed at the School of Design will show on the student's final transcript. In addition to the quarter-credit system for full time students, we are piloting semester long general education and elective courses to accommodate part-time enrollment through dual-credit dual enrollment high school partners. For these courses, one semester credit in a class is equivalent to 1 hour of class time per week for 15 weeks.

Nondiscrimination Policy

SUMMARY OF POLICY

The String Theory School of Design requires equal educational opportunity for all students enrolled in the educational programs and activities of the School including, but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures,

regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status or disability.

The School of Design promotes a learning environment that encourages fulfillment of each student's potential in regard to his/her program, consistent with the School's goals and with equal opportunities for all students. Students will respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student has a right to violate another student's rights. The String Theory School of Design considers acts of discrimination, harassment, and bias to be unacceptable and counter to its core mission and values. Nothing in this policy should be regarded as suppressing such intellectual freedom so long as any disagreements, arguments and/or debates are conducted in an atmosphere of tolerance and mutual respect.

Harassment, discrimination, retaliation, and bias incidents in any form, including, but not limited to, those based upon race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, socioeconomic status, and/or any characteristic prohibited by law (i.e., creed, marital status, citizenship status, etc). (collectively referred to as "Protected Category/ies") are prohibited by the String Theory School of Design.

The School will respond swiftly and equitably to all allegations of discrimination, harassment, or bias incidents based on a Protected Category (as described above) and will take all appropriate steps to end the discrimination, harassment or bias incident, prevent its recurrence and address its effects.

Retaliation in any form will not be tolerated against an individual who makes a report with the college or participates in an investigation of any such report.

The School adheres to all federal, state and local requirements for intervention, crime reporting, and privacy provisions related to discrimination, harassment and bias incidents.

SCOPE OF POLICY

This policy applies to all faculty members, students, professional staff, trustees, officers and other members of the School community. This policy also applies to visitors, volunteers, non-employee associates and third parties doing business or providing services to the School, including vendors, independent contractors, and consultants.

All students and employees of the String Theory School of Design are responsible for their actions and behavior as it relates to the School and each other, whether the conduct in question occurs on campus, in the surrounding community, or in another location. As such, this policy applies to all prohibited conduct that affects the School's educational environment and community wherever it occurs, including on campus, off campus, and online.

NOTICE OF NON-DISCRIMINATION

The School of Design does not discriminate on the basis of race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, and any other characteristic prohibited by law (i.e., creed, marital status, citizenship status) in its educational, extracurricular, athletic, or other programs or in the context of employment.

STATEMENT OF PRIVACY

The School of Design is committed to protecting the privacy interests of all individuals involved in a report of discrimination or harassment. In any report, investigation, or resolution of an allegation made under this Policy, every effort will be made to protect the privacy interests of the individuals involved in a manner consistent with the need for a thorough review of the allegation and the protection of any individual or the broader campus community.

All resolution proceedings are conducted in compliance with the requirements of FERPA, the Clery Act, Titles VI and VII of the Civil Rights Act, and Title IX of the Education Amendments Act of 1972, String Theory School of Design policy, and all applicable federal, state and local laws. No information shall be released from such proceedings except as required or permitted by law or by this policy.

EXPRESSION, SPEECH, AND ACADEMIC FREEDOM

Students may exercise the right of freedom of expression through speech, assembly, petition, and other lawful means and have the right to advocate change of any law, policy, or regulation. The exercise of this right may neither interfere with the rights of others, nor may oral or written student opinions be used to present material that falls into one or more of the following categories:

- Materials that reasonably lead the School to forecast substantial disruption or interfere with school activities or that endangers the health or safety of students;
- Material that is libelous or slanderous statements that are inaccurate or false and that injure the person as to his/her reputation, cause personal humiliation, mental anguish and suffering, or other injuries;
- Material that advocates the commission of a criminal act or is a criminal act, as defined by the Criminal Code of the United States, Pennsylvania, or the City of Philadelphia; and/or
- Material that is obscene as defined by Pennsylvania law

DEFINITIONS AND EXAMPLES

The School of Design prohibits discrimination, harassment, and bias incidents.

Bias Incident:

Bias incidents include conduct or behavior (verbal, nonverbal, or written) that is threatening, harassing, bullying, discriminatory, and is based on a person's identity or affiliation such as race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, or any other characteristics prohibited by law (i.e., creed, marital status, citizenship status, etc.).

All bias incidents will be evaluated under this Policy to determine whether they constitute discrimination and/or harassment.

In addition, by its very nature, bias will be deemed an aggravating circumstance to any violation of School policies, including the Student Code of Conduct, regardless of the category. In those

circumstances, bias-related violations may result in a more serious action up to, and including, permanent separation from the School of Design.

Examples of Bias Incidents: defacement of posters or signs, intimidating, or harassing comments or messages, vandalism to personal or School property, or similar acts, if there is evidence that the target or victim was chosen because of a factor such as race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, socioeconomic status and/or any characteristics prohibited by law (i.e., creed, marital status, citizenship status, etc.).

Discrimination:

Discrimination is conduct that is based upon factors such as race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, or any other characteristics prohibited by law (i.e., creed, marital status, citizenship status, etc.) and that:

- adversely affects a term or condition of an individual's employment, education, living environment or participation in a college activity; or
- is used as the basis for or a factor in decisions affecting that individual's employment, education, living environment or participation in a college activity.

Harassment:

Harassment is unwelcome verbal, written, electronic, or physical conduct when that conduct is:

- based on a Protected Category as defined here; and
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance by creating an intimidating, hostile, humiliating, demeaning, or offensive working, academic or social environment. The effect will be evaluated based on the perspective of a reasonable person in the position of the Complainant.

Even a single or isolated incident may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.

Forms of Harassment: In some cases, harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, harassment is subtle and indirect, with a coercive aspect that is unstated.

Harassment can take many forms:

- It can occur between equals (e.g., student to student, professional staff to professional staff, faculty member to faculty member, visitor/contracted employee to professional staff) or between persons of differing power status (e.g. supervisor to subordinate, faculty member to student, coach to student-athlete).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization or a group.

Examples of behavior that may create a hostile environment and will be considered as evidence of discrimination or harassment include, but are not limited to:

- Unwanted or inappropriate innuendo, or suggestive comments, humor and jokes, racial slurs or derogatory language directed at another person's race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, socioeconomic status and/or any characteristic prohibited by law (i.e., creed, marital status, citizenship status);
- insults and threats based on a Protected Category and other verbal, written or electronic communications of a discriminatory nature that an individual communicates is unwanted and unwelcome
- Non-academic display or circulation of written materials or pictures degrading to an individual(s) or group's Protected Category.
- Making educational or employment decisions based upon stereotypes about individuals based upon race, color, ethnicity, national origin, religion, gender, gender identity or expression, sex, sexual orientation, disability, age, status as a veteran, socioeconomic status and/or any characteristic prohibited by law (e.g., creed, marital status, citizenship status) (For example, no one should be assumed to be able or required to act as a representative for their culture or faith).
- Abusive, disruptive or harassing behavior (verbal or physical), which endangers another's mental or physical health, including but not limited to threats, acts of violence, or assault based on a Protected Category and/or in the context of a hate crime; and,
- Engaging in derogatory verbal and other expressive behavior of a racial, cultural or religious nature in instructional settings.

Hate Crime:

A hate crime is generally defined in federal and state statutes as a criminal offense committed against a person or property that is motivated, in whole or in part, by the offender's bias against the victim's identity or group affiliation. See Ethnic Intimidation Act (Act 154 of 1982, 18 Pa. C.S. §2710).

Preponderance of the Evidence is the standard for determining whether a violation of this policy has occurred and means that more than 50% of the evidence supports the finding. A Preponderance of the Evidence is equivalent to "more likely than not."

Retaliation:

Retaliation is defined as acts or attempts to retaliate or seek retribution against the Complainant, Respondent, or any individual or group of individuals involved in a report, investigation and/or resolution of an allegation of discrimination, harassment or bias Incident. Retaliation can be committed by any individual or group of individuals, not just a Respondent or Complainant. Retaliation may include continued abuse, violence, or other forms of harassment.

STATEMENT ON VIOLENCE AND SELF-DEFENSE

The String Theory School of Design promotes a physically safe and inclusive environment where violence in any form is not tolerated. Accordingly, responding to violence with violence is also a violation of this policy, unless such violence is a direct response of self-defense.

Academic Calendar 2026-2027

The School of Design academic year begins in August and ends in August of the following year. Three academic quarters, Fall, Winter, and Spring, are each 10 weeks in length. The Fall quarter begins in September, the Winter quarter begins in late November, and the Spring quarter begins in late February. Formal classes are not in session during the Summer quarter, leaving time for students to apply their learning in internships and work opportunities.

This calendar reflects major term dates and activities. Term start and end dates, refund periods, the final day to drop course(s) without penalty of no credit earned, and deadlines to change grades vary for all terms.

August 2026	
August 24	Faculty Inservice Day
September 2026	
September 2	New Student Orientation
September 3	Student Advising Rounds
September 7	Labor Day - College Closed
September 8	Fall Quarter Classes Begin and Add/Drop Window Opens
September 9	Fall Semester Classes Begin and Add/Drop Window Opens
September 15	Fall Add/Drop Window Closes for Quarter Courses
September 21	Yom Kippur- College Closed
September 24	Fall Open House
October 2026	
October 7	Fall Semester Add/Drop Window Closes
October 12	Indigenous Peoples/Columbus Day- College Closed
November 2026	
November 2	Faculty Development - College Closed
November 11	Veteran's Day - College Closed
November 13	Fall Classes End
November 16-20	Fall Design Week

November 20	Fall Design Day / Fall Grades Due
November 23-29	Thanksgiving Break - College Closed
November 30	Fall Design Day Stepback / Goal Planning
December 2026	
December 1	Winter Classes Begin and Add/Drop Window Opens
December 8	Add/Drop Window Closes
December 18	Faculty Development - College Closed
December 18-31	Winter Break -College Closed
January 2027	
January 1-3	Winter Break - College Closed
January 4	Classes Resume
January 18	Martin Luther King Jr. Day -College Closed
January 25	Faculty Development - College Closed
January 26	Spring Semester Classes Begin and Add/Drop Window Opens
February 2027	
February 11	Faculty Development - College Closed
February 12-15	Presidents Day Weekend -College Closed
February 19	Winter Classes End
February 22-26	Winter Design Week
February 23	Spring Semester Add/Drop Window Closes
February 26	Winter Design Day / Winter Grades Due
March 2027	
March 1	Winter Design Day Stepback / Goal Planning
March 2	Spring Quarter Classes Begin and Add/Drop Window Opens
March 9	Spring Quarter Add/Drop Window Closes
March 10	Eid Al Fitr - College Closed

March 19	Faculty Development - College Closed
March 19-29	Spring Break - College Closed
March 30	Classes Resume
April 2027	
April 8	Innovation Expo
April 12	Faculty Development - College Closed
May/June 2027	
May 14	Spring Quarter Classes End
May 17	Eid Al Adha - College Closed
May 18- 21	Spring Design Week
May 21	Spring Design Day / Spring Grades Due
May 24 - June 10	Senior Capstone Defenses, Summer Quarter Studio Time and Internship Interviews
May 28-31	Memorial Day Weekend - College Closed
June 11	Senior Awards Ceremony Spring Semester Classes End
June 17	String Theory School of Design Graduation

Tuition and Fees

The String Theory School of Design seeks to make a college education accessible for all students by offering affordable tuition rates.

Full-Time Tuition per Year: **\$8,109.00**

Tuition per Quarter Credit Hour: **\$159.00**

Tuition per Semester Credit Hour: **\$239.00**

Technology Fee: \$500.00

Registration Fee: \$109.00

Refund Policy

The School of Design has established a tuition refund policy that allows a refund of tuition and fees when a student withdraws from the college or from a course(s). The refund is a credit to the student's account and may result in adjustments to financial aid. If a credit balance is created on a student account, the credit balance will be refunded.

Effective Date of Withdrawal	Refund Amount
Before First Day of Quarter/Semester	100%
First Calendar Week Quarter/ Second Calendar Week Semester	100%
Second Calendar Week Quarter/ Fourth Calendar Week Semester	75%
Third Calendar Week Quarter/ Fifth Calendar Week Semester	50%
Fourth Calendar Week Quarter/ Sixth Calendar Week Semester	25%
Fifth Calendar Week Quarter/ Seventh Calendar Week Semester	None

Graduation Requirements

Students seeking to complete the IDeATE program and earn the Associate of Arts degree must meet the following requirements:

1. Earn a minimum of 102 credits, inclusive of the prescribed IDeATE curriculum.
2. Satisfactory completion of required IDeATE courses including Core coursework required for transfer credits with a minimum GPA of 2.0, and at least one evidence of mastery for each mastery target.
3. Full-Time Students must register for a minimum of 12 credits per quarter, and for all courses aligned to the sequence of the program to make satisfactory academic progress.
4. At the beginning of the second year (fourth quarter), students must submit to the program dean a one-page preliminary proposal for design studies leading to the Capstone Studio project. The proposal identifies the following:
 - a. A proposed capstone project, including a rationale for relevance, outline schedule, and deliverables.
 - b. The proposed capstone project's applicable design field discipline(s).
 - c. Proposed capstone project advisor and co-advisor, with signature confirmations.
5. To begin the final quarter's Capstone Studio (sixth quarter), students must submit to the program dean at the end of the fifth quarter a final proposal for program approval. The final proposal includes the following:
 - a. The capstone project, including a rationale for relevance, schedule, and deliverables.
 - b. The proposed capstone project's applicable design field discipline(s).
 - c. The necessary materials and resources to complete the capstone project.
 - d. A list of all String Theory School of Design faculty and external consultants supporting the project.
 - e. Approval signatures from the capstone project advisor, co-advisor, faculty, and external consultants.
6. Upon program dean approval of the capstone project, the student may proceed with the sixth and final quarter.
7. At the beginning of the sixth quarter, students must submit a current transcript and diploma request to the program dean, demonstrating eligibility for graduation and awarding of the IDeATE Associates in Arts degree, pending completion of the remaining Capstone Studio and other sixth quarter courses.

8. To complete the Capstone Studio, students must present their capstone project and defend their findings to the faculty committee in a pre-advertised forum open to the school community. Permission to proceed with scheduling the presentation is at the discretion of each student's advisor and co-advisor who determine that the student has, or soon will, adequately fulfill the proposal deliverables. The final presentation will last approximately one hour, inclusive of summary reflections, critiques, and implications for future studies.

Grading Systems, Academic Standards and Progress Policy

Mastery Grading System

The School of Design uses a mastery-based grading system, as follows:

3.9 - 4.0 Exceeds Mastery	3.0 - 3.8 Mastery	2.0 - 2.9 Developing	1.0 - 1.9 Emerging
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Whole number mastery grades (1 - 4) are recorded for each mastery credit (evidenced by products, performances, or assessments) with points used to compute a synthesized mastery course grade for each student at the end of each quarter. Students must earn a mastery course grade of 3.0 to evidence mastery of course learning goals. Students with a 2.0 or higher receive credit for a course and evidence readiness for any future learning for which this course serves as a prerequisite in the IDeATE program. These students may progress in the program, but will be required to evidence mastery of those mastery credits not-yet-met before graduation. Students who receive a mastery course grade lower than 2.0 must either take the course again or remediate unevidenced mastery targets and may be placed on academic probation.

Letter Grade Equivalents

Receiving institutions of higher education that use traditional grading systems can calibrate letter grade equivalencies at the course level by assessing synthesized mastery course grades on the following equivalency scale:

4.0 = A
3.75 = A-
3.25 = B+
3.0 = B
2.75 = B-
2.0 = C

Anything below a C (2.0) is considered an F and the student receives no college credit for the course. Therefore, all students who receive their degree have achieved a C or higher in all courses.

Mastery Map

The IDeATE program-wide Mastery Map is the go-to resource for calibrating evidence of mastery, and for cataloging how mastery targets are distributed across each of the courses in

the IDeATE program. In addition to the mastery targets assigned to each course in the program, there are two courses in the program –Ideation Workshop (Ideation Stations held for 90 minutes daily with different experiential routines each day of the week) and Lyceum (a week-long course that captures the learning during each quarter’s Design Week), which are aligned to all 40 mastery targets in the eight competencies of Inquiry, Design, Critical Thinking, Knowledge, Collaboration, Communication, Engagement, and Technical Proficiency.

Academic Progress Policy

For the purposes of calculating satisfactory progress, withdrawals made within the refund period will not count toward the calculation of progress when the student has not begun attendance in the course.

Academic Probation Policy

Students who do not maintain satisfactory course completion and/or master credit proficiency may:

1. Be put on full-time academic probation. Students on academic probation of any kind must meet with a counselor before registering for any term.
2. Students on academic probation are required to attend any support sessions designated by their academic advisor or the Dean. Consistent failure to attend these required sessions may result in dismissal from the program.
3. When the student has met the minimum cumulative completion rate and the mastery credit proficiency requirements, he/she will be removed from academic probation.

Repeated Courses

Students who do not complete coursework aligned to graduation competencies or receive a mastery course grade lower than 2.0 must take a course again to remediate unevidenced mastery targets during a compacted summer quarter. All course instances contribute to the GPA. All courses in the program sequence are required for graduation.

Withdrawals from Courses

Students who withdraw from a course are refunded tuition according to the published schedule of withdrawal refunds in concert with our academic calendar and must take the course again. All courses in the program sequence are required for graduation.

SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended, requires all colleges and universities to develop and enforce standards of Satisfactory Academic Progress prior to awarding any federal financial aid funds to students. The standards of Satisfactory Academic Progress (SAP) were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. The SAP standards apply to federal financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Subsidized/Unsubsidized Loans,

Federal Direct PLUS Loans. The SAP standards are separate from, and in addition to, academic standards required by the College for continued enrollment.

The criteria used to determine SAP are mastery credit proficiency, cumulative completion rate (or pace), and maximum time frame for completion of educational objectives. At the end of each term, the Dean reviews students' academic progress. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

QUALITATIVE REQUIREMENT

Students must earn a cumulative mastery level of 3.0 or higher at least once on each program mastery credit to meet the qualitative requirement for SAP in the IDeATE Program. This recognizes that students who receive a mastery course grade of 2.0 or higher may progress in the program, but will be required to evidence mastery of those mastery credits not-yet-met before graduation within the appropriate completion rate.

QUANTITATIVE REQUIREMENT—COMPLETION RATE (PACE)

All students must complete and pass at least 75% of credit hours attempted. A student's completion rate is calculated by dividing hours earned by hours attempted. The minimum completion percentage required by the SAP policy changes according to the number of credit hours the student has attempted:

Student Life Beyond the Classroom

Student Activities

The School of Design has an innovative approach to student activities. The School of Design aims to create a dynamic student life through intentional experience design of co-curricular activities. All students are welcome to participate in these activities, and because these activities are extensions of the curricular program this participation can amplify student academic and artistic development.

Experience Design Student Team (XD STeam)

A key student organization at the School is the Experience Design Student Team (XD STeam). All students enrolled at the School of Design are members of XD STeam and eligible to vote on all initiatives and decisions impacting students. Officers, elected annually by the members, lead the XD STeam in creating an innovative, engaging, and fun student experience, and support the creation and implementation of clubs, activity, and event opportunities aligned to the unique interests of the students in each cohort with faculty support.

Student Government Association (SGA)

The purpose of the Student Government Association is to foster leadership skills, develop positive relationships amongst students, organize social and service activities for members, and encourage student-faculty cooperation. All students enrolled at the String Theory School of

Design are members of the SGA and will be eligible to vote on matters presented to the student body. Officers, elected annually by the members, lead the organization to fulfill its objectives.

Design Magazine and Social Media Team

The School publishes a Design eMagazine, which provides students who enjoy both writing and designing the opportunity to demonstrate their talents, and provide informational, inspiring, and entertaining content for their community. The magazine, developed by a student editor and his or her faculty advisor, is available online. Participants in this activity also contribute to the college's social media presence by submitting content for approval and publication on the college's social media accounts.

Innovation Expo

Annually, the String Theory School of Design holds an Innovation Expo. This public networking event will highlight innovations in the Philadelphia Innovation District. IDeATE students will prepare for this experience and use the opportunity to discover passions, synergies, and prospects for future career engagement. This year, the Innovation Expo will be held on April 8, 2027.

Internships

Because the quarter credit system is compacted, IDeATE students who take initiative and opt in have the opportunity to use their summer quarter to engage in a full-time (30-hour) innovation industry internship spanning a total of at least 20 days and offering participants the opportunity to engage in practical work experience. The internship can be in a wide variety of fields connected to Design, Technology, and Entrepreneurship, enabling students to choose a field which best suits their passions and career interests. The String Theory School of Design will work to connect students to internship opportunities that most closely align with their talents and skillsets, creating potential for future employment upon graduation.

Career Counseling

The String Theory School of Design's approach to career counseling is integrated fully into the program experience and is amplified by key partnerships and structures. These partnerships and structures will grow over time to become an innovation pipeline for Philadelphia's Innovation Economy. Because the program itself functions as a Design Shop for local industry and service initiatives, and because of partnerships with local universities, students encounter networking and career experience daily and amass a body of work to inform the college and career search process.

Conduct and Legal Policies

Anti-Hazing Statement

The School of Design is committed to an equitable environment for all students, faculty, and staff. Hazing is ...

"Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property

for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding."

Hazing of a student, whether on school grounds or not, is a crime if committed by any person or by a student to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student or person.

Grievance Policy

The String Theory School of Design is committed to providing and maintaining a positive and pleasant environment conducive to learning and working for all members of the community. Occasions may arise when members of the school community disagree, or when unanticipated problems may surface, for which resolution and grievance procedures of the School should be followed, so that such matters may be handled in a reasonable, fair, expeditious and professional manner.

At all steps of the grievance and resolution process, no less than fair, frank and respectful treatment is expected.

Informal Resolution

Most issues can be resolved informally by direct discussion with the involved party. If a concern is with a student's assignments or performance in a particular course, the student is encouraged to contact the teacher directly to discuss the concern.

Formal Resolution

In the event that any student wishes to skip informal resolution, or feels that it did not produce satisfactory results, a formal process is available. Formal grievance and resolution may be sought if the Student feels that the rules of the School have been improperly applied or interpreted, or that staff applied unfair practices. No person will be retaliated against or penalized for making a complaint.

Step 1: Complaints should be presented in writing to the Dean (signed and dated) as soon as practicable after the incident or cause of the complaint. Within three (3) working days, the student will meet with the Dean to discuss the problem. The student will be allowed to present any information, documents or witnesses for consideration as part of this conference and

investigation. All information pertaining to this conference and investigation will remain confidential. A written response from the Dean will be sent to the student within three (3) working days of the conference, summarizing the outcome of the investigation and corrective or remedial action, if any.

Step 2: Unresolved complaints should be submitted to the Vice President of Student Success. The Vice President will review the complaint, the Dean's response, the information presented as part of the investigation, and will meet with individuals involved as necessary and make a final report to the President. The President, as the designated ombudsman of the School's Board of Trustees, will issue a written decision in five (5) business days, summarizing the outcome of the review and any required corrective or remedial action.

Step 3: Upon notice to the President, further appeal may be made to the Board of Trustees of the School, with submission to the Board President the original complaint and responses of the Dean, Vice President and President. A Grievance Committee, appointed by the Board of Trustees, will review the complaint, responses of the Dean, Vice President and President, information presented as part of the investigation, and will meet with individuals involved if necessary. The Committee will make a recommendation in ten (10) business days to the Board to consider and vote upon the matter. The decision of the Board of Trustees is final.

Students may address any grievances to the Pennsylvania Department of Education and/or the institutional accreditation body, should they feel their concern was not handled in a satisfactory manner at the school level.

Personal Property

School of Design does not assume responsibility for loss of or damage to students' personal property, including belongings left in classrooms, studios, or exhibitions. At the close of each quarter, students are required to remove from studios all valued artwork. Artwork not picked up by the last day of classes in any spring quarter will be discarded.

Theft/Damages

The School of Design will exercise reasonable care of students' personal property but cannot be responsible for theft, loss, or damage. Students are expected to protect the equipment and possessions of the School, other students, and all employees. Theft, vandalism, and property damage should be reported to the Dean. Theft, vandalism, and damage to property to and/or loss of School of Design property by students is grounds for expulsion from School of Design.

Use of Student Artwork

The School of Design reserves the right to use student artwork and classwork for reproduction in digital or video programs, for exhibits, admissions recruitment, accreditation assessment, or any other form of electronic or printed media prepared in support of the School's Mission and Statement of Educational Goals and Outcomes. This also includes work by former students and alumni produced during their career at School of Design. Students will be notified by the School of Design to submit works requested by such use, and completion of that use, will be notified as

to where and when they can retrieve their work. The School of Design reserves the right to permanently retain artwork submitted for course credit.

Use of Images of Students

The School of Design reserves the right to use any photographs, film or video taken of students during routine classes or events at the School without consent from or compensation to those pictured for promotional purposes. These images may appear in any promotional materials and on the School of Design website, social media pages, advertisements, newsletters, or any other form of electronic or printed media.

Academic Expectations and Responsibilities for Students

Since the String Theory School of Design is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the String Theory School of Design community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity.

Academic Dishonesty Definitions

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited. Examples of such activities include but are not limited to the following definitions*:

Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids.

Example: using a cheat sheet in a quiz or exam, consulting online or AI resources to inform responses, altering a graded exam and resubmitting it for a better grade, etc.

Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgment.

Example: copying another person's paper, article, or computer work and submitting it for an assignment, failing to cite the use of Artificial Intelligence in completing any assignment, cloning someone else's ideas without attribution, failing to use quotation marks where appropriate, etc.

Fabrication: submitting contrived or altered information in any academic exercise.

Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.

Multiple submission: submitting, without prior permission, any work submitted to fulfill another academic requirement.

Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to the college.

Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one's resume, etc.

Facilitating academic dishonesty: knowingly helping or attempting to help another violate any provision of the Code.

Example: working together on a take-home exam, etc.

Unfair advantage: attempting to gain unauthorized advantage over fellow students in an academic exercise.

Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student's efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, etc.

* If a student is unsure whether their action(s) constitute a violation of the Code of Academic Integrity, then it is that student's responsibility to consult with the instructor to clarify any ambiguities.

Rights and Responsibilities

Faculty

- It is the responsibility of faculty to know and execute School of Design policies regarding academic integrity in a fair and diligent manner.
- It is the responsibility of faculty to inform students of class expectations and assessment guidelines in a timely manner.
- It is the right of faculty to work within the School of Design in an environment of discernible, structured guidelines of due process concerning matters of academic integrity.
- It is the right and responsibility of faculty to participate in a fair and equitable process concerning any allegations of violations of academic integrity.

Students

- It is the responsibility of students to familiarize themselves with School of Design and class policies regarding academic integrity, and to seek clarification if needed.
- It is the responsibility of students to comply with the School of Design and class policies regarding academic integrity.
- It is the right of students to be informed of any alleged violations and possible sanctions concerning academic integrity.
- It is the right of students to receive due process concerning alleged violations of academic integrity, including an appeal process.

Violations of Academic Integrity

Violations of academic integrity can include, but are not limited to, cheating and plagiarism. Cheating is an intentional effort at deception or gaining an unfair advantage in completing academic work. Plagiarism is the act of appropriating the work of another person and passing it off as one's own. Any student who assists another in an activity that constitutes a violation of academic integrity is also responsible and accountable for such a violation.

The following list is not exhaustive, but includes some common examples of plagiarism and cheating:

- copying original ideas, images, words, or design elements and using them without proper citation or permission of the author
- Using AI in any product, performance, or assessment without teacher knowledge and approval or properly citing the source
- creating a bibliography with fabricated sources or citing sources as references that were not used in the preparation of the report or essay
- deceiving the instructor to get more time for an product, performance or examination
- hiring someone to write an essay or complete other products or performances
- collaborating with classmates or others on a product or performance when the class rules explain that only individual work is permitted
- using unauthorized electronic devices, AI, or software during an examination
- allowing other students to copy exam or homework responses so that they can pass it off as their own work

Violations of academic integrity will open a student to disciplinary action.

Student Code of Conduct

The School of Design students are subject to appropriate rules of proper conduct. The School of Design reserves the right to suspend or dismiss a student whose attendance, academic performance, or conduct, whether on or off college premises, is judged unsatisfactory.

Student Bill of Rights

It is the policy of the School of Design that each student shall be guaranteed the following rights and freedoms; enumeration of the rights or registration at the School shall in no manner be construed to nullify or limit any other constitutional or legal rights or freedoms possessed by students as citizens or residents of the United States or the Commonwealth of Pennsylvania:

1. The right to participate freely in School of Design-sponsored services and activities consistent with the School's Policy on Discrimination; that is, without discrimination based on any classifications that deprive the person of consideration as an individual.
2. The right to be evaluated in the classroom solely on the basis of academic achievement and fulfillment of educational requirements.
3. Consistent with federal and state laws, the general right of protection from the release of non-directory information to persons outside the String Theory School of Design community of academic, organizational, and disciplinary records without the express consent of the student or a court order.
4. The right of protection from the placement of non-School of Design financial obligations on the student's School of Design account without the express consent of the student.
5. The right to be free from disciplinary action by the School of Design for misconduct except under reasonable rules which have as their substantive basis the protection of some clear and distinct interest of the String Theory School of Design as an academic institution.
6. The right to due process in any action brought or taken by the School of Design against the student which can reasonably be expected to affect the student's status with the School or any of its constituent parts or agencies.
7. The right to protection from ex post facto regulations.

Standards of Confidentiality of Student Records

Family Educational Rights and Privacy Act (FERPA)

The String Theory School of Design collects information about students for the express purpose of fulfilling the educational mission, and retains student records for designated periods of time. The String Theory School of Design recognizes its obligation to inform students of the existence of these records, of policies regarding its secure handling and proper use, and of the students' rights under both policy and law. This policy describes how student information is collected at String Theory School of Design, how that information might be used by the String Theory School of Design, and how individual students can request changes to the way their personal information is used or shared.

EXPECTATIONS OF PRIVACY and DIRECTORY INFORMATION

The String Theory School of Design recognizes the privacy concerns of students, and has instituted policies and processes to secure information collected from students. For the purpose of this policy, a student is defined as an individual currently or previously enrolled in an academic offering of String Theory School of Design. For newly admitted students, this policy becomes effective when the student has been admitted and their information has been entered into the Student Information System. Information included in the application becomes a part of the student's educational records. Note that records originating at another institution will also be subject to these policies.

These records may include personally identifiable information ("PII") provided by the student, such as information related to racial or ethnic origin, religious or other beliefs, health, biometrics, or criminal background. Such sensitive information is subject to special controls described below.

Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed is known as "Directory Information." The String Theory School of Design defines Directory Information to include: a student's name; address; mailbox number; phone number(s); date and place of birth; name of parent or guardian (if applicable); name of spouse (if applicable); class level; dates of attendance; degrees and awards received; the most recently attended educational institution; and, participation in sports and in officially recognized activities listed by the student.

Directory Information may be disclosed without the permission of the student. Each student has the right to limit the access of off campus parties, excluding government agencies in certain situations, to information that would normally be released in the Student Directory. Students who wish to exercise this right may do so by making the request to the Registrar, using their String Theory School of Design email account.

Notification of Rights under the FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA, 34 CFR § 99) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.)

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day String Theory School of Design receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
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 String Theory School of Design to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the String Theory School of Design decides not to amend the record as requested, the School 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 String Theory School of Design discloses PII from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The String Theory School of Design discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by String Theory School of Design to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

Student educational records subject to the preceding actions are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by the String Theory School of Design or by a person acting for the String Theory School of Design pursuant School policy.

Student educational records do not include records of instructional, supervisory, and administrative personnel and ancillary educational personnel that are in the sole possession of the maker and that are not accessible or revealed to any other person except a substitute. Other exclusions include:

- Notes of a professor/staff member concerning a student and intended for the professor's/staff member's own use are not subject to inspection, disclosure, and challenge.
- Records relating to an individual who is employed by an educational agency or institution not as a result of his/her status as a student that:
 1. Are made and maintained in the normal course of business;
 2. Relate exclusively to the individual in that individual's capacity as an employee; and
 3. Are not available for use for any other purpose.
 4. However, employment records relating to String Theory School of Design students who are employed as a result of their status as students (e.g. federally-funded work study, graduate assistants, resident assistants) are considered educational records.
- Records on students that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in that capacity are not subject to the provisions of access, disclosure, and challenge. Such records, however, must be made, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than the persons providing such treatment or a substitute. Such records may be personally reviewed by a physician or other appropriate professional of the student's choice.
- Alumni records.

Educational records, or the contents thereof, will not be released to the student, parents, or any third party so long as a financial indebtedness or serious academic and/or disciplinary matter involving the student remains unresolved. This limitation does not preclude the student from having personal access to the records - merely from obtaining the release of the information. The student may not have access to the confidential financial statement of parents or any information contained in such statements.

A student may waive his/her right to access to confidential letters of recommendation that he/she seeks for admission to any educational agency or institution; for employment; or for application for an honor or honorary recognition. The student must be notified on request of all such individuals furnishing recommendations, and the letters must be solely for the stated purpose for which the student was notified and for which he/she waived his/her right of access. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

Disclosures of Information that the String Theory School of Design May Make Without Consent

The String Theory School of Design may disclose PII from students' education records, without obtaining prior written consent of the student, if the disclosure meets certain conditions found in the FERPA regulations (see 34 CFR § 99.31, and following).

The String Theory School of Design may disclose PII from the education records in the following circumstances:

1. Institutional officials whom the String Theory School of Design has determined to have legitimate educational interests may receive student records pertinent to their professional responsibility. An official includes a person employed by the String Theory School of Design in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee.
2. Provided that the conditions listed in the FERPA regulations are met, officials also may include contractors, consultants, volunteers, or other parties to whom String Theory School of Design has contracted institutional services or functions for which the school would otherwise use its own employees, and who is under the direct control of the String Theory School of Design with respect to the use and maintenance of PII from education records. Any official's access to education records is restricted, where practical, to that portion of the record necessary for the discharge of assigned duties in the service of legitimate educational interest.
3. An institutional official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities for String Theory School of Design. Legitimate educational interests are defined as objectives that are essential to the general process of higher education prescribed by the body of policy adopted by the governing board. In addition, String Theory School of Design recognizes that certain co-curricular activities that are generally supportive of overall goals of the institution and contribute generally to the well-being of the entire student body and specifically to many individuals who participate in these activities may constitute legitimate educational interests. Access to certain limited student education records may be granted to officials who support such programs and activities, subject to strict oversight policy.
4. Upon request, the college also discloses education records without consent to officials of another institution in which a 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. In addition, String Theory School of Design may return records to the apparent creator of those records in order to verify authenticity.
5. Authorized representatives of federal and state government, such as agency officials requesting information in connection with the audit, evaluation, or enforcement or compliance activity of federally supported education programs, or in connection with

the enforcement of federal and state legal requirements that relate to such programs. Except when collection of personally identifiable data is specifically authorized by federal and state law, any data collected and reported with respect to an individual student shall not include information (including Social Security number) that would permit the personal identification of such student.

6. 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.

7. Information that will not permit the individual identification of students may be released to organizations of educational agencies or institutions conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. Similarly, information may be released to accrediting organizations in order to carry out their accrediting functions.

8. To parents of an eligible student if the student is a dependent for IRS tax purposes.

9. To comply with a judicial order or lawfully issued subpoena pursuant to a judicial, legislative, or administrative proceeding.

10. To appropriate officials in connection with a health or safety emergency. On an emergency basis, information about a student that is, in String Theory School of Design's judgment, necessary to protect the health or safety of the student or others may be released by a designated officer of the college to any person whose knowledge of the situation is necessary to protect the health or safety of the student or others.

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. Information concerning registered sex offenders may be released in a manner consistent with federal and state regulations.

12. To the general public, the final results of a disciplinary proceeding (subject to the requirements of § 99.39), if the school 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.

13. 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 school, 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.

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, FERPA regulations require String Theory School of Design to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Student Records

Student Information Changes

Students assume responsibility for keeping the School of Design informed of changes in last name, address, email address, and telephone number. Changes should immediately be communicated to the Program Manager/Registrar. Changes to a student's name should be accompanied by official documentation.

Transcripts

Unofficial transcripts are available to current String Theory School of Design students free of charge. Most students access them directly through their Academia account, without making a request from our office. If you need support or have questions, please contact our Program Manager/Registrar at info@stringtheorydesign.org

Confidentiality

This policy complies with the Pennsylvania Right to Know Law of 1957 and the federal Family Education Rights and Privacy Act of 1974. School of Design collects and retains information about students for certain periods of time. The School recognizes the privacy rights of individuals to exert control over what information may be disclosed, and at the same time, balances that right with the School's need for information. Student information considered part of the public record (directory information) includes name, address (local and permanent), telephone number, date and place of birth, major field of study, student activities, dates of attendance, awards received, date of graduation, enrollment status, credit load, and most recent educational institution attended.

Students who do not want this information made public must notify the Registrar.

A student has the right to:

- Inspect and review their own education record
- Request an amendment to the record
- Request a hearing with the President and Registrar (if the amendment request is denied) to challenge the contents of the education record on the grounds that the record is inaccurate, misleading, or violates the rights of the student

Involuntary Leave of Absence

Policy Statement

The String Theory School of Design may place a student on an involuntary leave of absence for reasons of personal or community safety.

Purpose

The School of Design is committed to protecting its community members from the risk of physical harm and preserving the integrity of its learning environment. Separation of a student from the School and its facilities may be necessary if there is evidence that the student is engaging, has engaged in, or threatens to engage in, behavior that either poses a danger of harm to self or others, or disrupts the learning environment of others.

This policy is meant to be invoked in circumstances when a student is unable or unwilling to request a voluntary leave of absence, and such a leave may be necessary to protect the safety of that student and/or others or the integrity of the School's learning environment. In addition, an involuntary leave process may be initiated if it is determined that there is a significant risk that the student will harm themselves, and the risk cannot be eliminated or reduced to an acceptable level through reasonable and realistic accommodations and/or on-campus supports.

Before an involuntary leave is considered, efforts will be made to encourage the student to take a voluntary leave, thus preserving, to the extent possible, confidentiality and privacy. A readmission process may still be required of a student electing a voluntary leave to determine their readiness to return to school. However, if deemed necessary and appropriate, involuntary leave procedures will be implemented. Once a student has been placed on involuntary leave from the School, they must follow all readmission procedures for an involuntary leave of absence in order to be reinstated. Additionally, financial obligations are not waived by such withdrawals.

This policy will not be used in lieu of disciplinary actions to address violations of the Student Code of Conduct, nor does it preclude the removal or dismissal of students from the College as a result of violations of other rules, policies or regulations.

Placing a Student on Involuntary Leave of Absence

Any student who is currently enrolled at the String Theory School of Design may be placed on an involuntary leave of absence from the School and withdrawn from all courses on an interim basis following the commission of one or more of the following acts:

- Engages, or threatens to engage, in behavior which poses imminent danger of causing substantial harm to self or others, and/or
- Engages, or threatens to engage, in behavior which would cause significant property damage, and/or

- Engages, or threatens to engage, in behavior which would directly and substantially impede the lawful activities of others, and/or
- Engages in behavior that negatively impacts the emotional and/or physical welfare of any member of the School community, and/or
- Exhibits behavior that interferes with a student's ability to function in an academic environment or seriously interferes with the educational pursuits of others, and/or
- Commits a violation of the Student Code of Conduct and lacks the capacity to comprehend and participate in the School's disciplinary process.

Procedure

The Office of the Dean of Students may be alerted to a student's behavior through submission of a formal report to the Dean, as well as from a variety of other sources on campus including faculty, staff and other students. The Office of the Dean will forward the case to the School of Design Administration for review according to the following procedure:

1. If an involuntary leave is recommended based on the information provided, the Dean's designee will notify the student that an involuntary leave of absence is under consideration.
2. The Dean's designee reserves the right to immediately suspend a student from the College on an interim basis, pending an investigation and subsequent hearing, if the student appears to constitute a threat of harm to himself/herself, others or the College community. The student will be notified in writing if this action is necessary.
3. The student will be given the opportunity to appear personally before the Dean's designee within 48 hours from the effective date of the notification to discuss the following issues:
 - a. The reliability of the information concerning the student's behavior; and/or
 - b. Whether or not the student's behavior poses a significant danger of causing imminent physical harm to the student or others, or of directly and substantially impeding the lawful activities of other members of the campus community.
4. The Dean's designee will discuss with the student the implications of and procedures relating to an involuntary leave of absence. A copy of this policy will be provided to the student. At any point in this process and when appropriate, the Dean's designee will encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the process for an involuntary leave.
5. Following this meeting, the Dean's designee may either continue or cancel the interim suspension. If the suspension is canceled, the procedures described in this policy may still be continued. If the interim suspension remains in effect, the next stages of the procedure will be followed, and every effort will be made to expedite the process. The interim suspension will remain in effect until the School of Design Administration has rendered its decision.

6. If an involuntary leave is needed, the Dean's designee will forward the case to the School of Design Administration for review to determine if an involuntary leave of absence is required.
7. The School of Design Administration will assess, specifically, whether the student engages in or is likely to engage in behavior that poses a danger of causing harm to self or others or disrupts the learning environment. The Team can choose to meet with the student and interview witnesses. The Team will make a written recommendation to the Dean's designee regarding an involuntary leave of absence. The Dean's designee will make the final decision and will provide written notice of this decision to the student.

Appeal

Within five business days from delivery of the School of Design Administration decision, the student may request, in writing, that the Vice President of Student Success review the decision. The student shall state in writing the specific points he/she wishes the Vice President to consider. Within five business days of receiving the appeal, the Vice President will inform the student of the decision in writing, which will be final. The Vice President may:

- Affirm the decision;
- Send the matter back to the School of Design administration for further consideration;
- Affirm the decision, but modify the disposition; or
- Reinstate the student.

Notification

The School of Design reserves the right to notify a student's designated emergency contact, if on record at the School, that an involuntary leave of absence has been issued. The student's designated emergency contact may be asked to make arrangements for safe removal of the student from the college environment. The School may notify a student's designated emergency contact if the student poses a threat of harm to himself/herself or others.

Process for Returning from an Involuntary Leave of Absence

After the period of time for an involuntary leave of absence has expired, a student may request to return to the School. To do so, the student must submit a letter to the Dean requesting to return. In addition, the student must have a community mental health clinician/service provider complete an evaluation for seeking reentry. Both documents must be submitted before a review can occur. Once all materials are received, the Dean will make a determination regarding the student's ability to return. The Dean will communicate the results to the student in writing.

Information Systems Policy

The School of Design's information system includes laptops, iPads, networks, wireless access points, services, internet access, printers, copiers, telephones, email, and voicemail systems. These are facilities, property, and resources of the School of Design. The following policy sets forth the appropriate technology use for the School of Design. The School of Design reserves the right to modify this policy at any time.

Acceptable Use

Modifying or disrupting the School of Design network infrastructure is not permitted - such as unauthorized connecting or disconnecting of devices to hubs, switches, access points, or wireless devices to the network. School of Design's information systems are not to be used in any way that is disruptive, offensive to others, or harmful to morale. Accessing or transmitting sexually oriented, racist, or otherwise offensive material and/or use of computer, internet, and electronic resources in violation of state and federal law and/or School of Design policies will subject offenders to disciplinary action, up to and including dismissal from School of Design.

Copyrights and Licensing

The String Theory School of Design will comply with applicable copyright laws. Software may not be copied for use on another computer, whether at school or at home, and illegally copied software may not be brought onto campus. Only software approved by and/or acquired through School of Design is authorized for use on school networks and computers. The School of Design does not tolerate illegal downloading or sharing of copyrighted materials, including but not limited to music, pictures, videos, and literature. School of Design will monitor for illegal downloading and/or redistribution of protected material, and will fully cooperate with law enforcement regarding such activities. Offenders will be subject to legal prosecution and/or appropriate disciplinary action from the School of Design.

Individual Responsibility

School of Design is not responsible for lost information or work for any reason. Each student is responsible for ensuring that their work is safeguarded. School of Design strongly recommends that assignments and work be stored in multiple locations such as laptop, external hard drive, etc., and that these devices be kept secure. Student files stored on the School of Design network may be deleted after the end of each quarter.

Security and Privacy

Passwords are to be used by individuals to provide restricted access to personal information. Changes to system access must be requested through the IT department. Passwords may not be shared in order to prevent unauthorized access. You may not use another person's password or access other people's accounts or information. School of Design cannot guarantee the confidentiality of its computer, internet, and electronic resources; thus, users should exercise

caution in employing School of Design electronic resources to communicate confidential or sensitive information. Unauthorized local or remote access to any of the School of Design's systems will not be tolerated. Any such intrusion will be considered trespassing, and offenders will be subject to legal prosecution and School of Design disciplinary action. Students may be asked to sign an acknowledgment of the school's Acceptable Use policies. Violators of this policy shall be subject to discipline up to and including dismissal from School of Design.

Safety and Security

Generally

The School of Design's safety and security policies go into effect any time an emergency impacts the school. In the event that an emergency or crisis situation occurs, students, staff, and faculty should use common sense and good judgment in their responses to the situation. The safety of all who inhabit the School is the highest priority during any emergency. Please report any emergency situations to the Dean of Students.

Fire, Snowstorm

If the fire alarm should sound, students should proceed to the nearest exit, close all doors behind them, and leave the building utilizing previously provided escape routes. The elevators should not be used to exit the building. After leaving the building, students should verify that their classmates have all left. All occupants must leave the building if the fire alarm sounds. No person is allowed to return to the building until the fire department has declared the area safe. In the event that it is not possible to re-enter the building, students should await communication from the Administration concerning the status of the situation.

In the event of snowstorms, dismissals, delays, and cancellation of school events will be communicated by the Administration via email and other program-wide information systems.

Earthquakes, Tornadoes, Building Collapse

In the event of an earthquake or tornado, if indoors, please remain indoors. Stay away from windows and glass. Door frames may be warped by moving walls and jam shut, and glass may shatter. Evacuate the building immediately after the ground stops shaking, or in the event of a building collapse, follow fire evacuation guidelines. Account for all students if possible. Avoid all power, telephone, and overhead lines. Do not smoke and do not re-enter the building until emergency authorities give clearance. The following definition of terms apply:

- **Tornado Watch (or Severe Weather Warning):** Severe weather conditions, which could possibly produce tornadoes. A Tornado Watch or Severe Weather Warning generally covers a large geographic area.
- **Tornado Warning:** Very severe weather conditions that have produced an actual tornado or a funnel cloud, which, if it touches the ground, becomes a tornado. A Tornado

Warning is usually for a specific area and more localized than a Tornado Watch. The campus security staff monitors reports of severe weather and will issue a School-wide announcement only if the area around the college is an imminent threat.

Bomb Threat

Bomb threats are usually made by telephone, note, or letter. All bomb threats are taken seriously and handled as if there may be an explosive in the building. If you find or receive a bomb threat, follow these steps:

1. Ask questions: Where is the bomb? When is it going to detonate? What does it look like? Permit the caller to say as much as possible without interruption.
2. Take notes on everything said and on your observations about background noise, voice characteristics, etc.
3. Keep the caller on the line as long as possible.
4. After the call, discreetly notify the President, the Dean of Students, or your professor. In the event no one can be reached, call 9-1-1.

Intruder(s)/Violence

Any person who observes an unauthorized visitor on the premises should contact building security. All visitors must wear identification indicating that they have permission to be in the building. In the event that an intruder or violent act is observed, faculty and staff should proceed with safety measures.

Shelter in Place

If it becomes necessary to “shelter in place,” essential supplies have been compiled and will be provided.

Emergency Communications

In the event of an emergency (including weather related events) School of Design will communicate with the community to provide accurate information for every person’s general safety and security. The School may use any of the following messages to communicate campus-related information:

- Email
- Text/SMS to cell phones
- School of Design website
- External media outlets, as deemed necessary

Email is the primary method of communication for most warnings that may be significant but do not require immediate action. Emergency notifications will be delivered through Alertus, and may be sent via text/SMS messaging. Emergency notifications are required for incidents that

necessitate immediate action on the part of the recipient. Each member of the School will be enrolled in the emergency alert system at the beginning of each quarter. School of Design requires that everyone verify their information each quarter to ensure accurate delivery of notifications.

Personal Injury

School of Design is not responsible for personal injury occurring on the School's property or in connection with School of Design-related activities.

Medical Emergencies

If a student on School of Design property is rendered unconscious or otherwise unable to participate fully in decisions about emergency medical attention, institutional procedure is as follows:

- Never move anyone who has been injured in a fall or who is unconscious or exhibiting unresponsive behavior
- Call 911. Ask for an ambulance or the Police. Request transfer of the injured person to the emergency room
- Once the 911 operator assures you that help is on the way, return to the emergency situation and stay there until the ambulance arrives
- As soon as possible within this process, notify one of the following administrative personnel of the emergency (in this order): President, Dean of Students, Dean of School of Design, Vice President.

Costs arising from all emergency medical attention initiated by School of Design on behalf of an injured or ill student will subsequently be the responsibility of the ill or injured student or their family. Students should be aware that School of Design does not provide students with medical insurance.

ID Cards and Access Cards

All students, faculty, and staff are issued ID cards with an access tag that allows access to the building during regular business hours. Students, faculty, and staff are required to have their ID cards with them whenever they are in the building. A lost ID card should immediately be reported to the Program Coordinator so that the lost card can be deactivated and a new card can be issued.

String Theory School of Design Program

The course sequence for full-time enrollment in the IDeATE Associates of Arts program appears in the chart below. In addition to the six quarter sequence for full-time coursework depicted in the Year 1 and Year 2 charts, dual credit dual enrollment high school students may also enroll in individual, semester-long general education and elective courses on a part-time basis. Course numbers followed by the letter Q indicate quarter credit courses, while course numbers followed by the letter S indicate semester credit courses. Quarter credit courses run for 10 weeks with Fall, Winter, and Spring sessions. Semester courses run for 15 weeks with Fall and Spring sessions only.

Year 1

Qtr.	Innovation	Design/Art	Technology	Entrepreneurship	Core	Credits
Qtr 1	Design Thinking Des 120.I1	Intro to Art & Design* Des 145.DeA1	Tech Stack Tech 130.T1	Entrepreneurial Teams Ent 130.E1	Illuminate: English Composition & Visual Storytelling* Eng 145.C1	17
	2 credits	4.5 credits	3 credits	3 credits	4.5 credits	
Qtr 2	Materials & Tools Des 120.I2	Pre-Calculus with Design Applications* Math 145.DeA2	Fabrication I Tech 130.T2	Fundamentals of New Ventures Ent 130.E2	Physics* Sci 145.C2	17
	2 credits	4.5 credits	3 credits	3 credits	4.5 credits	
Qtr 3	Shops & Studios: Design Practices Des 120.I3	Visualization I Des 130.DeA3	Fabrication II Tech 130.T3	Contemporary Social Problems / Social Ent* Ent 145.E3	Human Anatomy & Physiology* Sci 145.C3	17
	2 credits	3 credits	3 credits	4.5 credits	4.5 credits	
Total Crdts. Year 1	6	12	9	10.5	13.5	51

Year 2

Qtr.	Innovation	Design/Art	Technology	Entrepreneurship	Core	Credits
Qtr 4	Business Ethics & Business Models* Bus 245.I4*	Visualization II Des 230.DeA4	Social Media Studio: Technologies Tech 220.T4	Startup School Ent 230.E4	Elementary Statistics for Entrepreneurship* Math 245.C4	17
	4.5 credits	3 credits	2 credits	3 credits	4.5 credits	
Qtr 5	Resonate: Public Speaking and Storytelling* Eng 245.I4	Design Studio Des 260.DeA/T5		Brand Strategy Ent 220.E5	MicroEconomics* Math 245.C5	17
	4.5 credits	6 credits		2 credits	4.5 credits	
Qtr 6	Business Building Bus 230.I6	Capstone Studio Des 260.DeA/T6		Fail Forward Ent 230.E6		11
	3 credits	6 credits		2 credits		
Total Crdts. Year 2	12	9	8	7	9	45
Ideation Station and Lyceum Course Credits	Each quarter, students enroll in Ideation Station and Lyceum courses (.5 credits each) to capture authentic work in innovation and design fields.					6
Total Prog. Crdts.	18	21	17	17.5	22.5	102

*Core Column courses and those marked with an asterisk count towards transfer credits aligned to the PA 30-credit transfer program.

Course Descriptions

Creative Arts & Design

CUL130S

Essentials of Pastry and Baking 1 (3 semester credits)

This introductory studio course immerses students in the foundational techniques of the pastry kitchen, including mixing methods, dough and batter science, lamination, and classic pastry components. Students practice measuring and baking fundamentals while building an understanding of how ingredient choices affect flavor, texture, and presentation.

CUL131S

Essentials of Pastry and Baking 2 (3 semester credits)

Building on Essentials of Pastry and Baking 1, this second studio course advances students' skills in laminated doughs, custards, plated desserts, and decorative technique. Students explore the design principles of dessert composition, including balance, color, and texture, while working under the timed, production-based conditions of a professional pastry kitchen.

Dan130S

Classical Ballet 1 (3 semester credits)

In this first studio course founded on the Vagonova method, students practice the fundamentals of ballet, building practical awareness of its physicality, artistry, and principles of alignment. Students also examine the cultural and historical origins of ballet through works of choreography that define the tradition.

Dan131S

Classical Ballet 2 (3 semester credits)

In this second studio course founded on the Vagonova method, students gain fluency with the fundamentals of ballet, growing skills in physicality, artistry, and principles of alignment. Students also continue their study of the cultural and historical origins of ballet through new works of choreography that define the tradition.

Dan132S

Contemporary Dance 1 (3 semester credits)

In this first studio course grounded in contemporary dance methods, students practice the fundamentals of contemporary technique, building practical awareness of weight, breath, and release as tools of physical expression. Students also examine the cultural and historical origins of contemporary dance through the work of choreographers who have shaped the field.

Dan133S

Contemporary Dance 2 (3 semester credits)

In this second studio course grounded in contemporary dance methods, students gain fluency with the fundamentals of contemporary technique, growing skills in weight, breath, and release as tools of physical expression. Students also continue their study of the cultural and historical origins of contemporary dance through new works of choreography that define the field.

Dan136S

Ballet Company and Repertory 1 (1 semester credit)

This performance-based course places students within a company structure to rehearse and stage works from the classical and neoclassical ballet repertory. Students refine technique through the demands of ensemble performance, developing musicality, spatial awareness, and the discipline required of a professional company member.

Dan137S

Ballet Company and Repertory 2 (1 semester credit)

Building on Ballet Company and Repertory 1, students continue to rehearse and perform works from the ballet repertory with increased artistic and technical responsibility, taking on more complex roles within the company and deepening their capacity for partnering and performance-ready execution.

Dan138S

Contemporary Dance Company and Repertory 1 (1 semester credit)

This performance-based course places students within a company structure to rehearse and stage works from the contemporary dance repertory. Students build ensemble skills including musicality, spatial awareness, and collaborative composition while preparing repertory for public performance.

Dan139S

Contemporary Dance Company and Repertory 2 (1 semester credit)

Building on Contemporary Dance Company and Repertory 1, students continue to rehearse and perform works from the contemporary repertory with increased artistic and technical responsibility, taking on more complex choreographic roles within the company.

Des105Q, Des106Q, Des107Q

Ideation Workshop (.5 credits per quarter)

Each quarter of the first year, students engage in a curated set of experiences, or Ideation Stations, that prioritize authentic application of learning, dynamic creative connections with professionals in innovation fields, and building strong dispositions in growth and entrepreneurial mindset, perseverance, and work ethic. This flexible course also includes opportunities for outrageous support and access to academic tutoring, library research, accessibility services, college and career counseling, and creative play.

Des120Q

Design Thinking (2 quarter credits)

Design thinking is an approach to finding and engaging complex challenges, often called 'wicked problems', with spatial thinking and through empathetic practices. Wicked problems are questions that have no clear answer yet require a response. Design thinking mindsets are robust practices in both creative and business domains to address wicked problems. A foundational course to the IDEATE program, this course will introduce design thinking strategies and tactics through a survey of case study examples and practical applications.

Des121Q

Materials & Tools (2 quarter credits)

The intertwined history of materials and tools can be traced through every epoch's cultural artifacts. This

course will follow the trajectory of human making and productive practices as western civilization evolved from local, craft-based societies toward global centers of industrial production. Each student will develop a personal understanding and define a “making” philosophy to acknowledge that tools are not neutral. This identity will evolve through the program and will ground student practices. Texts include *The Craftsman* by R. Sennett, *Shop Class as Soul Craft* by M. Crawford, and *Why We Make Things and Why it Matters* by R. Korn.

Des122Q**Shops & Studios: Design Practices (2 quarter credits)**

How do design practitioners work? Where do they work? What does this look like? Students in this course visit local design practices to observe and investigate professional design disciplines, including architecture, graphic design, fashion, and industrial/product design. Using a case study format, these are direct encounters with professionals to inform student understandings of career opportunities. Through these first person encounters students will formulate personal frameworks of similarities and differences to envision their own design practices.

Des130Q**Visualization I (3 quarter credits)**

Visual communication is a practice of seeing through drawing. This course introduces visual representation and its thematic possibilities through both an analysis of antecedents and the production of new works. These complementary studies serve to establish conceptual understanding of representation issues and to develop technical drawing abilities that facilitate designer visualization. Coursework inquiry explores the implications of these representational practices including the course’s fundamental question: what are the relationships between the projector, the projected, and the projection?

Des131S***Introduction to Art & Design (3 semester credits)***

Design practices communicate through practices of drawing and modeling. A vast array of methods and techniques, from sketching to 3d printing, rely upon looking, seeing, spatial acuity, and spatial thinking. Acquiring these skills emerges through practice. This course begins that practice. Students will build upon innate spatial and design literacies in order to access more sophisticated competencies in visual communication. These competencies range from quick sketches to intricate renderings.

Des132S**3D Digital Design and Animation 1 (3 semester credits)**

This introductory studio course gives students hands-on experience with 3D modeling, texturing, and animation software used across industry-standard design pipelines. Students build foundational digital literacy in spatial modeling and motion while exploring how animated and rendered forms communicate ideas across product design, entertainment, and visualization fields.

Des133S**3D Digital Design and Animation 2 (3 semester credits)**

Building on 3D Digital Design and Animation 1, students advance their modeling, rigging, and animation techniques to produce more complex sequences and renders. Emphasis is placed on storytelling through motion, lighting, and camera work, preparing students to apply 3D digital tools to independent creative projects.

Des134S

Fine Arts Design Studio (3 semester credits)

This open studio course allows students to pursue an independent body of work within a chosen fine arts medium, under the guidance of a faculty advisor. Students develop a personal visual language through sustained practice, critique, and revision, culminating in a cohesive portfolio of work.

Des145Q*

Introduction to Art & Design (4.5 quarter credits)*

Design practices communicate through practices of drawing and modeling. A vast array of methods and techniques, from sketching to 3d printing, rely upon looking, seeing, spatial acuity, and spatial thinking. Acquiring these skills emerges through practice. This course begins that practice. Students will build upon innate spatial and design literacies in order to access more sophisticated competencies in visual communication. These competencies range from quick sketches to intricate renderings.

Des205Q, Des206Q, Des207Q

Ideation Workshop (.5 quarter credits per quarter)

Each quarter of the second year, students engage in an upleveled curated set of experiences, or Ideation Stations, that prioritize authentic application of learning, dynamic creative connections with professionals in innovation fields, and building strong dispositions in growth and entrepreneurial mindset, perseverance, and work ethic. This flexible course also includes opportunities for outrageous support and access to academic tutoring, library research, accessibility services, college and career counseling, and creative play.

Des230Q

Visualization II (3 quarter credits)

This course continues the inquiry into visual representation, thematic possibilities, the analysis of antecedents, and the production of new works. Advanced drawing projection techniques, systems and methods complement explorations in visual narrative and storytelling. Deep investigations into digital mediums examine their potentials, capacities, applications, limitations, and repercussions. At the center of the questions remains the course's fundamental question: what is the relationship between the projector, the projected, and the projection?

Des232S

Fine Arts Capstone Studio (3 semester credits)

This capstone course guides fine arts students through the early stages of an independent studio project, from concept development through initial execution. Working with a faculty advisor, students research contextual influences, refine a personal visual language, and produce a body of preparatory work toward a culminating exhibition.

Des260Q

Design Studio: Student Choice of Focus (6 quarter credits)

This course is a precursor to the Capstone Studio. Students select a design studio focus grounded in the professional practices of a respective discipline and advised by a faculty team experienced in the discipline. Students are challenged to acquire the basic working methodologies, terminologies, and communication methods (incorporating representation and fabrication) while considering ethical and cultural implications. Options vary and may include: Architecture, Built Environment, Culinary Arts,

Fashion, Graphic Design, Industrial / Product, Merchandising, Photo / Video, Textiles, and Web Design.

Des261Q

Capstone Studio: Student Choice of Focus (6 quarter credits)

The capstone studio is the culminating course in the Design/Art applied practices sequence. Students demonstrate mastery of program content through a complex design problem: a problem finding definition, development of contextual influences, a design response relative to these influences, and a reflection on the implications of this proposition. Each student secures an independent advisor and individually develops their project with this advisor. Options vary and may include: Architecture, Built Environment, Culinary Arts, Fashion, Graphic Design, Industrial / Product, Merchandising, Photo / Video, Textiles, and Web Design.

Lyc105Q, Lyc106Q, Lyc107Q

Lyceum (.5 credits per quarter)

As a culminating experience at the end of each quarter, students engage in an intensive, project-based experience, diving deep into the design process to innovate solutions to real world wicked problems. The Lyceum course is a vehicle for collaboration, storytelling, prototyping, and sharing in preparation for Design Day adjudications, contests, and immersive experiences.

Lyc205Q, Lyc206Q, Lyc207Q

Lyceum (.5 credits per quarter)

As a culminating experience at the end of each quarter, students engage in an intensive, project-based experience, diving deep into the design process to innovate solutions to real world wicked problems. The Lyceum course is a vehicle for collaboration, storytelling, prototyping, and sharing in preparation for Design Day adjudications, contests, and immersive experiences.

Mus130S

Introduction to Music (3 semester credits)*

This course introduces the fundamental elements of music, including rhythm, melody, harmony, form, and timbre, through active listening, analysis, and discussion. Students explore music across historical periods, genres, and cultures, building a vocabulary for describing and evaluating musical works.

Mus131S

Applied Music Technique: Voice (3 semester credits)

This applied studio course develops students' vocal technique through individualized instruction in breath support, tone production, diction, and interpretation. Students build a varied performance repertoire and receive regular feedback through studio class and jury performance, progressing at a pace suited to their individual skill level.

Mus132S

Applied Music Technique: Instrumental (3 semester credits)

This applied studio course develops students' technique on their primary instrument through individualized instruction in tone production, technique, and interpretation. Students build a varied performance repertoire and receive regular feedback through studio class and jury performance, progressing at a pace suited to their individual skill level.

Mus133S

Music Theory I (3 semester credits)

This course introduces the building blocks of Western tonal music, including notation, scales, intervals, triads, and basic voice leading. Students develop written harmonic analysis skills alongside foundational aural skills and sight-singing.

Mus135S

Concert Choir Ensemble (1 semester credit)

Concert Choir Ensemble is a performance-based choral ensemble that rehearses and performs a varied repertoire of choral literature each semester. Students develop vocal blend, sight-reading, and ensemble musicianship while preparing for public performances.

Mus136S

Symphony Orchestra Ensemble (1 semester credit)

Symphony Orchestra Ensemble is a performance-based instrumental ensemble that rehearses and performs orchestral literature spanning multiple periods and styles. Students develop ensemble musicianship, intonation, and interpretive skills while preparing for public performances.

Mus137S

Jazz Band Ensemble (1 semester credit)

Jazz Band Ensemble is a performance-based instrumental ensemble that rehearses and performs jazz repertoire, including big band and combo literature. Students develop improvisation, swing feel, and ensemble listening skills while preparing for public performances.

The130S

Introduction to Theatre (3 semester credits)

This course surveys the art and craft of theatre, including the roles of the playwright, director, designer, and actor in bringing a production to life. Through readings, discussion, and attendance at live performance, students examine dramatic structure, theatrical genres, and theatre's role across cultures and historical periods.

The131S

Acting 1 (3 semester credits)

This introductory studio course develops foundational acting technique through improvisation, scene study, and character analysis. Students build skills in physical and vocal expression, listening, and ensemble collaboration while developing the craft needed to bring a scripted character to life.

Course Descriptions

Entrepreneurship

Bus230Q (3 quarter credits)

Business Building

What are the dos and don'ts of starting new ventures? This course proceeds from product ideation, to pitch formation, to business planning, to funding acquisition, to business launching and into business management. The objective of this course is to provide students with all of the basic knowledge each will need to launch a new venture.

Bus245Q*

Business Ethics (4.5 quarter credits)*

Organizations have learned that the costs of unethical actions can be high. Consequences include legal ramifications, adverse brand images and tarnished corporate reputations. This course addresses business ethics through frameworks of moral dilemma in the context of business practice. Eminent philosophers and notable leaders of business start-ups are studied to establish foundations of grounded ethics while students examine how organizations can establish and build ethical cultures.

Ent130Q

Entrepreneurial Teams (3 quarter credits)

Organizations are multi-faceted. One of the biggest reasons why startups fail is due to ineffective communication within a team or, simply, the wrong team. Teams are composed of individuals fulfilling different roles in close collaboration. To be successful, business leaders must create strong teams and understand their role within that team composition. In this course, students learn personal strengths, weaknesses, and preferences as they participate on a sequence of team projects with rotating team compositions.

Ent131Q

Fundamentals of New Ventures (3 quarter credits)

This course explores the fundamentals of startup culture and essential practices that make up the entrepreneurial mindset. This includes, but is not limited to, concepts of fast failure, risk taking, flexibility, creative problem solving, the innovation ecosystem and ideation. Major frameworks include understanding what it takes to be a successful entrepreneur and how to improve soft skills applicable to startup culture and effective innovation.

Ent145Q*

Contemporary Social Problems / Social Entrepreneurship (4.5 quarter credits)*

What are contemporary cultures' challenges? How might empathy better ground innovations to address those challenges? Students explore, examine, and analyze case studies of complex contemporary social problems as a basis for creating and sustaining new ventures with social value. Students conduct original research, build a deep context for a specific social topic of interest, and implement that knowledge to develop a solution plan for effective deployment.

Ent220Q

Brand Strategy (2 quarter credits)

You have a product, how do you build the brand? This course examines each phase of a brand making strategy, including marketing campaigns, brand identity, and brand pitches to both investors and

consumers. Students will develop a hypothetical brand, from idea to marketing campaign, with routine critiques from field practitioners.

Ent221Q**Fail Forward (2 quarter credits)**

Most venture backed start-ups fail. Creating a safe environment to fail fast, early, and often, then repeat is a key practice for an agile methodology of entrepreneurship. Fail Forward is a writing intensive course. Students examine case studies of business failures to analyze statistics of failure and determine missed opportunities for success. This course encourages students to “fail fast”, learn quickly, identify overlooked risks, determine the next effort, mitigate conflicts, and pivot to try again.

Ent230Q**Startup School (3 quarter credits)**

This course explores the necessary steps to develop, validate, and scale a unique product, service, or initiative. It begins with ideation, pitching an idea, and prioritizing time, then proceeds into setting pathway goals and providing deliverables. Students will experience the process of realizing a novel idea and/or approaches to defining and solving a societal or market need.

HOS130S**Food and Beverage Hospitality Management 1 (3 semester credits)**

This course introduces the fundamentals of food and beverage service within the hospitality industry, including front- and back-of-house operations, service standards, menu design, and cost control. Students examine how hospitality businesses create guest experiences and build foundational knowledge of the industry's operational and managerial practices.

HOS131S**Food and Beverage Hospitality Management 2 (3 semester credits)**

Building on Food and Beverage Hospitality Management 1, this course explores advanced topics in hospitality operations, including staffing and training, event and beverage program management, marketing, and regulatory compliance. Students apply management principles to real-world hospitality scenarios.

Course Descriptions

Technology

Tech130Q

Tech Stack - Introduction to Technologies and Applications (3 quarter credits)

Introduction to Technologies and Applications will introduce students to the most essential and useful technologies and applications on the market. Its content spans from web technologies such as the Adobe Creative Cloud to applications supporting design production such as the Autodesk suite. The course prepares and equips students with critical knowledge of current market offerings, their applications, and how to implement appropriate technologies in the students' problem solving pursuits.

Tech131Q

Fabrication I / Analog (3 quarter credits)

Fabrication has two parts: experimental research and applied research. This course, the first of two in fabrication, specifically works through analog methods. A series of inquiries explore latent material properties, potential transformations and their capacity to lead – or mislead – our material understanding. Building on this research, artifacts are then made toward specific thematic and functional purposes. The artifacts investigate the technical, aesthetic and situational performances of materials, their combined purposes, and their cumulative effects. Three themes guide the research and its subsequent application: finish, form and fit.

Tech132Q

Fabrication II / Hybrid (3 quarter credits)

Fabrication has two parts: experimental research and applied research. This course, the second of two in fabrication, builds upon analog understandings to investigate digital and hybrid methods of making. Specific inquiries explore relationships between material and tools; prototyping; the benefits and limitations of analog, digital, and hybrid methods of production; material sciences; and material behaviors. Through these inquiries artifacts are made toward specific thematic and functional purposes which investigate technical, aesthetic and situational performances of materials, their combined purposes, and their cumulative effects.

Tech220Q

Social Media Studio - (2 quarter credits)

How do the world's most innovative companies use social media to engage with customers, brand their business, and network with others. Designing and prototyping customer experiences for mobile devices will help ensure that user experiences are seamless on any device. Students will leverage content from Jason McDonald's *Social Media Marketing Workbook 2021* to develop omnichannel journeys ranging from brick and mortar to mobile device experiences.

Course Descriptions

Core Humanities

Econ245Q*

MicroEconomics (4.5 quarter credits)*

Focusing on the impact of economics on Design, Technology, and Entrepreneurship initiatives, students study basic economic principles with particular emphasis upon microeconomic theory and problems. Among topics considered are the economics of the design shop and/or technology start up firm, the price system, resource allocation, the distribution of income, domestic economic problems, international trade, economic development, and comparative economic systems. Specific projects will emphasize the role of innovation in the microeconomic landscape.

Eng130S

Introduction to Creative Writing (3 semester credits)

This course introduces students to the craft of creative writing across multiple genres, including poetry, fiction, and creative nonfiction. Through generative exercises, workshop critique, and revision, students build a foundational toolkit of literary techniques while developing their own creative voice.

Eng131S

Introduction to Fiction Writing (3 semester credits)

This course focuses on the craft elements of short fiction, including character, plot, point of view, setting, and dialogue. Students read published short stories as models for craft and produce original fiction through a workshop process of drafting, peer critique, and revision.

Eng132S

English Composition: Rhetoric, Argument, and Nonfiction Writing (3 semester credits)

This course develops students' skills in argumentative and analytical writing through the study of rhetorical strategies used across nonfiction genres. Students practice building and supporting a clear thesis, engaging counterarguments, and synthesizing outside sources into original, well-organized prose.

Eng133S

English Composition: Style, Voice, and Advanced Composition (3 semester credits)

Building on foundational composition skills, this course focuses on refining sentence-level style, voice, and structure in advanced expository and persuasive writing. Students study models of accomplished prose and revise their own writing for clarity, precision, and rhetorical effect.

Eng134S

Introduction to Literature: Why are we here? (3 semester credits)

This course explores questions of meaning, purpose, and existence through close reading of literary works spanning multiple genres and time periods. Students develop skills in literary analysis and interpretation while engaging in discussion and writing that connects the questions raised by literature to their own lives.

Eng135S

Introduction to Literature: Science Fiction (3 semester credits)

This course examines science fiction as a literary genre that uses speculative and technological premises to interrogate contemporary social, ethical, and philosophical questions. Students read and analyze short stories and novels from the genre's history, developing literary analysis skills while considering science fiction's relationship to innovation and design.

Eng136S

English Composition (3 semester credits)*

Students will analyze, synthesize, evaluate, summarize, paraphrase, and cite written, spoken, and visual texts created by thought leaders in innovative design fields. They will leverage this systematic study to write effective expository prose and argumentation which stresses development and support of a clear thesis. This course helps students synthesize what they hear, read, and see, and gives them the tools to effectively communicate their resonance with and responses to the expertise and ideas they encounter. This prepares them for future academic and professional written communication.

Eng145Q*

Illuminate: English Composition and Visual Storytelling (4.5 quarter credits)*

Students will analyze, synthesize, evaluate, summarize, paraphrase, and cite written, spoken, and visual texts created by thought leaders in innovative design fields. They will leverage this systematic study to write effective expository prose and argumentation which stresses development and support of a clear thesis. This course helps students synthesize what they hear, read, and see, and gives them the tools to effectively communicate their resonance with and responses to the expertise and ideas they encounter. This prepares them for future academic and professional written communication. This course uses Nancy Duarte's book *Illuminate* as an anchor text on visual storytelling. The book's premise connects writing to design and creativity. It helps writers create a strong connection with audiences and leads to purposeful action.

Eng230S*

Public Speaking and Storytelling (3 semester credits)*

Speaking with clarity, confidence, and precision is an essential skill to advance innovative ideas. This course helps students build confidence in preparing and delivering informative and persuasive speeches in service of compelling audiences and illuminating ideas. Topics include selection of content, audience analysis, research, organization, and use of voice and body in speech delivery.

Eng245Q*

Resonate: Public Speaking and Storytelling (4.5 quarter credits)*

Speaking with clarity, confidence, and precision is an essential skill to advance innovative ideas. This course helps students build confidence in preparing and delivering informative and persuasive speeches in service of compelling audiences and illuminating ideas. Topics include selection of content, audience analysis, research, organization, and use of voice and body in speech delivery. This course uses Nancy Duarte's and Patti Sanchez's book *Resonate* as an anchor text. The book helps students use the power of effective communication to lead people through the five stages of transformation using speeches, stories, ceremonies, and symbols.

Gov130S

American National Government (3 semester credits)*

This course introduces students to the structure and function of American political institutions, including the Constitution, federalism, and the legislative, executive, and judicial branches. Students examine the political process, civil rights and liberties, political parties and elections, and the development of major areas of public policy.

Math130S

Pre-Calculus (3 semester credits)*

This course provides a comprehensive study of pre-calculus mathematics, preparing students for the calculus sequence while connecting concepts to application. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs; systems of equations and inequalities; analytic geometry; sequences and series; and vectors. Emphasis is placed on mathematical modeling, transformations, scaling, and proportional reasoning as tools for problem-solving in both calculus preparation and design practice.

Math 131S

Calculus 1 (3 semester credits)*

This course provides an introduction to differential and integral calculus of functions of a single variable. Topics include limits and continuity, the derivative and its applications, and an introduction to the definite integral and the Fundamental Theorem of Calculus. Emphasis is placed on both analytical technique and conceptual understanding of rates of change and accumulation.

Math 132S

Calculus 2 (3 semester credits)

This course continues the study of calculus begun in Calculus 1, with emphasis on techniques and applications of integration, infinite sequences and series, and an introduction to parametric and polar functions. Students build fluency with increasingly complex analytical techniques while connecting these tools to modeling problems in the sciences and design.

Math145Q*

Pre-Calculus with Design Applications (4.5 quarter credits)*

This course provides a comprehensive study of pre-calculus mathematics, preparing students for the calculus sequence while connecting concepts to applications in design and the creative arts. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs; systems of equations and inequalities; analytic geometry; sequences and series; and vectors. Emphasis is placed on mathematical modeling, transformations, scaling, and proportional reasoning as tools for problem-solving in both calculus preparation and design practice.

Math 150S

Integrated Math and Computational Sciences I

This course is a conceptual bridge across Algebra, Geometry and Pre-Calculus that introduces core concepts of computer science and programming (Python), statistics and data science. Emphasizing real-world applications of mathematics and computational thinking, students engage in deep inquiry to build skills, knowledge, and dispositions through authentic projects.

Math 151S

Integrated Math and Computational Sciences 2 (3 semester credits)

This course extends the conceptual bridge of Integrated Math and Computational Sciences I to more advanced concepts of differential and integral Calculus. Through an immersion in mathematical sciences

and computational thinking, this course emphasizes the application of mathematical reasoning, logic and data science to address real-world challenges through authentic projects. Students will further build computer science skills including Python and mobile application design, and explore the fundamental principles of machine learning (ML) and artificial intelligence (AI).

Math 230S

Elementary Statistics (3 semester credits)*

This course in elementary statistics introduces students to descriptive measures for empirical data, the theory of probability, and probability distributions. Students study sampling distributions of statistics from large and small samples, estimation theory, hypothesis testing, correlation, and regression, building the statistical literacy needed to interpret and evaluate data-driven claims.

Math245Q*

Elementary Statistics for Entrepreneurship (4.5 quarter credits)*

Understanding the application of data is an essential tool to the success of creative ventures. This course in elementary statistics builds that skill set by having students experiment with such topics as: descriptive measures for empirical data, theory of probability, probability distributions, sampling distributions of statistics from large and small samples, estimation theory, hypothesis testing, correlation, and regression. Students then explicitly connect this knowledge and practice to both case studies in design and entrepreneurship, and to their own design project work.

Psy130S

General Psychology (3 semester credits)*

This course provides a broad survey of the scientific study of behavior and mental processes. Topics include the biological bases of behavior, sensation and perception, learning and memory, cognitive development, personality, social behavior, and psychological disorders. Students examine research methods used in psychology and apply psychological principles to the analysis of everyday behavior.

Sci130S

General Biology I (4 semester credits)*

This course introduces the general concepts of biology, including the chemical and cellular organization of living things, cell structure and function, metabolism, cell division, and classical and molecular genetics. Laboratory work reinforces lecture topics through direct observation, experimentation, and data analysis.

Sci131S

General Biology 2 (4 semester credits)*

Continuing from General Biology I, this course examines the diversity of life, including the classification, structure, and function of plants and animals, principles of evolution, and ecological relationships. Laboratory work provides direct observation and analysis of organisms and ecosystems.

Sci132S

General Chemistry 1 (4 semester credits)*

This course introduces the fundamental principles of chemistry, including atomic structure, the periodic table, chemical bonding, nomenclature, stoichiometry, states of matter, and gas laws. Laboratory work develops quantitative measurement and analytical technique while reinforcing lecture concepts through hands-on experimentation.

Sci133S

General Chemistry 2 (4 semester credits)*

Continuing from General Chemistry 1, this course covers solutions, thermodynamics, chemical kinetics, chemical equilibrium, acid-base chemistry, and electrochemistry, with an introduction to organic chemistry. Laboratory work continues to build quantitative and analytical skill through experimentation.

Sci134S

Epidemiology (3 semester credits)

This course introduces the principles and methods used to study the distribution and determinants of disease and health-related events in populations. Students examine measures of disease frequency and association, study designs, and the role of epidemiological data in shaping public health policy.

Sci137S

General Physics 1 (4 semester credits)*

This algebra- and trigonometry-based course introduces the fundamental principles of classical mechanics, including kinematics, Newton's laws of motion, work and energy, momentum, and rotational motion, along with an introduction to heat and thermodynamics. Laboratory work reinforces lecture concepts through measurement and experimentation.

Sci138S

General Physics 2 (4 semester credits)*

Continuing from General Physics 1, this course introduces electricity, magnetism, light, and optics, with an introduction to atomic and nuclear physics. Laboratory work reinforces lecture concepts through measurement and experimentation.

Sci145Q*

Physics (4.5 quarter credits)*

Design leverages the unique physical properties of matter to fashion our world. This laboratory course provides a non-calculus study of the fundamental laws and properties of matter, mechanics, heat, and sound. This course places emphasis on how we measure and manipulate matter in order to leverage mathematical solutions to design problems based on an understanding of the underlying physical phenomena.

Sci146Q*

Human Anatomy & Physiology - Design for the Human Form (4.5 quarter credits)*

An essential key to understanding design for human use is founded in critical knowledge of the human body. This informs designers to achieve success in everything from designing ergonomic products to successfully engaging the senses. This course takes a visual reasoning approach to the study of the human body and the basic structure of cells, tissues, and organs. Topics include the structure and function of the integumentary, muscular, nervous, and skeletal systems, and this knowledge is built systematically through modeling and visual representation.

STEM150S

Introduction to Biotechnology (4 semester credits)

This course is designed to acquaint students with the field of biotechnology and master the skills essential to conducting biotechnology research. Topics will include a history of the biotechnology industry, past and future applications, careers, including industry practices, governmental regulation and careers in biotechnology. Fundamental laboratory skills, safe laboratory practices, standard operating procedures and maintaining a compliant laboratory notebook will be covered.

STEM151S

Basic Techniques and Instrumentation for Biomanufacturing (4 semester credits)

This course introduces students to the expanding field of biomanufacturing/biofabrication — the use of living systems such as cells and tissues to produce biological products including therapeutics, medical devices, and tissue-engineered materials. Students explore the science, technology, and business of biomanufacturing through exploration, hands-on laboratory work, project-based learning, and career exploration. The course weaves together biology, chemistry, engineering, entrepreneurship, and ethical reasoning to prepare students for college and career pathways in one of the fastest-growing sectors of advanced manufacturing.

STEM152S

Introduction to Engineering (4 semester credits)

This course introduces students to the engineering design process and the major branches of engineering practice. Through case studies and hands-on projects, students explore how engineers identify problems, generate and test solutions, and iterate toward functional designs.

STEM153S

Engineering, Prototyping, and Design (4 semester credits)

Building on Introduction to Engineering, this course immerses students in the iterative process of prototyping, from initial concept through testing and refinement. Students apply engineering and design thinking principles to develop functional prototypes, using both analog and digital fabrication tools to test and evaluate their designs.

Regulations Affecting Students

Students enrolled in the above program are expected to follow all regulations designated in each of the sections above in the catalog.

Transportation

Subway

The Broad Street Line (BSL) is the nearest subway line, with the Race-Vine station just a short walk from the school. The BSL provides quick and direct access to major parts of the city, including connections to other subway lines and regional rail services.

Bus

Several SEPTA bus routes serve the area around String TheoryS School. The most convenient routes are:

- Routes 4 and 16: These routes stop at 16th and Vine, right near the college entrance.

- **Routes 32 and 33:** These routes run along 15th Street, just one block away, providing additional options for students.

Please check the SEPTA website or app for the latest schedules and route information.

Bicycle

String Theory School provides secure bike parking on the 8th floor. Vine Street and 16th Street both have bike lanes that make cycling to school safe and convenient.

Indego Bike Share

For those who do not own a bike, the Indego Bike Share program is an excellent alternative. There is an Indego station located at 15th and Callowhill, just a few blocks from the school. Bikes can be rented on an as-needed basis, and passes are available for frequent riders. You can check bike availability and docking station locations through the Indego app.

Biennial Review

The College conducts a biennial review of its policies to ensure effectiveness and consistent implementation every two years in July. The biennial review process includes the following steps:

1. **Assessment of Policy Effectiveness**
The College evaluates the policy to determine its effectiveness in achieving the intended outcomes.
2. **Consistency in Implementation**
The review assesses whether the policy has been implemented consistently across all relevant departments and processes.

In addition to the scheduled biennial reviews, the College Administration reserves the right to initiate a review or revision of any policy at any time, should it be deemed necessary. Any revisions will be prepared in accordance with the College's policy development practices.

All documents related to the biennial review, including findings and any subsequent revisions, are retained on file to ensure compliance with relevant standards and regulations.

Center on Disability (COD)

The Center on Disability (COD) is committed to supporting students with health, mental health, physical, learning, attention, or sensory disabilities. Our services are designed to help you succeed academically by providing the following:

- **Academic Accommodations:** We determine appropriate academic accommodations tailored to your classes.
- **Resource Connections:** We connect you to both campus and community resources that support your educational goals.
- **Assistive Technology:** We introduce you to assistive technology that can help you effectively manage your coursework.
- **Faculty Communication:** We facilitate communication between you and your faculty regarding

your specific learning needs.

- **Goal-Oriented Activities:** We develop activities that align with and support your educational and personal goals.

Eligibility for Accommodations To receive support from the COD, you must provide documentation that establishes your eligibility for the requested accommodations. Appropriate documentation should include:

- **Relevance and Timeliness:** Information that is current and pertinent to the College setting.
- **Professional Documentation:** A typed report or letter prepared and signed by a licensed professional qualified to diagnose or treat the condition for which you are seeking services.
- **Detailed Information:** A clear diagnosis, along with the nature and impact of the disability within an educational environment.
- **Suggested Accommodations:** Recommended accommodations, including a rationale for how they might benefit you in your academic endeavors.

Submission of Documentation To ensure timely services, it is recommended that you submit your documentation to the COD at least six weeks before the start of the semester.

For more information, please contact us by phone at [\(215\) 334-4222](tel:2153344222).