

GENERAL POLICIES – CAREER ACCELERATOR PROGRAM

Students are responsible for knowing the following policies.

STUDENT CHARTER	PAGE 2
ACADEMIC POLICY	PAGE 4
AUTHORIZATION & CONSENT TO USE PERSONAL INFORMATION & IMAGES	PAGE 7
FACULTY & STUDENT RELATIONSHIP POLICY	PAGE 8
GRIEVANCE POLICY & PROCEDURES	PAGE 10
HARASSMENT, BULLYING, AND HAZING POLICY	PAGE 14
NETIQUETTE GUIDE FOR ONLINE COURSES	PAGE 19
PLEDGE TO GIVE BACK COMMITMENT	PAGE 21
CONSENT TO RELEASE INFORMATION RELATING RECORDINGS & MEDIA RELEASE	PAGE 22
RESERVATION OF RIGHT	PAGE 23
SOCIAL MEDIA POLICY	PAGE 24
TUITION FEES & REFUND POLICY.....	PAGE 25
SIGNATURE PAGE	PAGE 27

STUDENT CHARTER

Emile Cohl US invites its students to agree to the broad pedagogical and humanistic guidelines which are presented in the following Charter.

1. Emile Cohl US is dedicated to teaching art in the varied domains of imagery (painting, posters, illustrating stories and books, press drawings, strip cartooning, animated cartooning, internet site design, interactive gaming, e-books and the like). In general terms, ECA provides an academic platform for visual innovation that is unbound by any particular medium.

2. Emile Cohl US is a post-secondary career accelerator school. Studies last four months, and lead to either a Storyboard Artist Certificate or a Visual Development Artist Certificate.

3. ECA studies are structured around the Core Curriculum which encompasses learning techniques anchored in reality (drawing objects, anatomy, perspective, studies of movement, composition and the like). As studies progress, techniques that foster creativity and cultivate artistic voice will be introduced.

4. These studies will enable students to acquire and master techniques in producing images, whether these images are through traditional means (drawing) or via industrial extraction (photography, video or computer-generated means). These two types of imagery combine acquired know-how, imagination and personal culture.

5. Emile Cohl US trains budding professionals and artists. This requires students to accept the demands of work, rigor, punctuality and personal commitment imposed by the institution. A student's success is dependent on respecting administrative and pedagogical rules and regulations (diligence, presence, attentiveness, adhesion and consent in terms of pedagogical constraints, curriculum, types and pace of learning and evaluation methods).

6. All Emile Cohl students are expected to practice self-governing: distancing oneself from egoism or the presupposition of being a "creative genius". ECA students should take into account that producing work involves the collective whole; an exchange between the "creative player" and the "viewer".

7. This teaching program requires a certain intellectual asceticism which should not be alarming: organization of valid cultural data, constant desire and curiosity for Art History, critically seeking reality through industrial artistic media (i.e. photography, cinema).

8. Please note that our instructors are working industry professionals. Teaching at the Emile Cohl US is not spent on fruitless debates such as "art vs. technique", "professional artist vs. craftsman" -etc. Equality is at the forefront of our institution.

9. Emile Cohl US's teaching is rooted in mindfulness and will address topics rooted in artistic origins- practices, theories, techniques. Examples of inquiries: what might be the reason for their existence, their objectives, their inventiveness, their meaning. Why does artistic anatomy exist? What about the doctrine of proportions? Why color theory? Why the three-quarter shot? etc.) in such a way to emphasize formal discoveries and innovations which have marked Art History.

10. Competition between students, an integral part of Emile Cohl US life as well as in life in general, is constructive (stimulation, emulation, solidarity). Competition is not destructive (elimination, rejection). Students and instructors must understand that they all play a role in each other's successes or failures. Each person must be helped to find grounds that are conducive to developing their personal gifts and making them thrive.

11. Emile Cohl US openly aims to teach professionalism. Art is also a question of profession. It is based on authentic exchanges: placing the student in a position to give society something in exchange for what the student has given/has received.

12. The instructors at the Emile Cohl school, obliged to provide adequate resources, are committed to respecting the values that uphold the school's teaching principles. Intergenerational solidarity, generosity in passing on experience and knowledge, esprit de corps, intellectual benevolence (being able to grasp situations), rigor and reliability in one's work and evaluations.

13. Because Emile Cohl US is an institution, it is a body whose interests and situations exceed those of the sum of its individual parts. The lifespan of the school dominates the demands of its students and of its instructors. This necessitates a unity of place, time and objectives.

14. Emile Cohl US recruits those who are not only instructors, but also practitioners, producers and professional designers. Teaching is essentially nurtured from each instructor's practical experience, individual know-how and knowledge based on this practical experience.

15. The major end result of Emile Cohl US is to hold the media, regardless if they are older or newer, to professional and civic ethics based on the search for meaning and alterity.

ACADEMIC POLICY

Participant within Emile Cohl US

Attendance Policy

All Emile Cohl US (“Atelier”) students must adhere to ECA’s attendance policies. ECA believes that consistent class attendance enhances student success as well as social emotional development. Attendance will be taken daily by each ECA instructor and submitted to ECA’s program manager. Any student who is late for class may be marked absent by their instructor. Accumulated absences may result in a failing class grade, suspension, and/or immediate termination from your prospective program.

Class attendance is a student responsibility and is expected of all ECA students. Occasionally, health, family or personal matters may interfere with your ability to attend class. In this situation, you are expected to notify your instructors and discuss how to make up missed class time or assignments. Classes run from 8am PST to 12pm PST, Monday to Friday. Attendance is mandatory, with the exception of a medical leave of absence.

The Atelier has a formal Leave of Absence (LOA) process for students who need to take a temporary break in their studies, for a maximum of 5 (five) consecutive days. LOA eligibility includes physical or mental health concerns, family obligations, financial concerns, or military service. If you require more than 5 days leave for any reason other than medical, you will not be able to resume the program at a later date. All former students must reapply to ECA and undergo the entire admissions process.

Medical-based LOA longer than 5 (five) days will be evaluated on a case-by-case basis. Cumulation of two or more LOA per student and per program may result in a failing class grade, suspension, or immediate termination from your prospective program.

Absence means not present or not in attendance for a scheduled class. Any absences may be chargeable under this policy for disciplinary action purposes.

Grading & Evaluation

Grading is based on aesthetic merit as well as technical execution, progress, and motivation. Once filed by the instructor, all grades are final. Progression in the program and final certification are not guaranteed and are dependent upon academic performance.

Grade Definition:

Emile Cohl US grades students on mixed system of percentage-based grading and instructor evaluation, defined as follows:

- > 90% = Work of excellent quality;
- 85%-90% = Work of good quality;
- 80%-84% = Work of minimum passing quality;
- 75%-79% = Work of insufficient quality;
- 70-74% = Work of poor quality
- < 70% = Failing class/program

Graduation Qualifications:

Students who do not meet our graduation parameters solely due to our academic policies will receive an Emile Cohl US certificate of participation. Those who meet our graduate parameters will receive an Emile Cohl US certificate of program completion.

Cross-Course Parameter

Emile Cohl US requires that all students send ECA's Program Manager a link via their student email of any works created, edited, and/or finished in accordance with class's assignments on each Friday after class. ECA solely accepts WeTransfer, Dropbox, and/or Google Drive links. This process allows ECA to keep track of the students' performance. Failure to do so may result in not meeting ECA's graduation parameters. Students are to take full responsibility for meeting this strict stipulation.

Academic Integrity

All Emile Cohl US students are expected to meet the highest standards of academic excellence and ethical conduct. In speaking with members of Emile Cohl US community, students must give an accurate representation of the facts at hand.

Failure to do so is considered a breach of ECA's Plagiarism Policy and may result in sanctions against the student, including suspension or dismissal. In course assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own efforts is considered dishonest. Students must not engage in academic dishonesty; doing so can have serious consequences. Academic dishonesty includes, but is not limited to, the following:

A/ Cheating, which includes, but is not limited to, a) the giving or receiving of any unauthorized assistance in producing assignments or taking quizzes, tests or examinations; b) dependence on the aid of sources including technology beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; or d) the use of unauthorized assistance in the preparation of works of art.

B/ Plagiarism, which includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

C/ Submission of the same work in two or more courses without prior written approval of the professors of the courses involved. Submission of any work not actually produced by the student submitting the work without full and clear written acknowledgment of the actual author or creator of the work.

If a faculty member suspects a student of academic dishonesty, the faculty member notifies the student of this concern. Once this notification has occurred, the student is prohibited from seeking to withdraw from the course pending the result of a possible investigation. If academic dishonesty is suspected, the faculty member must email all evidence and documentation to studentaffairs@cohl.art.

An academic administrator is appointed to investigate the allegation. If, as a result, the student in question has violated ECA's academic integrity policy, the student will be informed in writing that they will receive an F in the course. The student has five business days from the date on the written notice within which to appeal the decision of the investigator. If no appeal is made, the student is assigned a grade of F in the course and the student forfeits the right to continue to attend the course in which the academic dishonesty occurred. Students wishing to appeal should do so using the following email: studentaffairs@cohl.art.

An appeals committee will then convene to review the case. Findings are presented to the chief academic officer or designee, who sends the student a final decision in writing within 30 days of the written appeal. A student found to be in violation of ECA's academic integrity policy may not withdraw from the course(s) in question. Additional sanctions may be imposed, including but not limited to suspension or formal dismissal from their prospective program.

Repeating a Course or Year

ECA does not allow students to repeat a failed course or academic semester. Failure to meet the school's graduation requirements will result in termination.

Course Cancellation & Changes

Emile Cohl US reserves the right to cancel/reschedule a course or change faculty members at any given time.

Most of the Atelier's instructors are working professionals with additional contractual obligations who may have imperatives that may cause them to miss a class. However, ECA administrators will ensure that the cancelled course will be rescheduled.

Termination & Suspension

Students may terminate their enrollment agreement by giving written notice to Emile Cohl US at:
Emile Cohl US, 2826 S Grand Avenue, Los Angeles, CA 90007.

ECA reserves the right to suspend or terminate any student whose attendance, academic standing, or personal behavior does not comply with the standards, rules and regulations of Emile Cohl US. Students who have been suspended or terminated may be reinstated only upon approval of the School Director.

Placement

ECA does not guarantee placement but will actively promote all graduates to its network of studios and recruiters.

AUTHORIZATION & CONSENT TO USE PERSONAL INFORMATION & IMAGES

This form serves as authorization and consent to use photographs, media, images or personal information as given by the undersigned to Emile Cohl US ("Atelier") for use by the Atelier.

For purposes of this document, the term "Atelier" shall include, but not be limited to, Emile Cohl US, Emile Cohl US, the members of the Board, its President, and all faculty, staff, employees, partners, agents, or potential employers. As part of the Atelier or matters in connection therewith, photographs, film, videos or other types of media may be taken or used.

The Intellectual Property of any work created by a student at the Atelier during their participation in the program is entirely owned by the student.

The undersigned hereby gives consent and authorization to the Atelier for the use of photography, picture or image (either still or in action) of the undersigned, and personal information including, but not limited to, first and last name in any publication, website, commercial, or other medium for or on behalf of the Atelier. Further, the undersigned waives and forever releases the Atelier from any legal claims, demands or causes of action arising out of or in association with the Atelier's use of the photograph, picture, image, media and/or personal information.

The Atelier will credit the author for the use of such images at the discretion of the Atelier. Reproductions of student artwork may be edited at the Atelier's discretion, but in doing so, the Atelier will make a good faith effort to act respectfully and responsibly so as to not unduly compromise the integrity of the original artwork.

The authorization and consent granted herein by the undersigned shall remain in full effect unless a written revocation is executed and delivered by the Atelier.

FACULTY & STUDENT RELATIONSHIP POLICY

1. Policy Purpose

To establish a policy governing the supervision or evaluation of students by faculty/staff members, where a consensual relationship exists between the parties, creating a conflict of interest.

2. Policy Statement

Emile Cohl US's success in its educational mission depends on the professionalism of its faculty, staff and students. Maintaining professional relationships and mutual respect and trust between faculty/staff and students is key to this success.

Faculty/staff members and students should recognize the risks inherent in consensual relationships between faculty/staff and students, and their ability to avoid those risks by refraining from engaging in such relationships. The Atelier prohibits such relationships that are of a romantic or sexual nature when a relationship of authority exists.

Faculty/staff and student consensual relationships give rise to actual or apparent conflicts of interest, favoritism, and bias, thereby undermining the real or perceived integrity of the academic environment. A consensual relationship where a faculty/staff member has academic, administrative, supervisory, evaluative, or other authority or influence over a student raises concern about objectivity, fairness, and exploitation. These relationships harm others in the academic environment and give rise to third party complaints from real or perceived instances of undue access or advantage and/or restricted opportunities. Such consensual relationships impair or otherwise undermine the ongoing trust needed for effective teaching, learning, and professional development.

Therefore, no Atelier employee shall exercise any academic, supervisory, evaluative, or other authority or influence over a student with whom the employee has ever had a consensual relationship.

3. Definitions

3.1 Faculty/Staff and Student Consensual Relationship

- a. A mutually acceptable current or former romantic or sexual relationship between a faculty/staff member and a student; or
- b. a relationship where a faculty/staff member currently lives with or serves as landlord to a student; or
- c. a relationship where a faculty/staff member currently has a financial and/or business relationship with a student; or
- d. a marital, romantic or sexual relationship that existed at one time between a faculty/staff member and student, but that relationship no longer exists; or
- e. a relationship where a faculty/staff member formerly lived with or served as landlord to a student; or
- f. a relationship where a faculty/staff member has formerly had a financial and/or business relationship with a student; or
- g. a relationship where a faculty/staff member has a close personal relationship with a student, which rises to a level that affects the trust and confidence of the academic environment and that gives undue access, advantage, or jeopardizes the fair treatment and objectivity for effective teaching and learning.

3.2 Faculty/Staff member

Faculty/staff member means, but shall not be limited to: a full- or part-time member of the Atelier's faculty, an instructor, lecturer, advisor, mentor, graduate assistant, coach, or individual who supervises the day-to-day living environment of students.

3.3 Relationship of Authority

A relationship of authority exists when one individual in a relationship between two or more people has the power to exercise influence, or the legitimate right to make decisions, carry out actions, or direct others within the relationship.

4. Responsibilities and Procedures

4.1 Accountability / Responsibility

a. If a consensual relationship exists or arises between a faculty/staff member and a student, the relationship of authority must be eliminated.

b. If a consensual relationship arises, exists, or has existed between a faculty/staff member and a student, the faculty/staff member will bear the primary burden of accountability to report the relationship to his or her immediate supervisor and/or Human Resource services.

(i.) In the event that a consensual relationship exists or has existed between a faculty/staff member and a student the unit administrator or supervisor must take prompt and appropriate action to end the relationship of authority.

(ii.) Appropriate actions may include but are not limited to: appointment of a qualified alternative instructor to the position of authority; transfer of the student to another course, section, or seminar taught by a different instructor; assignment or transfer of the student to another academic advisor.

(iii.) In the event that an Atelier employee not involved in the consensual relationship believes a consensual relationship is occurring or has occurred between a faculty/staff member and a student, the Atelier employee shall disclose such knowledge to the relevant Atelier unit administrator and/or Human Resource services.

4.2 Compliance with Policy

a. To encourage reporting of relationships governed by this policy, disclosures and actions taken shall be considered confidential, and they will be treated as protected personnel information under the public records statutes and in accordance with Atelier Policy (Employee Records) and Atelier Policy (Student Privacy and Release of Information).

b. Actions in violation of this policy may constitute adequate cause for discipline up to and including dismissal.

GRIEVANCE POLICY & PROCEDURES

The following steps must be adhered to by any student seeking to appeal or contest a grade. This process does not address allegations made in relation to academic integrity, faculty misconduct or discrimination. With regards to the latter, please see any sections pertaining to non-academic grievance procedures.

All student grade appeals must be processed immediately following the issuance of the grade in question in order to adhere to Emile Cohl US's fall or spring commencement protocols. Failure to do so may renege any right to a grade appeal and on the sole discretion of ECA staff.

There are two stages to the grade grievance process, the informal process and the formal process. Please refer to the following:

1. Informal Grievance

a. Please confer with the instructor who gave you the grade in question, clearly and concisely state your argument and provide any evidence of completed work, and further the reasons for questioning that the grade received was not given in good faith. The instructor must review the matter, explain the grading procedure used and show how the grade was determined.

b. If the grading dispute is not resolved upon communicating with the instructor, the student may appeal to the director or another appropriate ECA non-instructor faculty member. A meeting will take place involving the instructor, student and faculty member. In most instances, the grievance procedure can be resolved within steps a. and b.

c. After completing Steps 1 (a.) and 2 (b.) the student may then request a meeting with the Chief Academic Officer or the President. They may do so by contacting an ECA Executive Assistant who will schedule a meeting with all parties involved.

d. Should the matter at hand remain unresolved, the student may proceed with a Formal Grievance.

2. Formal Grievance

a. No later than 10 days after meeting with the CAO or President, the student must provide a formal written statement which includes a transcript of all events leading up to the filing of a Formal Grievance. Evidence, if any, must include clear and concise rationale for questioning if the grade received was in good faith. Supporting materials should be attached as exhibits to the formal statement. The statement must be signed, scanned, and submitted with all attachments as a single PDF file.

b. The CAO's office will provide the student statement with any exhibits to the instructor and request that the instructor submit a formal written response within 10 business days.

c. When the official, written response is received from the instructor, the CAO's representative will contact the student, who can then schedule an appointment to formally review the instructor's response. Upon completion of the meeting, the student may submit a written request for a hearing before the Board and Grievance Committee.

d. In order to preserve the confidential nature of the grade grievance process and to protect the privacy interests of those involved, the hearing will be closed to the public and may not be disclosed to any parties outside of those directly involved in the matter at hand. The committee chair will preside over the hearing and will rule upon all procedural matters. A student who fails to appear or refuses to participate at the hearing will be deemed to have

abandoned the request for a hearing, unless the student can demonstrate that extraordinary circumstances prevented their formal appearance or participation.

e. After all parties' complaints have been heard in their entirety, they will be excused, and the committee will deliberate in good faith over the proceedings via a closed session. Once the committee has reached consensus the committee chair will submit their written recommendation. At that time, the CAO will take final action after fully considering the committee's recommendation. The CAO shall inform the student, instructor, department chair and school director, registrar (if deemed appropriate) and inform the grievance committee of any further action taken. The decision of the CAO is final.

It is Emile Cohl US's policy that students filing grievances and those who are witnesses are protected from retaliation and will not be held liable for any decisions made in relation to grievance proceedings. Students who believe that they are victims of biases or retaliation should immediately contact the Chief Academic Officer and may not disclose the nature of proceedings to any ECA staff or academic peers.

Student Non-Academic Grievance Procedure

1. Applicability

a. Should an ECA student feel improperly treated, and hold any concerns about unfairness (including potential biases, discrimination and harassment) they are to immediately contact the Chief Academic Officer.

b. At Emile Cohl US, there are a number of grievance procedures through which students can utilize what they may believe to be unfair, improper or discriminatory decisions, actions, or treatment. For example:

- i. If the matter involves an academic decision, the Student Academic Grievance Procedure may be the applicable procedure.
- ii. If the matter involves a disability-related concern, the Student ADA Grievance Procedure may be applicable.

c. The purpose of the Student Non-Academic Grievance Procedure is to provide a process for students to seek resolution of disputes and grievances that may not fall within the scope of one or more grievance processes and/or ECA policies.

d. As a general proposition, this procedure is available to all ECA students. It is designed to address individual decisions or individual actions that affect the grievant personally in his or her capacity as a student, but it does not apply to matters outside of the scope of the school or the grievant's role as a student.

e. The Director is responsible for administering all Student Non-Academic Grievance Procedures.

- i. The Director at their sole discretion may decide whether to refer a grievance brought under this procedure to another grievance or judicial process. In cases involving allegations of sexual harassment in particular, the Director may consult with the Atelier's Board of Directors and legal team as to the most appropriate way to proceed. In cases involving student employment, the Director may wish to consult with the Atelier's Department of Human Resources and legal team.

2. Informal Resolution

a. As a general proposition (and although particular circumstances may warrant an exception), the student should first discuss the problem and seek a solution with all parties involved.

b. If no resolution results or if circumstances make discussions or decisions impartial and unvoided of biases, the student should then consult with the individual at the next (higher) administrative level in the department, school, or administrative unit. Serious efforts should be made to resolve the issue locally at an informal level without resorting to a formal grievance; such efforts may continue even after the formal process is underway.

3. Formal Grievance

- a. If informal means of resolution prove inadequate, the student should set forth in writing the substance of the complaint, the grounds for it and the evidence on which it is based, and the efforts taken to date to resolve the matter. It is at this stage that the complaint becomes a formal grievance.
- b. The grievance document should be submitted to the Director. A grievance should be filed in a timely fashion, i.e., normally no later than thirty days after the end of the academic quarter in which the action that is the subject of the grievance occurred. Except in extraordinary circumstances, delay in filing a grievance will be grounds for rejection of that grievance.
- c. The Director will promptly initiate a review, which should normally be completed within sixty days. The Director may attempt to resolve the matter informally, and may refer the matter (or any part of it) to a grievance officer or other designee, who will look into and/or address the matter as the Director directs. The Director may also, in appropriate cases, remand the matter to the appropriate administrator (including to the administrative level at which the grievance arose) for further consideration.
- d. In undertaking this review, either the Director, or their designee, or the grievance officer may request a response to the issues raised in the grievance from any individuals believed to have information the reviewer considers relevant, including faculty, staff and students.
- e. The Director (or their designee) will issue his or her formal decision in writing and take steps to initiate such corrective action as is called for (if any). Conduct meriting discipline will be brought to the attention of the appropriate disciplinary due process.

4. Appeal

- a. If the student is dissatisfied with the disposition by the Director (or their designee), they may appeal to the school President directly. The appeal should be filed in writing within ten days of the issuance of the decision by the Director (or his or her designee); a delay in filing the appeal may be grounds for rejection of that appeal.
- b. The President may attempt to resolve the matter informally and may refer the matter (or any part of it) to a grievance officer and/or an ECA legal representative who will review the matter at the President's sole direction. The President may also, in appropriate cases, remand the matter to the appropriate administrator (including to the administrative level at which the grievance arose) for further consideration.
- c. The President should normally complete his or her review of the appeal and issue their decision in writing within forty-five days. That decision is final.

5. General Provisions

- a. Time Guidelines—The time frames set forth herein are guidelines. They may be extended by the Director or President, as applicable, at their discretion for good cause (including for reasons relating to breaks in the academic calendar).
- b. Advisers—A student initiating or participating in a grievance under this procedure may be accompanied by an adviser in any discussion with the Director, the President or their designees, or a grievance officer under this procedure; any adviser must be a current faculty, staff member or student.
- c. Sexual Harassment and Sexual Misconduct and Sexual Assault—For information and resources concerning sexual harassment, students should refer to the school's policy on Harassment, Bullying, Hazing, and Social Media Conduct.
- d. No retaliation—Emile Cohl US prohibits retaliation or reprisals against any individuals based on their pursuit in good faith of a grievance under this procedure, or their participation in good faith in the grievance process.

- e. Standards for Review—If the grievance involves a decision that is being challenged, the review by the Director, as well as the review by the President on appeal, usually will be limited to the following considerations:
- i. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
 - ii. Were there any procedural irregularities or biases that substantially affected the outcome of the matter to the detriment of the grievance procedure whether informal or formal?
 - iii. Given the proper facts, criteria, and procedures, was the decision one which a person in the position of authority made in good conscience?

HARASSMENT, BULLYING & HAZING POLICY

Summary:

Emile Cohl US is committed to providing an environment free of harassment, bullying, discrimination and hazing.

Chapter I Harassment

Emile Cohl US is committed to providing an environment free of harassment. Emile Cohl US policy prohibits harassment, as well as conduct that is disrespectful or unprofessional, based on race, color, creed, gender (including gender identity and gender expression), sex, pregnancy (including childbirth, related medical conditions), religion (including all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, age, national origin (including language use restrictions, ancestry, physical or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), sexual orientation, genetic information, military and veteran status or any other basis protected by federal, state or local law, ordinance or regulation. It also prohibits discrimination based on the perception that anyone has any of these characteristics or is associated with a person who has or is perceived as having any of those characteristics.

All such harassment is prohibited. Emile Cohl US's anti-harassment policy applies to all students enrolled in the operation of Emile Cohl US and prohibits harassment by any student of Emile Cohl US, including Emile Cohl US Staff, as well as vendors, customers, independent contractors and any other persons. It also prohibits harassment based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. Students, applicants, employees, unpaid interns, volunteers and independent contractors are all protected from harassment.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of gender, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of school benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment;
- Communication via electronic media of any type that includes any harassing conduct that is prohibited by state and/or federal law, or by Emile Cohl US policy.

Sexual harassment does not need to be motivated by sexual desire to violate this policy. For example, hostile acts toward a student because of his/her gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

If you believe that you have been the subject of harassment or other prohibited conduct, bring your complaint to Emile Cohl US School Administrators as soon as possible. You will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses.

If you need assistance with your complaint, or if you prefer to make a complaint in person, contact our School Administrators. Emile Cohl US will immediately undertake an effective, thorough, and objective investigation of the

harassment allegations. Any complaint will remain confidential, to the extent possible and will be monitored to ensure reasonable progress and timely closures.

Your School Administrators will advise all parties concerned of the results of the investigation. If Emile Cohl US determines that harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any student determined by Emile Cohl US to be responsible for harassment will be subject to appropriate disciplinary action, up to, and including expulsion from the school.

This paragraph is not part of the policy. It is your first assessment for the Professional Practices course. To make sure you read these agreements, please immediately send "I read all the agreements" to admissions@cohl.art and pass this test. Failure to send this email before this paperwork is due will result in failing the first course's assessment.

Emile Cohl US encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

Chapter II Bullying

Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing can and do constitute other categories of misconduct such as assault, battery, child abuse, hate-motivated incident, criminal activity or sexual harassment and, as such, violate school policies. In such cases, Emile Cohl US are obligated to follow appropriate reporting guidelines.

II.1 Definitions

1. Bullying is any severe or pervasive physical or verbal act(s) or conduct, including electronic communications committed by a pupil(s) that has, or can be reasonably predicted to have, the effect of one or more of the following:
 1. (a) Reasonable fear of harm to person or property;
 2. (b) Substantially detrimental effect on physical or mental health;
 3. (c) Substantial interference with academic performance;
 4. (d) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
2. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
3. Associated individuals are non-students who are affiliated with the school, including but not limited to parents/guardians, campus volunteers, vendors, contracted service providers, former students, former employees, domestic partners and relatives or friends of employees or students.

II.2 Types of Bullying

Verbal bullying includes hurtful gossiping, making rude noises, name calling, spreading rumors and teasing.

1. Cyberbullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device.
2. Indirect bullying is the use of intimidation or peer pressure to cause harm to a third part(ies).
3. Non-verbal bullying includes the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.

4. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
5. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
6. Verbal bullying includes hurtful gossiping, making rude noises, name calling, spreading rumors and teasing. Emile Cohl US takes ALL reported cases of bullying and hazing seriously, we utilize positive behavior support strategies, interventions and corrective measures to address inappropriate behaviors.

II.3 School Responsibilities

Safe campuses require a multi-faceted approach with strategies to prevent, respond to and recover from incidents of bullying and hazing. The School Administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and are unacceptable. Toward this goal, schools shall:

- Recognize the indicators of bullying and hazing.
- School Administrators are responsible for documenting and overseeing complaints of bullying or hazing.
- Ensure that all reports of bullying or hazing are investigated and documented, and that appropriate interventions are implemented and monitored in a timely manner. Incidents that result in physical injury or require ongoing monitoring or additional resources should also be documented. Behaviors that constitute criminal behavior or suspected child abuse must also be reported to the appropriate authorities.
- Communicate with and ensure that all employees, students, parents, volunteers, activity leaders or other adults are informed of Emile Cohl US school policies regarding bullying and hazing and requiring the promotion of mutual respect and acceptance.
- Post the English and Spanish Title IX posters in school, including student meeting rooms and other prominent locations accessible to students where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Provide instruction to ensure that students are educated about appropriate on-line behavior, including cyberbullying awareness and response and how to interact with others on social networking websites and in chat rooms.
- Present Emile Cohl US Student Bullying and Hazing Policy as part of the student orientation program conducted at the beginning of each academic term.
- Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent and respond to bullying and hazing. Encourage students to report any bullying or hazing they witness.
- Provide instruction to ensure that students are educated about appropriate on-line behavior, including cyberbullying awareness and response and how to interact with others on social networking websites and in chat rooms.
- Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.
- Report any complaints or incidents of bullying or hazing to Emile Cohl US School Administrators as soon as possible. You will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses.

Chapter III Hazing

III.1 Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

III.2 Definitions

“Hazing” means committing an act against a student or coercing a student into committing an act that creates a risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, regardless of the person’s willingness to participate.

The following are the three types of hazing.

The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
2. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

III.3 General Statement of Policy

1. No student, administrator, volunteer, contractor or other employee of Emile Cohl US shall plan, direct, encourage, aid, or engage in hazing.
2. No student, administrator, volunteer, contractor, or other employee of Emile Cohl US shall permit, condone, or tolerate hazing.
3. Apparent permission for or consent by a person being hazed does not lessen the prohibitions contained in this policy.
4. Hazing activities are seriously disruptive to the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.
5. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
6. The School Administrator will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, administrator, volunteer, contractor, or other employee of Emile Cohl US who is found to have violated this policy.

III.4 Reporting Procedures

1. Any person who believes he or she has been the victim of hazing or any person with knowledge of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school official designated by this policy.
2. The School Administrator is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to Emile Cohl US School Administrators as soon as possible. You will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses.
2. Staff, administrators, volunteers, contractors, and other employees of Emile Cohl US shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of observes or has other knowledge or belief of conduct which may constitute hazing shall inform the Chief Operating Officer immediately.
3. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future grades, or work assignments.

III.5 School Action

1. Upon receipt of a complaint or report of hazing, the School Administrators shall undertake or authorize an investigation by school officials.

2. Emile Cohl US may take immediate steps, at his discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

3. Upon completion of the investigation, Emile Cohl US will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. Emile Cohl US action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, and school policies and regulations.

III.6 Reprisal

The school administrator will discipline or take appropriate action against any student, administrator, volunteer, contractor, or other employee of Emile Cohl US who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Chapter IV Contact list

IV.1 Emergency

In case of a life-threatening emergency, please call 911.

IV.2 Contact list

If you need assistance with any complaint, or if you prefer to make a complaint in person, contact our school Administrators.

IV.2.1 Opening hours & address

You can find the School Administration on the school's campus.

Open hours are 8:30 AM to 5:30 PM.

You may contact any of the ECA staff members (you must send an email at least to two staff members to be sure to not reach off-work staff):

NETIQUETTE GUIDE FOR ONLINE COURSES

It is important for ECA students to recognize that the online classroom is in fact a classroom, and professional behavior is expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as “netiquette”.

The purpose of the following information is to ensure successful and appropriate interaction when communicating via email, chat rooms, or on discussion boards as an ECA student.

Why Netiquette is important to you as an online student

Proper conduct in a virtual classroom is just as important as in a traditional in-person classroom as similar potential repercussions for failing to maintain decorum apply. How ECA students conduct themselves through online discussion areas and other “classroom participation” activities will affect a substantial part of their grade. The ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on multiple choice tests and written assignments.

“Soft” Misconduct vs. Misconduct with Concrete Repercussions

Soft forms of online misconduct can be noted as being combative or a distraction to your peers, ECA instructors and/or staff. Other forms of online misconduct may cross a line into the area of academic dishonesty and be treated no differently than cheating on an exam or plagiarizing another’s work. It is therefore important that you take these guidelines seriously as they will impact your success as an ECA student.

GENERAL GUIDELINES

When communicating online, ECA students should always:

- Treat your instructor(s) with the utmost respect while communicating or completing an assignment.
- Unless specifically invited, do not refer to your instructors by first name. Please appropriately utilize ‘Professor’.
- Use clear and concise language. Be respectful of readers’ time and attention.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”. Further no cursing will be tolerated.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons. Not everyone knows how to interpret them.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.
- Be careful sharing personal information online (both yours and others).
- Do not eat while attending class. Breaks will be given to provide you with the opportunity to eat. Drinks are permitted.
- You must have your camera turned on at all times during the class and use the blurry background option in your video broadcast, as to minimize distractions for other students and to protect your privacy.
- Emile Cohl US recognizes the effect that student dress and grooming have upon student behavior and commitment to learning. In order to maintain an atmosphere conducive to learning, ECA requires appropriate dress and hygiene with regard to personal appearance. Clothing that is considered inappropriate, distracting, or disruptive or that presents a health or safety problem will not be allowed. Students are expected to be in professional, school appropriate attire. Any form of dress that is destructive or disruptive to the instructional program will not be permitted. Clothing such as shirts, caps, etc. with obscene, vulgar, discriminatory or otherwise questionable printing in poor taste as measured against community standards will not be permitted.

- You must keep yourself on “mute” unless called upon by the instructor. You may use the chat to request to be called upon.

CHAT “NETIQUETTE” AND GUIDELINES

When posting in ECA’s virtual chat room students should:

- Make posts that are on topic and within the scope of the course material. If necessary, re-read the instructions from your instructor.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a concise comment.
- Always give proper credit when referencing or quoting another source, including other students.
- Be sure to read all messages in a thread before replying.
- Avoid short, generic replies such as, “I agree.” Include why you agree or add to the previous point. The point of a discussion in an online course is to help you and your other students learn through in-depth consideration of important topics.
- Always be respectful of others’ opinions, even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. Do not make personal or insulting remarks.

Overall, you should use common sense when communicating electronically. Please remember that the majority of what we communicate to others is via non-verbal cues (body language, voice inflection, etc.). Virtual platforms are often limited to text form. Make sure your digital impression is a clear and positive one.

PLEDGE TO GIVE BACK COMMITMENT

Emile Cohl US (“Atelier”) gratefully accepts donations that benefit the school’s mission. Students, who are given a fully sponsored opportunity to study are asked to pledge “to pay it forward” either while enrolled or after graduating from ECA.

This commitment may be fulfilled either by volunteering during ECA fundraising and social events or by making tax-deductible donations to the school.

Furthermore, some of ECA’s exercises and assignments are designed to help support our nonprofit initiatives. Class projects may be repurposed or donated, at ECAs’ discretion in order to support the school’s mission. Artistic credit will be given.

CONSENT TO RELEASE STUDENT INFORMATION RELATING TO CLASS RECORDINGS & MEDIA RELEASE

I understand that all Emile Cohl US virtual offerings may be audio and/or video recorded. I understand that my information may be released, viewed or shared by third parties.

- I hereby give my consent for Emile Cohl US and its representatives to use my voice, likeness or any created content for educational or promotional purposes.
- I agree to allow ECA to publicize any acquired media in relation to my program participation in order to further its mission statement.
- I give my consent for Emile Cohl US to release any academic records that consist of accumulated media including but not limited to class presentations, inquiries, participation, or assignments.
- I grant Emile Cohl US the irrevocable, royalty-free right to use photographic, video or audio recordings or images of me and my materials.
- I agree that any such content, recordings or images may be made available for ECA's use in but not limited to print or virtual publications and platforms.

I understand that ECA will indefinitely hold the copyright to any such media acquired through my time at Emile Cohl US and that the validity of this release form is irrevocable.

I understand my agreement is voluntary and is not a condition or requirement of my participation in the class or my attendance at Emile Cohl US.

RESERVATION OF RIGHTS

Emile Cohl US's policy is to adhere to the rules and regulations, course offerings and financial changes as listed here. ECA, hereby gives notice that it reserves the right to expand, delete and/or otherwise modify its rules and regulations, including, but not limited to, the right to modify its courses of study; to change its rules affecting admissions and retention of students, the granting of Certificates; to change the academic calendar, course offerings or course content; or to alter its fees and charges at its sole discretion.

SOCIAL MEDIA POLICY

Emile Cohl US embraces the responsible use of social media to communicate and build relationships. We recognize the open and ever-changing purposes of social media, which often blurs the line between personal and professional roles. However the same laws, professional expectations and guidelines for interacting with others apply online as they do in the real world. This policy and best practices are designed for students, staff, and alumni of ECA participating in social media for personal use or on behalf of the school.

- **Confidentiality.** Be careful not to reveal confidential or proprietary information about ECA students, staff, or alumni. Adhere to all applicable ECA and federal privacy and confidentiality policies and laws, mandating the nondisclosure of personal information.
- **Thoughtfulness.** Privacy does not exist on social media. Public posts are indexed on search engines, and private comments can be forwarded, copied, and easily made available to the public. Using privacy settings restricts access to personal accounts but be aware of the limited protection this provides. What you post on your personal accounts can come back to haunt you professionally.
- **Authenticity.** Be honest about your identity and don't misrepresent another person. If you identify yourself as an ECA student or staff member in a personal post, also make clear that your views are your own and you are not formally representing ECA.
- **Use of the ECA name and logo.** "Emile Cohl US" is a registered trademark and the exclusive intellectual property of ECA. The name, logo, and any other school images or iconography may not be used on personal sites in a way that promotes a product, business, cause, political party or candidate. Do not edit or modify logos. Brand guidelines for ECA logos must be followed at all times and can be found [here](#). You are welcome to link from your social media site to the ECA homepages and ECA social media sites.
- **Respectfulness & Liability.**
 - Remain professional, tactful, and protect ECA's image and voice. As a representative of ECA, avoid misappropriation, pranks and any posts that may be misinterpreted.
 - Respect copyright law and the rights of others. "Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture."
 - It is an express violation to infringe on someone else's rights of publicity, privacy, copyright, trademark, or other intellectual property right. You may not reproduce, screen-shot, modify or redistribute content that does not belong to you, and under no circumstances should you remove, alter, or conceal any watermark or other copyright identifier incorporated in the content of others.
 - All social media users are legally liable for what they post on their own site and the sites of others. Individuals have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene, as defined by the courts. Posts must be true, accurate and helpful, and not expose ECA or the user to legal liability.
 - Obey all social media platform terms of use. These rules change constantly, and it is your responsibility to stay up to date with current terms and policies.

TUITION FEES & REFUND POLICY

1. Tuition Fees, Discounts & Deposits

Tuition fees for the Emile Cohl US (“Atelier”) are \$2,500 per program.

On top of the tuition fees, the Atelier charges a \$250 non-refundable, non-deferrable and non-transferrable admission & administrative fee per program. Tuition & admission fees are due at least 5 business days prior to the first day of class, or 5 days prior to the first day of the following unpaid month(s) for students enrolled in our 2-payment plan. Students enrolled on a scholarship are exempted from tuition & admission fees, but shall pay a \$20 application fee per program they apply for.

2. Payment Methods

Payments must be received on or before the required due dates or admission could be declined, and/or access to the class be denied. We do not accept Venmo or cash payments. Should the selected payment method require a processing fee, the payer is responsible for said fee, so that ECA will receive the entire tuition amount.

2a. Credit Card

Payments by Visa, MasterCard, American Express, or Discover may be completed online on our website (www.cohl.art) via PayPal, after selecting the program(s) the student will be attending. A PayPal account is not required to use this payment protocol.

2b. Zelle

Payments via Zelle may be made to the email address: contact@cohl.art.

2c. Check

Checks should be made payable to Emile Cohl US and sent to 2826 S Grand Avenue, Los Angeles, CA 90007. For identification purposes, please indicate the student’s name in the memo section of the check. Access to the program will be granted once the check has been cleared.

2d. Wire Transfer

For wire transfers, please contact the Emile Cohl US at contact@cohl.art for instructions.

3. Cancellation prior to Program start

Students who provide written notice of cancellation on or before 5 business days prior to the start of classes are entitled to a refund, excluding the non-refundable \$250 admission & administrative fee (per program). Refunds will be provided within 30 business days of receiving the notice of cancellation via Deluxe eChecks. These may be printed, endorsed and cashed like any other check. Payees shall reach out to contact@cohl.art should they face any issue cashing the eCheck. Fees may apply for any other form of payment requested by the student, which will be deducted from the refund amount.

4. Missed Class Policy

While we understand that life happens, the nature of the Emile Cohl US Accelerator Programs does not allow for make-up classes. It is the responsibility of the student to attend their scheduled classes and connect with the instructor to complete any make-up work. Missed classes will not be refunded.

5. Payment Plans

Our Payment Plan is available to all students. The Payment Plan enables students to pay their tuition fees in one or two separate payments. Payments must be received on or before the required due dates or students will be denied access to the class(es).

5a. Single payment plan

Single payments are due in full 5 business days before the first day of class of the first month, excluding weekends, federal or state holidays. The total amount due is \$2,500 tuition fees + \$250 admission fees per program.

5b. 2-Payment plan

The first installment of \$1,250 tuition fees + \$250 admission fees + \$100 payment plan fees is due 5 business days before the first day of class of the first month of the program, excluding weekends, federal or state holidays. The second installment of \$1,250 tuition fees + \$100 payment plan fees is due 5 days before the first day of class of the third month of the program.

6. Late Payments

Students who have missed a payment will not be able to attend class(es) until the payment is successfully cleared by Emile Cohl US. Should a delay in the selected payment method cause the student to miss one or more classes, these missed classes will not be refunded.

7. Withdrawal Refund Policy

Should a student withdraw from the program after the program has already begun, a refund request needs to be received by Emile Cohl US by certified letter a minimum of 5 business days prior to the start of the month for which the student is requesting a refund.

Students who provide written notice of withdrawal are entitled to a pro-rated refund, excluding the non-refundable \$250 per program admission fees and \$100 payment plan fees (if applicable) and less a processing fee of \$100, which will be deducted from the refunded amount.

Emile Cohl US must receive written notice of withdrawal and request for refund from the student via a signed letter by certified mail. Withdrawal by any other means (including email, phone call, web chat, social media, or text message) will not be accepted.

A student who is expelled from the Atelier forfeits any tuition payments for the month in which the expulsion was made. Any fees paid in advance for the remainder of the program will be refunded, excluding the non-refundable \$250 per program admission fees and \$100 payment plan fees (if applicable), less a processing fee of \$100, and an additional \$100 penalty, which will be deducted from the refund amount. Should the sum of charges exceed the residual refundable amount, no refund will be issued.

A photocopy of this document shall be deemed to be an original. Before signing this document, I was given the opportunity to read it in its entirety. Furthermore, I was given the opportunity to consult with any person, interpreter and/or a legal representative. I hereby will not hold the Atelier staff or its employees liable for any harm seen or unseen in relation to the policies laid out in this document. I have signed this document freely and voluntarily on the date set forth below.

I agree to the above statements and policies.

I am at least 18 years old as of this date:

Signature: _____ **Date:** _____

Printed name: _____