



# ACADEMIC CATALOG

2020-2021

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## INTRODUCTION

### PURPOSE

The Young Americans College of the Performing Arts exists to provide members of The Young Americans, Inc. with a learning environment that reinforces the Young American experience of innovative and creative learning with academic rigor that advances artistry and leadership to establish each student as a lifelong learner.

Formed as a specialty school, The Young Americans College of the Performing Arts blends the concepts of theoretical learning with practical application. It is our belief that an education with an emphasis on the performing arts enables the student to develop diversity in their thought process, communication skills, and approach to problem solving – skills vital to success in today's global community.

### MISSION

To provide members of The Young Americans with a performance-based education emphasizing artistry, leadership, communication, and collaboration. The Associate of Arts and certificate programs of study offered provide developing artists with skills, knowledge, and experiences that will be foundational for their future as performers, teachers and leaders.

### VALUES

The Young Americans College of the Performing Arts is committed to:

- Offering unique educational programs focused on training exceptional artists and educators.
- A pursuit of excellence that encourages the student to achieve the highest level of artistic and personal growth.
- Encouraging each student to understand personal ethics and embrace personal responsibility in the global community.

## INSTITUTIONAL VISION

- To develop an institution that is recognized internationally for its ability to train the finest performers and arts educators.
- To provide courses of study that are of the highest standards and connect theory to practice so that students are prepared for life after college.
- To offer courses of study that ignite the student's desire to learn and equips them with the skills needed for a lifelong commitment to learning.
- To assemble a faculty with extensive professional experience in their fields and who are dedicated to sharing their knowledge and guiding artistic growth.

## INSTITUTIONAL OBJECTIVES

**Artistry:** Students will develop their artistic voice and gain an acute awareness, understanding, appreciation and expression of the performing arts.

**Leadership:** Students will develop and demonstrate application of ethical decision making, defined value systems, diversity of knowledge and understanding of management and team leadership.

**Global Perspective:** Students will develop skills that allow them to effectively and professionally work across cultural boundaries.

**Continuous Learning:** Students will develop critical analysis skills and be able to apply these skills to a lifelong pursuit of knowledge.

## ACCREDITATION AND OPERATIONAL STATUS

The Young Americans College of the Performing Arts is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation,

including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org)

The Young Americans College of the Performing Arts is a private institution licensed to operate by the California Bureau of Private Postsecondary Education.

## COLLEGE COMMUNITY

### OUR STUDENTS

The Young Americans College of the Performing Arts' student body is very diverse. Our students come from over 35 different states within the USA. Each student brings to the program a unique life story and skill set which when combined gives all students access to a wealth of knowledge and experience that supports The Young Americans College of the Performing Arts' desire for strong peer-to-peer learning and a vibrant community where students learn to embrace their collective diversity.

### OUR FACULTY

The faculty body is comprised of gifted and talented educators and artists who are dedicated to enriching the lives of young people and connecting the learning process to creative activity. Each faculty member possesses specialized knowledge and personal experience in the fields of entertainment and/or education that is vital to providing a real perspective into those careers.

### OUR ALUMNI

The Young Americans has an alumni body of over 3,500 members residing across the U.S. and internationally. Many alumni have gone on to be highly successful in both the entertainment and education industries. The family-like atmosphere that is nurtured within our organization has allowed us to develop a unique setting in which our alumni members visit on a regular basis to meet with current students and offer workshops and lectures that are based on the alumni's personal experiences.

## OUR LOCAL COMMUNITY

Corona offers a small-town feeling with easy access to the big city. A 45-minute drive in one direction lands at the Pacific Ocean surf, while a drive of the same distance in the opposite direction leads to the ski and mountain biking slopes of the San Bernardino mountains. Iconic locations such as Hollywood, Malibu, Palm Springs, and Joshua Tree are within easy drives, as are theme parks such as Disneyland, Universal Studios, Magic Mountain, and Knott's Berry Farm. And of course, local, regional, and Broadway theaters all across the Southern California.

### OUR CAMPUS

The Young Americans College of the Performing Arts is located at 1132, 1128 & 1112 Olympic Drive, Corona, California. Class sessions are held in these three buildings. Located close to local restaurants and stores, and near to the apartment complex utilized for student housing, this arrangement allows the organization to be self-contained and provides a safe and convenient learning environment.

In an effort to encourage artistic growth The Young Americans College of the Performing Arts strives to give students and faculty after-hours access to rehearsal halls, practice rooms, libraries, computer labs, and keyboard labs. Access may be limited at times to maintain security of equipment and facilities.

**Vocal Studio & Private Practice Rooms:** Four vocal studios and two private practice rooms are available for student use when not in use by a scheduled class. Each of these rooms is equipped with a digital or acoustic piano.

**Dance Studios:** Two 2,600 sq. ft. dance studios with sprung wooden floors, full-length mirrors, and ballet barres are open to student use when not in use by a scheduled class or rehearsal. Each room is equipped with a built-in sound system and an acoustic piano.

**June & Margaret Piano Lab:** This space has 20 student stations that feature weighted 88-key digital pianos with headphones connected to a teacher station using a lab controller. Students have access to the room when a class is not in session.

**Black Box Studio:** This space provides for a performance setting on campus separate from classrooms and is used for stagecraft courses as well as for recitals and jury performances. Students have access to room when a class is not in session. The room is equipped with portable staging, sound and lighting systems.

**Classrooms:** All classrooms are equipped with a whiteboard, digital or acoustic piano, digital projector, mini sound system and microphone, and an AV system to allow for CD or DVD playback. Students have access to these classrooms whenever a class is not in session.

**Studio Lounge:** This room is designed as a place for students to relax and store personal belongings.

**Virtual Library:** The online library supports all programs and degree levels at our institution. Professional librarians provide 7-day-a-week email reference. The online library gateway page in Populi serves as a central access point for students to access the credible and reliable information sources managed by the librarians. The librarians have created library multimedia instructional tools, general orientation resources, and program-specific research guides to assist students in finding, evaluating, and using the library e-resources effectively and efficiently. All resources are linked from the library gateway page. The librarians provide an information literacy program tailored to the needs of performing arts students, helping students succeed in their academic work at The Young Americans and beyond.

**Learning Center:** The Young Americans Learning Center is a multidisciplinary tutoring and learning support facility that provides an opportunity for students to strengthen their skills in all areas of their

studies. Writing tutors focus on sharpening the students' ability to convey ideas clearly to an intended audience. Tutors aid students through one-on-one tutorials that cover syntax, grammar, developing new ideas, and strengthening the structure of writing assignments from all courses offered on campus. Music Theory tutors help students with chord construction, reading of intervals, writing notation, and understanding and analyzing form. The Center also provides tutoring in Business Math where students can receive assistance on homework assignments and exam preparation.

**Computer Lab:** This room, with 6 PC stations, 2 Mac stations, and 2 printers, is designed to provide students with on-campus access to a computer, virtual library, and printer. The resource areas also contain 1 Mac and 3 PC stations and two printers for student digital access.

#### **Print & Digital Resources:**

The Young Americans College of the Performing Arts maintains an extensive collection of sheet music, scripts, scores, resource books, and performance DVDs that are accessible to students during extended hours throughout the week.

Current physical holdings include:

- Dance-based movies ranging from traditional jazz through hip hop.
- Vocal selection books including opera, jazz, pop, rock, classical and musical theatre genres.
- Resource books covering:
  - Acting (acting techniques, history of theater, history of musical theatre, directing techniques, entertainer profiles)
  - Technical Design (production, costume design, makeup design, stagecraft fundamentals,
  - Music (history, piano techniques, music theory.)
  - Writing (structure, grammar and dictionaries)

- Teaching (theory, lesson planning, effectiveness, assessment strategies, philosophy)
- Subscriptions and links to digital resources, particularly focused towards arts education

Students may check out any library holding or available resource through Student Services. Each resource will have a time limit applied to the period of loan to ensure students have equal and fair access to all resources. Faculty may place a “do not loan” hold on any specific resource. This means students may access the resources in the confines of the Student Services Center, but may not check it out.

**“From the Heart” Student Cafe:** Built with donor funds, the student cafe is a place for students to grab healthy meals, snacks, and drinks during breaks. With seating for 80+ people, the cafe is also a great place for students to meet up for group projects, study groups, or to just kick back and enjoy some down time together.

## OUR LEARNING OPPORTUNITIES

The Young Americans College of the Performing Arts offers each student a unique learning experience. Emphasizes training performers and arts educators, however, these components also contain fundamental lessons that can be applied to any career path the students may ultimately choose.

### ***Music Outreach Training Certificate***

This program is designed to prepare new members of The Young Americans, Inc. for participation as a performer and teacher with The Young Americans International Music Outreach Tour.

The training certificate is completed in the student’s first year and works upon developing performance techniques, teaching techniques, and artistic growth. New members of The Young Americans must complete this program prior to auditioning for a place on a Music Outreach Tour.

### ***Associate of Arts in Performance***

The Associate of Arts in Performance degree is a two-year program of study that emphasizes the development of artistic growth coupled with the development of leadership, cultural literacy, and a commitment to continued personal growth. The AA program is musically oriented and develops a foundation of contemporary performance skills in the genres of voice, acting, and dance. The overall program provides students with technical proficiency, live performance experience, and core academic classes so they may become well-rounded artists.

All first-year courses in the AA Performance program fulfill all requirements for the Music Outreach Tour Training Certificate. This allows AA-seeking students to earn the Music Outreach Tour Training Certificate while simultaneously pursuing the AA Performance degree.

### ***Performance Opportunities***

The integration between the college program and the productions of The Young Americans organization provides students the opportunity to work towards completing their education with The Young Americans College of the Performing Arts while participating in outreach tours, summer camp programs, dinner theatres, album recordings, and live concert performances.

Because of the nature of the learning opportunities The Young Americans offers, many students continue to participate in Music Outreach Tours after the completion of their second year. There is no limit set on a student’s length of stay with The Young Americans; however, participation in each touring company and performance production is by invitation only.

## OUR STUDENT SERVICES

*“To provide insightful services which support and empower student growth.”*

The Student Services department is focused on advocating for students, supporting student learning, and student achievement. Services include:



**New Student Orientation:** Prior to commencement of instruction, first-year students complete a series of orientation sessions including student housing, campus operations, and college preparation.

**Class Placement:** First-year students undergo an assessment in dance, voice, piano, and music theory prior to commencement of instruction. The data is used to group students with similar abilities into sections.

**Success Coaching:** Once student class placement and enrollment is completed, students meet with a student services staff member to review their individual schedule and develop time and priority management plans.

Second-year students engaging in practicum studies or online courses will participate in an online course success orientation prior to commencement of instruction.

**First-year Academic Advising:** In the spring semester of the first year, all students complete academic advising to refine educational goals and program planning for the second year.

**Learning Center:** The Young Americans Learning Center is a multidisciplinary tutoring and learning support facility that provides an opportunity for students to strengthen their skills in all areas of their studies.

**Counseling:** Counseling services are available to support students with behavioral health concerns. Services are available via phone for students who are off-campus.

**Resident Advisors:** As Student Services staff, the RAs work to support student health and wellbeing as well as empower student success. Students are able to reach out to the RAs for support during the RA duty hours or through the duty phone during off-duty hours.

**Faculty Office Hours:** Faculty members are required to maintain and publish office hours each week to support students needing assistance outside of class time.

**Library Resource Support:** Library services link curriculum needs to student resources for learning and research support. The Virtual Library is available 24/7.

**Campus Access:** The campus is open for student use until midnight each weeknight classes are in session. Students have full access to labs, classrooms, private practice rooms, student resource center, student cafe, and rehearsal studios.

**Administrative Services:** Support for students including registration, student records, and student accounts-- are handled through the administrative office. Offices are located on campus and available to students during business hours. Phone and email access is also available for students in off-campus settings.

The Populi cloud-based administrative platform also provides students with continuous access to their student records and accounts.

**Admissions Advising:** Admissions Advising sessions are offered to all incoming students through online group webinars. Additionally, all new students are encouraged to review the College website, printed materials, and admissions prep videos prior to signing the enrollment agreement. Admissions advising information ensures the expectations and demands of the program are clearly outlined and understood by the student.

Admission advising sessions occur prior to students' arrival on campus and can be completed either in person through a scheduled meeting with Director of Admissions or through webinars hosted by the College.

## OUR CAMPUS LIFE

The Young Americans College of the Performing Arts strives to ensure that student learning is not limited to the classroom setting. Our students' ability to apply the subject matter learned in class to their everyday lives is of the utmost importance. It is expected that each

student develops a sense of personal responsibility for their learning and lifestyle choices.

The Young Americans College of the Performing Arts' staff and faculty are committed to an open-door policy in which students should feel free to approach any staff or faculty member for guidance and support throughout their personal development. It is our aim to ensure that each student is provided with a personalized educational experience, and we consider all aspects of campus life part of the education offered.

### ***Housing and Residential Life***

First-year students are housed in apartment complexes in the local area. Each student shares a two-bedroom, two-bath apartment with three or four other students. This arrangement ensures that each student who moves to California is surrounded by fellow students in our program and can be assured that they are living in a safe and secure environment. The complexes selected are gated, clean, and surrounded by well-kept grounds. The close proximity to our rehearsal/classroom buildings is a big advantage for our rehearsal and academic needs.

First-year students will be required to sign a rental contract with The Young Americans that commits the student to an apartment lease for 8.5-9.5 months, depending on course sequencing plan. The only way to break the lease is to find another Young American student to sublet. That sublet must be formally processed through a signed, separate lease agreement with The Young Americans.

### ***Student Interaction***

The Young Americans College of the Performing Arts views student interaction as a crucial element of our campus life and vital to our students' academic development. To aid in this process, all students in conjunction with The Young Americans participate in annual performance productions in the fall and spring semesters.

Furthermore, students are encouraged to take advantage of the individual strengths each brings to the campus and to learn from the students around them. Students are encouraged to spend time outside of class practicing, rehearsing, and studying together. The open-door policy of our faculty and our liberal student access policy to campus resources and facilities are designed to aid and encourage these activities.

### ***Campus Tours***

Appointments can be made throughout the year for parents and families to visit us in California. Our staff is more than happy to accompany you while touring our facilities and answer any questions you may have. Please call our office to schedule an appointment.

Open house events are scheduled twice a year in conjunction with major concert performances in Southern California. This provides a unique opportunity to visit the campus and then see a performance by The Young Americans that same day!

#### **2020-2021 Open House Events**

Friday, December 18, 2020 - 8:30 AM - 12:00 PM

Friday, February 26, 2021 - 9:00 AM - 12:30 PM

Saturday, February 27, 2021 - 9:00 AM - 12:30 PM

## ACADEMIC PROGRAMS

### ASSOCIATE OF ARTS IN PERFORMANCE

Associate of Arts Performance

Associate of Arts Performance, Vocal Emphasis

Associate of Arts Performance, Acting Emphasis

Associate of Arts Performance, Dance Emphasis

### CURRICULA

The Associate of Arts in Performance program is a two-year program of study that emphasizes artistic growth coupled with the development of leadership, cultural literacy, and a commitment to continued personal growth. The Associate of Arts in Performance program is musically oriented and develops a foundation of contemporary performance skills in the genres of voice, acting, and dance. The overall program provides students with technical proficiency, live performance experiences, and core academic classes foundational to becoming well-rounded artists.

Upon completion of the Associate of Arts in Performance program, the student is able to:

- Demonstrate technical proficiency of the discipline.
- Demonstrate artistic integrity and authenticity.
- Demonstrate confidence and professionalism while building a working repertoire.
- Demonstrate an ability to apply concepts learned in one discipline to other disciplines.
- Demonstrate the ability to think critically and analytically.
- Demonstrate clarity in written, verbal, and nonverbal communication.
- Demonstrate an ability to approach situations with an understanding of cultural diversity and equality.
- Demonstrate facility with digital literacy and information technology.

## REQUIREMENTS

Program requirements are broken into the following sections:

Performance Core	20 credits
Practicum Core	6-9 credits
Breadth of Knowledge	31 credits
Electives	2 credits
Emphasis Option	5 credits

All courses outlined are required for the student to be awarded the Associate of Arts in Performance. In addition, students will participate in pre-production, rehearsals, performance observation, and public performances in conjunction with the appearance calendar of The Young Americans.

### Performance Core – 20 credits

#### *All classes required*

MUS 102 Music Theory I	3 credits
MUS 111 Semi-Private Voice	1 credit
MUS 112 Private Vocal Instruction	1 credit
MUS 121 Group Piano I*	1 credit
MUS 131 Choral	2 credits
MUS 141 Vocal Techniques I	1 credit
MUS 142 Vocal Techniques II	1 credit
MUS 212 Private Vocal Instruction	1 credit
MUS 231 Master Choral	1 credit
DAN 101 Technique & Conditioning	0.5 credits
DAN 120 Classical Ballet I*	1 credit
or DAN 220 Classical Ballet II*	1 credit
DAN 123 Tap Dance*	0.5 credits
or DAN 223 Tap Dance II*	0.5 credits
THE 101 Improv	1 credit
THE 105 Acting I: Intro to Acting	1 credit
THE 110 Acting II: Scene & Character Development	1 credit
THE 175 Intro to Technical Production	1 credit
THE 210 Musical Theatre Workshop	1 credit
THE 299 Advanced Performance	1 credit

*\* Denotes course has a level II offering that can be taken to meet program requirements.*

**Practicum Core - 6 credits minimum.**

*These courses are best taken in conjunction with a touring program with The Young Americans. Students wait to take these courses until they are cast in a touring program.*

MUS 290 The Young Americans	
Performance Practicum	2 credits
THE 275 The Young Americans	
Production Practicum	2 credits
THE 290 The Young Americans	
Performing Arts Leadership	
Practicum	2 credits

**Breadth of Knowledge Requirements – 31 credits**

Please refer to page 13 for details.

**Associate of Arts in Performance – 60 credits**

MUS 203 Ear Training	1 credit
Electives	2 credits

**Associate of Arts in Performance, Vocal Emphasis**

*Performance Core + Breadth of Knowledge*

*Plus the following:*

MUS 202 Music Theory II	3 credits
MUS 260 Music Production	1 credit
THE 230 Audition Techniques	1 credit

**Associate of Arts in Performance, Acting Emphasis**

*Performance Core + Breadth of Knowledge*

*Plus the following:*

MUS 203 Ear Training	1 credit
THE 205 Acting III: Advanced Acting	2 credits
THE 201 Acting for TV & Film	1 credit
THE 230 Audition Techniques	1 credit

Students in the Acting Emphasis must be enrolled in THE 205: Acting III: Advanced Acting. *These enrollment requirements may supersede the transfer course policy.*

**Associate of Arts in Performance, Dance Emphasis**

*Performance Core + Breadth of Knowledge*

*Plus the following:*

MUS 203 Ear Training	1 credit
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DAN 250 Classical Ballet III	1 credit
DAN 251 Jazz Dance III	1 credit
DAN 260 Dance Composition	1 credit
THE 230 Audition Techniques	1 credit

Students in the Dance Emphasis must be enrolled in DAN 260: Dance Composition and DAN 251: Jazz Dance III. *These enrollment requirements may supersede the transfer course policy.*

Every student is required to be enrolled in either MUS 111: Semi-Private Voice, MUS 112: Private Vocal Instruction, or MUS 212: Private Vocal Instruction each of their resident semesters.

Students must earn a final grade of “C” or higher for all required courses.

YACPA offers courses in a conservatory-style format with defined sequence and progression.

To see course sequencing plans, please review page 16.

The Young Americans College of the Performing Arts reserves the right to alter curriculum as needed.



## BREADTH OF KNOWLEDGE

### Philosophy on Breadth of Knowledge

The focus of The Young Americans College of the Performing Arts is to graduate artist-educators who can parlay their developed skills in the areas of performance, education, leadership and international awareness, to serve in whatever careers they ultimately pursue, whether these are in arts and/or education or fields such as engineering, accounting, law or others.

Breadth of Knowledge courses are crucial to fulfilling this mission as they provide our graduates with the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics for personal, practical and business purposes; to understand modes of inquiry among disciplines; to be aware of the mores of other cultures; to understand the different stages of human development and cognitive skills; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding and realization.

### ***Humanities – 4 credits required***

HUM 101 Success Skills for College and Beyond	1 credit
MUS 220 History of Music	3 credits
THE 220 Survey of Theatre	3 credits

### ***Cultural Understanding – 3 credits required***

SOC 101 Introduction to Sociology	3 credits
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### ***Physical Education – 1 credit required***

DAN 121 Jazz Dance I	1 credit
DAN 221 Jazz Dance II	1 credit

## BREADTH OF KNOWLEDGE REQUIREMENTS FOR DEGREE PROGRAMS

### ***English Comprehension – 9 credits required***

ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
COM 101 Interpersonal Communications	3 credits

### ***Natural Science – 4 credits required***

BIO 101 Human Biology w/ Lab	4 credits
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### ***Quantitative Reasoning – 3 credits required***

MTH 101 Math in Society	3 credits
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### ***Social Science – 6 credits required***

PSY 101 Introduction to Psychology	3 credits
EDU 101 Child & Adolescent Development in Learning Environments	3 credits
EDU 101L Child & Adolescent Development in Learning Environments Lab	1 credit

## MUSIC OUTREACH TRAINING CERTIFICATE

### CURRICULA

This program represents the series of courses deemed as prerequisites by The Young Americans before a member can be considered eligible for participation in Music Outreach Tour programs and Summer Camps. The training certificate focuses on developing performance techniques, teaching techniques, and artistic growth.

Upon completion of the Music Outreach Training Certificate the member shall obtain a skill level suitable for participation in The Young Americans Music Outreach Tours and Summer Camps in the following areas:

- Vocal skills for both solo and ensemble work
- General dance and movement skills
- Artistic integrity and authenticity in performance.
- Stagecraft and touring production skills
- Reading sheet music and understanding music theory at an intermediate level
- Working knowledge of health and safety skills necessary to protect the performers' mind and body
- Personal and child development in conjunction with teaching methodologies to advance communication skills with peer performers, directors, and workshop participants
- General understanding of cultural regions of the world and their sociological structures

### REQUIREMENTS

MUS 101 Music Fundamentals	3 credits
MUS 102 Music Theory I	3 credits
MUS 111 Semi-Private Voice	1 credit
MUS 112 Private Vocal Instruction	1 credit
MUS 121 Group Piano I*	1 credit
MUS 131 Choral	2 credits
MUS 141 Vocal Techniques I	1 credit
MUS 142 Vocal Techniques II	1 credit
DAN 101 Technique & Conditioning	0.5 credits

DAN 120 Classical Ballet I*	1 credit
DAN 121 Jazz Dance I*	1 credit
DAN 123 Tap Dance*	0.5 credits
THE 101 Improv	1 credit
THE 105 Acting I: Intro to Acting	1 credit
THE 110 Acting II: Scene & Character Development	1 credit
THE 175 Intro to Technical Production	1 credit
EDU 101 Child & Adolescent Development in Learning Environments	3 credits
HUM 101 Success Skills for College and Beyond	1 credit
PSY 101 Introduction to Psychology	3 credits
SOC 101 Introduction to Sociology	3 credits
<b>Total</b>	<b>30 credits</b>

*\* Denotes course has a level II offering that can be taken to meet program requirements.*

Every student is required to be enrolled in either MUS 111: Semi-Private Voice, MUS 112: Private Vocal Instruction, or MUS 212: Private Vocal Instruction each of their resident semesters.

Students must earn a final grade of "C" or higher for all required courses.

All courses required for the Music Outreach Training Program are also requirements for the Associate of Arts in Performance. Students can complete the Music Outreach Training Program while also working towards earning the Associate of Arts in Performance.

YACPA offers courses in a conservatory-style format with defined sequence and progression.

To see course sequencing plans, please review page 16.

## **PREREQUISITES FOR THE YOUNG AMERICANS YOUTH PROGRAMS**

The certificate program represents the series of courses deemed as prerequisites by The Young Americans before a member can be considered eligible for participation in Music Outreach Tour programs and Summer Camps.

All courses required for the Music Outreach Training Program are also requirements for the Associate of Arts in Performance. Students can complete the Music Outreach Training Certificate while also working towards earning the Associate of Arts in Performance.

## COURSE SEQUENCE OVERVIEW

### COURSE SEQUENCING FIRST YEAR

#### ***Fall Semester***

This semester focuses on developing performance techniques in all styles—vocal, dance, and acting. Emphasizes learning basic musicianship, stagecraft, performance quality, professional rehearsal processes, and staging methods. Additionally, students begin exploring the fundamentals of personal development and take classes that teach them self-understanding, self-expression and effective communication skills. The semester culminates with a first-year showcase performance.

#### ***Spring Semester***

In the second semester, the focus shifts to building upon performance techniques and introducing elements of teaching methods. Students continue to study and grow in classroom settings, but also begin to apply the knowledge gained through participation in special performances and through the Outreach Program – a weekly hands-on teaching workshop with K-12 students arranged in collaboration with departments of education around the Southern California.

Upon the successful completion of the second semester, students are eligible to audition for all performances and touring companies in The Young Americans.

### COURSE SEQUENCING SECOND YEAR

The second year focuses on applying the performance and rehearsal techniques developed in the first year to real-life performance and touring opportunities as well as preparing the student to transition into a professional career.

There are two second-year study modules that must be taken to complete the Associate of Arts in Performance. The modules can be taken in any order and each module can be taken in full or-taken-over a period of more than one academic semester. The latter option is encouraged for students simultaneously engaged in touring productions.

#### ***Second-year Practicum Module***

The courses in this module are designed to be taken in conjunction with a touring program with The Young Americans. Students may choose to wait to take these courses until they are cast in a touring program.

It is recommended that students split this module into two parts, taking 6 credits each semester for two semesters.

#### ***Second-year Resident Module***

This module is taken on campus. This module is offered in the fall semester, the spring semester, and as a summer session pending enrollment needs.

Because of the nature of the learning opportunities The Young Americans offers, many students continue to participate in Music Outreach Tours after the completion of their second year. There is no limit set on a student's length of stay with The Young Americans; however, participation in each touring company and performance production is by invitation only.



## COURSE SEQUENCE OVERVIEW

Courses are typically offered only in the semesters as shown below. Students who fail to pass a course with a “C” or higher may have to wait a full year to be able to retake the course.

### FIRST-YEAR MULTI-TERM COURSES

These five multi-term courses begin in the fall semester and are not fully completed until the end of the spring semester. Please refer to the Multi-Term policy on page 26 regarding how grading is recorded for these courses.

Code	Course	Credits	AA Degree	Certificate Program
DAN 120	CLASSICAL BALLET I	0.5	•	•
DAN 220	CLASSICAL BALLET II	0.5	•	•
DAN 121	JAZZ DANCE I	0.5	•	•
DAN 221	JAZZ DANCE II	0.5	•	•
MUS 121	GROUP PIANO I	0.5	•	•
MUS 221	GROUP PIANO II	0.5	•	•

### FIRST-YEAR FALL SEMESTER

In addition to the multi-term courses listed above, students also complete the following courses in the fall semester.

Code	Course	Credits	AA Degree	Certificate Program
DAN 101	TECHNIQUE & CONDITIONING	0.5	•	•
DAN 123	TAP DANCE I	0.5	•	•
HUM 101	SUCCESS SKILLS FOR COLLEGE AND BEYOND	1	•	•
MUS 101	MUSIC FUNDAMENTALS*	3		•
MUS 102	MUSIC THEORY I*	3	•	•
MUS 111	SEMI-PRIVATE VOICE	1	•	•
MUS 131	CHORAL	1	•	•
MUS 141	VOCAL TECHNIQUES I	1	•	•
PSY 101	INTRODUCTION TO PSYCHOLOGY	3	•	•
THE 101	IMPROV	1	•	•

THE 105	ACTING I: INTRO TO ACTING	1	•	•
THE 175	INTRO TO TECHNICAL PRODUCTION	1	•	•

\*Indicates placement testing required

### FIRST-YEAR MULTI-TERM COURSES

These five multi-term courses begin in the fall semester and are not fully completed until the end of the spring semester. Please refer to the Multi-Term policy on page 26 regarding how grading is recorded for these courses.

Code	Course	Credits	AA Degree	Certificate Program
DAN 120	CLASSICAL BALLET I	0.5	•	•
DAN 220	CLASSICAL BALLET II	0.5	•	•
DAN 121	JAZZ DANCE I	0.5	•	•
DAN 221	JAZZ DANCE II	0.5	•	•
MUS 121	GROUP PIANO I	0.5	•	•
MUS 221	GROUP PIANO II	0.5	•	•

### FIRST-YEAR SPRING SEMESTER

In addition to the multi-term courses listed earlier, students also complete the following courses in the spring semester. Music Theory I/II, Vocal Techniques II, Acting II, and Private Voice require a passing grade in prerequisite courses taken in the fall.

Code	Course	Credits	AA Degree	Certificate Program
MUS 102	MUSIC THEORY I	3	•	•
MUS 202	MUSIC THEORY II	3	•	
MUS 112	PRIVATE VOCAL INSTRUCTION	1	•	•
MUS 131	CHORAL	1	•	•
MUS 142	VOCAL TECHNIQUES II	1	•	•
EDU 101	CHILD & ADOLESCENT DEVELOPMENT IN LEARNING ENVIRONMENTS	3	•	•
EDU 101L	CHILD & ADOLESCENT DEVELOPMENT IN LEARNING ENVIRONMENTS LAB	1	•	•
SOC 101	INTRODUCTION TO SOCIOLOGY	3	•	•
THE 110	ACTING II: SCENE AND CHARACTER DEVELOPMENT	1	•	•

## SECOND-YEAR

In their second year, students typically spend one semester on campus (“Resident Semester”) and the other on tour (“Practicum Semester”). Students can take their resident semester in the fall or the spring; that choice is often decided by castings outcomes for tours with The Young Americans.

The second-year resident semester curriculum is not quite as prescribed as the first year; during this semester students have some course selection options depending on their program of study.

## RESIDENT SEMESTER

Courses Required for all AA Programs of Study		
BIO 101	HUMAN BIOLOGY	4
MUS 220 or THE 220	HISTORY OF MUSIC or SURVEY OF THEATER	3
MUS 241	VOCAL TECHNIQUES III	1
MUS 212	PRIVATE VOCAL INSTRUCTION	1
MUS 231	MASTER CHORAL	1
THE 210	MUSICAL THEATRE WORKSHOP	1
THE 299	ADVANCED PERFORMANCE	1
Courses Required for the AA Performance Degree <i>(in addition to courses listed above for all AA programs)</i>		
MUS 203	EAR TRAINING	1
	Electives	2
Courses Required for the AA Performance, Vocal Emphasis <i>(in addition to courses listed above for all AA programs)</i>		
MUS 202	MUSIC THEORY II	3
MUS 260	MUSIC PRODUCTION	1
THE 230	AUDITION TECHNIQUES	1
Courses Required for the AA Performance, Acting Emphasis <i>(in addition to courses listed above for all AA programs)</i>		
THE 205	ACTING III: ADVANCED ACTING	2
THE 201	ACTING FOR TV & FILM	1
THE 230	AUDITION TECHNIQUES	1
MUS 203	EAR TRAINING	1

<b>Courses Required for the AA Performance, Dance Emphasis</b> <i>(in addition to courses listed above for all AA programs)</i>		
DAN 250	CLASSICAL BALLET III	1
DAN 251	JAZZ DANCE III	1
DAN 260	DANCE COMPOSITION	1
THE 230	AUDITION TECHNIQUES	1
MUS 203	EAR TRAINING	1

## **PRACTICUM SEMESTER**

The courses in this module are designed to be taken while in a touring program with The Young Americans. Students will take these courses once they are cast in a touring program.

MUS 290	THE YOUNG AMERICANS PERFORMANCE PRACTICUM	2-3
THE 290	THE YOUNG AMERICANS PERFORMING ARTS LEADERSHIP PRACTICUM	2-3
THE 275	THE YOUNG AMERICANS PRODUCTION PRACTICUM	2-3

## **FLOATING COURSES**

These courses are offered every semester in both online and hybrid modes and are required to earn the AA degree. Students have the option of taking these courses in either their first or second year. Academic advising is available to help students determine the best fit for these given their academic readiness.

COM 101	INTERPERSONAL COMMUNICATIONS	3
MTH 101	MATH IN SOCIETY	3
ENG 101	ENGLISH COMPOSITION I	3
ENG 102	ENGLISH COMPOSITION II	3



## ACADEMIC STANDARDS

### INSTRUCTIONAL LANGUAGE

All courses offered by The Young Americans College of the Performing Arts are conducted in English.

### ACADEMIC CREDIT

The Young Americans College of the Performing Arts employs the semester credit system in awarding academic credit. The following course classifications are used when determining the awarding of credit for each course offering.

**Lecture:** Any course of study that involves 15 hours of direct interaction between faculty and student per credit awarded. It is expected that lecture courses require the student to complete an additional 30 hours of preparation work per credit awarded.

**Laboratory:** Any course of study that involves 30 hours of direct interaction between faculty and student per credit awarded. It is expected that laboratory courses require the student to complete no more than an additional 15 hours of preparation work per credit awarded.

**Studio:** Any course of study that requires private instruction or consultation between faculty and student on a regular basis. These courses require a minimum of 5 hours of direct interaction between faculty and student per credit awarded. It is expected that studio courses require the student to complete an additional 40 hours of preparation work per credit awarded.

**Practicum:** Any course in which the student is engaged in practice and/or practical application of skills. These courses require a minimum of 5 hours of interaction and observation between faculty and student per credit awarded and an additional 25 hours of practice per credit awarded.

### GRADING SYSTEM

The Young Americans College of the Performing Arts emphasizes the acquisition, conceptualization,—and

application of concrete skills in its grading practices. Attendance and participation are impressed upon students due to the role they play in providing the necessary time-on-task to master course objectives.

Students must maintain a GPA of 2.0 or higher in order to remain in good standing. Academic progress is determined by the issuance of the student's level of achievement in the form of a final grade (A through D and F). Each course final grade is assigned a point value, which is averaged to arrive at the GPA.

Symbols	Definition	Point Value
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Unsatisfactory	1
F	Failing	0

Certificate and Degree programs require a final grade of C or higher in all required courses in order for the student to meet the graduation requirements.

#### **Alternative Grade Symbols:**

**Incomplete (I):** Student was unable to complete coursework due to an unforeseeable emergency. The "I" will be removed from student's transcript and a grade assigned upon the student's completion of the work as specified by the instructor. Student has one semester to complete the work necessary to replace the Incomplete with a grade. Failure to complete missing work in that following semester will result in a failing grade.

**Withdrawal (W):** Students who withdraw from a class after 10% but prior to 80% of class instruction having been completed, will have a "W" on their transcript.

Students whose absences reach 30% of the course or are absent from class for two consecutive weeks without communicating with administration or the instructor may be administratively withdrawn from the course. Any withdrawal after 80% of the course will result in the student earning an "F" in the course.

Students participating in federal financial aid programs have additional requirements for satisfactory academic progress (SAP) and should refer to the SAP policy below.

**Grade Grievance Procedures:** It should be noted that California Education Code prohibits, in the absence of any mistake, fraud, bad faith or incompetence, any faculty member being directed to change a grade. When a student believes that one of the above conditions exists or that the college's grading policy has not been followed the student should take the following steps to address their grievance:

**Stage 1:** Schedule and attend a meeting with the course instructor to resolve the situation. This attempt must be made within 10 days of receiving the grade. The student should clearly define the reason for their grievance as objectively as possible. If a satisfactory resolution is not obtained, the student may proceed to stage two after informing the instructor of their intention to do so.

**Stage 2:** Student submits a Grade Grievance Form (located in Populi Quicklinks) to the Dean of Instruction. This form must be filed within 5 school days after the meeting with the instructor. A meeting with the student, instructor, and Dean of Instruction must take place within 5 school days of receiving the form.

If a resolution that is satisfactory to both the student and instructor cannot be reached, the Dean of Instruction assumes the responsibility for arriving at a decision regarding the validity of the grievance and the appropriate action to be taken.

If the action to be taken does involve a change of grade, the original grade shall be removed from the student's record and the revised grade recorded. Within 2 school days of this decision the Dean of Instruction must communicate their decision and needed action in writing to the student, the instructor, and the Dean of Administrative Services.

The Dean of Instruction's decision completes the grievance procedure for grade grievances.

## ACADEMIC ACHIEVEMENT

Recognition will be given to students who display a standard of excellence in academic achievement based upon the following standards:

**President's Scholar** - Student earns a semester GPA of 3.75 or greater

**Dean's Scholar** - Student earns a semester GPA of 3.5 - 3.74

## STUDENT ACCOMMODATIONS

With recommendation from Student Services, accommodations such as those listed below, may be given to support student success.

- Extended time on exams
- Extended time on papers and projects
- Alternative exam formats, such as oral rather than written exams (colleges typically do not grant this)
- Use of laptops or tablets for tests and exams
- Use of calculators for tests and exams
- Permission to make audio recordings of classes
- Reduced course load
- Help with study skills and time management
- Student support groups

## SATISFACTORY ACADEMIC PROGRESS (SAP)

Students wishing to take part in the Outreach Tour and Summer Camp programs offered by The Young Americans must pass all courses ("C" or higher) listed in the Certificate Program even if they are AA seeking. Additionally, students are required to keep satisfactory academic progress toward their declared program of study.

Students who are seeking the Associate degree and who are applying for or are recipients of Title IV funds or VA Benefits must maintain satisfactory academic progress in order to become and/or remain eligible for funds. Certificate seeking students are not eligible for federal aid, however, the same standards of satisfactory academic progress apply. The standards of satisfactory academic progress are applied to all students regardless of their enrollment status. Students who are unable to meet these standards may be required to participate in tutoring, study sessions, and/or other interventions in order to achieve acceptable academic progress.

### **SAP Evaluation**

Student SAP progress is assessed at the conclusion of each semester. Students whose performance is not meeting SAP standards will be notified by email. SAP standards are as follows:

#### **GPA**

Students are required to hold a cumulative 2.0 GPA and pass all classes with a C (70%) or higher in order to be in good academic standing.

Remedial courses such as MUS 101 are counted in GPA calculations for the purpose of monitoring SAP.

#### **Quantitative Standards**

All students must maintain a cumulative credit completion rate of 67% or higher. This is calculated by adding the total number of course credits the student successfully completed (earned a final grade of A, B or C) divided by the total number of course credits the student has attempted.

Remedial courses such as MUS 101 are counted in completion rate calculations for the purpose of monitoring SAP.

#### **Maximum Time for Completion**

Federal regulations require YACPA to place a maximum timeframe in which a student can receive federal financial aid to complete a program of study. AA seeking

students must complete their degree program within 150% of the credit hours required for the degree program. If a student attempts more than 150% of the credit hours needed to complete their degree program, the student loses federal financial aid eligibility.

*Example: The AA Performance Degree program requires 60 credits to earn. Students can attempt 90 credits in pursuit of the degree prior to losing federal financial aid eligibility.*

### **Transfer Credits**

Transfer credits that are accepted by YACPA and applied to the student's current program of study requirements are included in the cumulative GPA calculation and count as attempted and completed credit credits for the credit completion rate calculation.

### **Withdrawals**

Courses for which the student files an official withdrawal within the allowable time frame and has a "W" recorded in their academic record are not counted in the GPA calculations. However, for the credit completion rate the "W" is treated the same as a failing grade.

### **Incompletes**

Courses for which the instructor grants an extended time for completion, and thus records the "I" grade at the end of the semester, are not counted in the cumulative GPA calculation until such time as the "I" is converted to a final letter grade (A, B, C, D or F). For the purposes of credit completion rate, the "I" is counted the same as a failing grade. However, once the instructor submits a change of grade the SAP of the student must be reassessed.

### **Academic and Financial Aid Warning**

Students who are unable to meet the SAP standards will be required to develop an academic plan with the Dean of Students prior to enrolling in a subsequent term. The academic plan will detail the sequence of courses that best align the student's educational goals with satisfactory academic progress. Additionally, the

student will be placed on Academic Warning and Financial Aid Warning as applicable. For students receiving VA Benefits this is considered academic probation.

Students placed on academic and/or financial aid warning have one semester within which to regain their SAP standing. Students will still receive financial aid funds; however, they must restore their GPA and credit completion rate to the acceptable standards. Students who fail to meet SAP standards after the warning period will lose their financial aid eligibility status unless they successfully appeal and are placed on financial aid probation. Student's whose appeal is denied are placed on financial aid suspension. Students receiving VA Benefits who fail to regain their SAP standing will have their VA Benefits interrupted and the Department of Veterans Affairs will be notified immediately.

#### **Financial Aid Probation**

Students who fail to regain SAP standing while on financial aid warning, lose their aid eligibility, and successfully file an appeal are placed on financial aid probation and will have their financial aid eligibility reinstated. Student will still receive financial aid funds, however, to prove satisfactory progression toward earning their degree, must:

1. attain SAP standing by the end of the probation term and maintain their SAP standing for the duration of their enrollment at YACPA, or
2. meet the standards defined in their academic plans.

Students who fail to meet the SAP standards for probation will be placed on financial aid suspension.

Note: students on financial aid probation are also placed on academic probation and must fulfill the standards established by their academic plan.

#### **Academic Probation**

Students who fail to regain SAP standing while on academic warning are placed on academic probation and

are required to review and revise their academic plan with the Dean of Students prior to enrolling in a subsequent term. If the circumstances leading to probation are such that the student will be unlikely to obtain SAP standing within 1 term of probation, the revised academic plan may outline a longer time for attaining SAP. Based upon the severity of the student's satisfactory academic progress offenses the academic plan may impose higher standards of SAP, such as requiring the student maintain a 100% course credit completion rate in subsequent semesters.

Students on academic probation must fulfill the requirements of the academic plan for each and every subsequent semester the academic plan covers. Failure to do so will result in academic suspension.

#### **Financial Aid Suspension**

Students whose appeal for their loss of aid eligibility is denied or who fail to meet SAP standards while on financial aid probation are placed on financial aid suspension and will not receive financial aid.

#### **Academic Suspension**

Students on academic suspension will be prevented from enrolling in courses that meet degree requirements in subsequent terms.

#### **Reestablishing Financial Aid Eligibility**

To regain financial aid eligibility after failing to meet SAP standards, the student must at their own expense, take action that brings them into compliance with YACPA SAP standards. To accomplish this the student must complete a minimum of 12 credits of applicable coursework at YACPA with a 100% credit completion rate and a cumulative GPA of 2.0. During this enrollment period, the student will not be eligible for, nor receive, any financial aid.

#### **Reestablishing Academic Standing after Suspension**

To regain academic standing after failing to meet SAP standards, the student must at their own expense, take action that brings them into compliance with YACPA SAP



standards. To accomplish this the student must reapply for admission to the institution.

### **Student Fairness**

All YACPA faculty and staff treat each student equally regardless of academic standing or ability. Every student will be given the necessary tools to succeed both in the classroom and the rehearsal studio. Students may request academic assistance voluntarily at any time.

### **Appeals**

Students who wish to appeal the decision of being placed on academic probation can submit an official appeal notice to the Dean of Students directly. The Dean will then notify the student within 48 hours of receiving the appeal of the decision to keep or terminate the status of academic probation.

Students who wish to appeal the decision of losing their federal financial aid eligibility may file an official appeal with the Financial Aid Department to have their financial aid reinstated.

In either case, the appeal is considered if the student can demonstrate with supporting documentation that there were extenuating circumstances that occurred during the academic period that may have caused the students GPA or credit completion rate to decline. The appeal must also include what has changed in the student's circumstances that will allow them to meet SAP standards at the next evaluation point.

Extenuating circumstances may include prolonged illness or injury, hospitalization or the hospitalization of an immediate family member, the death of an immediate family member, and/or other special extenuating circumstances.

Appeals must be submitted in writing no later than 10 business days after receiving notification of the loss of their financial aid eligibility.

Students placed on academic and/or financial aid warning may not appeal the decision.

### **Maximum Time Frame Appeals**

Students who exceed the maximum time frame can file an appeal with the Financial Aid Department to retain financial aid eligibility. The appeal must include a declared degree program, a completed degree audit, an academic plan that outlines the timeline for program completion, and an explanation as to why the 150% timeframe has been met. Approved appeals allow the student to retain aid eligibility for the program courses identified in the academic plan. Denied appeals do not prevent the student from enrolling in courses, however, they will not be eligible for, nor receive financial aid.

## **INSTITUTIONAL ATTENDANCE POLICY**

The intensive and practical nature of The Young Americans College of the Performing Arts course of study requires student attendance and participation in every class session. Excessive absences may result in grade reductions. Excessive absence is defined as more than 20% of instructional time; cumulative absences of 30% or more results in a failure of the course.

It is the student's responsibility to inform the instructor as to the reason for the absence, as well as arrange to make up any missed material. In the case of extensive excused absences, a student may be advised to withdraw from the course or petition for an incomplete.

Faculty may establish attendance policies for their courses that are more specific, providing those policies are within the framework of the institutional attendance policy.

Students receiving VA Benefits are required by the Department of Veterans Affairs to meet a minimum attendance of 80% in all scheduled classes. Attendance is assessed at the end of each academic semester. Students who failed to maintain 80% attendance will be placed upon academic probation in the next semester. Students on academic probation who fail to maintain

80% attendance will have their VA benefits interrupted and the Department of Veterans Affairs will be notified.

## **MULTI-TERM COURSE POLICY**

A multi-term course is a single course extending over multiple terms. It has one course code, which is typically designated with Part A and Part B, such as Jazz Dance I A and Jazz Dance I B.

For multi-term courses, students must enroll in, attend, and complete both parts. If a student drops Part B of a multi-term course, a grade of "W" ("withdrawal") will be assigned for both Part A and Part B. Tuition for the first part will not be refunded.

An "IP" ("in progress") grade is temporarily recorded at the end of the first term of a multi-term course. The grade students earn over both terms are calculated cumulatively into the final course grade. That grade is then applied to both terms, replacing the temporary first-term IP grade.

## **COURSE WITHDRAWAL & TERMINATION**

Any student who drops all of their courses will be withdrawn from the College. It is the responsibility of the student to ensure they file an official withdrawal request with the Administrative Services office. Prior to submitting the official withdrawal request the student should consult with the Dean of Students. Please see refund policies for information regarding tuition refunds.

Students receiving federal financial aid funds should consult with the Financial Aid Department prior to withdrawal to understand implications on aid eligibility and awards.

Students whose absences reach 30% of the course or are absent from class for two consecutive weeks without communicating with administration or the instructor may be administratively withdrawn from the course. Any withdrawal after 80% of the course will result in the student earning an "F" in the course.

## **DISTANCE EDUCATION COURSES**

For fully online and practicum courses, the student should expect a response or evaluation from the instructor within 10 days of due date for all work submissions.

### **NOTICE OF SYSTEM REQUIREMENTS FOR DISTANCE EDUCATION COURSES**

In order to complete the programs of study offered, some classes are administered in online or hybrid fashions. As such, all enrolled students need to have access to a computer with the recommended minimum computer configurations below. The LMS platform utilized by the college is web-based and as such there are no software requirements; students can access the platform from any computer with an internet connection. Students must be able to submit written assignments in Word doc (.doc or .docx) format.

While the College strives to provide wireless internet throughout the Outreach Tours, signal strength while travelling may vary. Student must be prepared to explore alternative options when necessary such as purchasing their own personal wireless internet device.

#### **Minimum Computer Configurations**

2 GHZ Processor (Dual Core) or better

4 GB RAM (or more)

Internet access with an email Account

Broadband (Cable or DSL)

Prefer Ethernet (not Wireless)

Cookies Enabled

JavaScript Enabled

**Plugins:** Latest Version of: Adobe Reader, Flash, and Java

Course-specific plug-ins\*

Course-specific software\*

Course-specific hardware\*

**Recommended Windows Software:** Microsoft Office 2013

**Recommended Mac OSX Software:** Microsoft Office 2016

## **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits earned at The Young Americans College of the Performing Arts is at the complete discretion of an institution to which students may seek to transfer.

Acceptance of the Associate of Arts in Performance earned at The Young Americans College of the Performing Arts is also at the complete discretion of the institution to which students may seek to transfer.

If the credits or Associate of Arts in Performance earned at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of the coursework at that institution. For this reason, students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which the student may seek to transfer after attending The Young Americans College of the Performing Arts to determine if the credits or the Associate of Arts in Performance will transfer.

### **GRADUATION POLICY**

A student will earn a certificate or degree upon satisfactorily completing all requirements for graduation and complying with all applicable policies of the College, including that all financial obligations to the College are met.

Students will graduate at the end of the term in which they complete all course requirements.

When the student completes all the requirements for graduation and is awarded a certificate/degree, they will receive two copies of the complete official transcript at no charge. Additional copies of official transcripts may be obtained for a fee by submitting an online request to the Administrative Office.

### **Graduation Honors**

Qualifying students may graduate with the following Latin honors: summa cum laude, magna cum laude, or cum laude. The minimum GPA requirements for honors are as follows:

3.90 – summa cum laude

3.80 – magna cum laude

3.70 – cum laude

### **GRADUATION PROCEDURES**

1. Students apply for graduation during their final semester of enrollment.
2. The Registrar will review the student's transcript to ensure the student has met the graduation requirements before issuing the certificate or degree. If the application for graduation is not approved, an appeal may be filed with the Dean of Instruction.
3. Students must earn a final grade of C or higher for all required classes in order to fulfill certificate or degree requirements.
4. Formal graduation ceremonies are held each December.
5. Certificates, degrees, diplomas, and transcripts will be mailed approximately four weeks after graduation pending payment of any outstanding student account balances.

## ADMISSIONS AND ENROLLMENT

The Young Americans College of the Performing Arts seeks students in the formative stages of their artistic development who, because of their talent and commitment to personal growth, stand to benefit most from the training and experiences offered.

Before a student is considered for admission into the College Program they must first audition and be accepted into The Young Americans.

The audition process considers every aspect of an applicant's strengths, including talent, leadership, creativity, collaboration, and problem-solving skills – all attributes essential to a student's success within our programs.

Once accepted, the student must then meet the following admission requirements:

1. Have graduated high school with minimum GPA of 2.0 or equivalent. Students who do not meet the minimum GPA may be admitted on a conditional status. Conditional status allows the student to enroll for their first semester of instruction with the college, but requires them to attain a 2.0 GPA for that semester in order to continue enrollment in subsequent semesters. Conditional status admission is at the sole discretion of the College.
2. Application for admission is to be completed and submitted to the admissions office by the published deadlines.
3. Transcripts from high school and any other college work the student may have completed are to be sent to the admissions office with the application after graduation, or completion of any work in progress.
4. A maximum of 30 credits of college work can be accepted for transfer if they meet the course equivalency requirements set forth by the College.
5. All cast members of The Young Americans and thus all students of YACPA must pass a background check.

## ADMISSIONS EQUIVALENCY

A GED certification or Accuplacer test is required for admission for students without a high school diploma. Eligibility for admission through Accuplacer requires the following scores:

Reading - 243

WritePlacer - 4

Arithmetic - 256

## STUDENT HEALTH

Given the physical demands of The Young Americans, prior to enrollment, all students are required to submit a report from a licensed physician attesting to their physical and mental ability to withstand prolonged and rigorous physical activity. All students must also provide proof of health insurance as a condition of enrollment.

## IMMUNIZATION POLICY

The YA Immunization Policy requires incoming students to obtain the vaccinations and screening recommended for colleges and universities by the California Department of Public Health (CDPH) for those diseases that can be passed on to others by respiratory transmission and therefore can pose risk to others attending classes, living in student apartments, using other College facilities or attending College/Production events. These vaccines currently include measles, mumps, rubella (MMR), varicella/chickenpox (VZV), tetanus, diphtheria, and pertussis (Tdap), and Hepatitis B (Hep B). The meningococcal conjugate vaccine (MenACWY) is required for students aged 21 and younger. Additionally, all incoming students must also provide proof of a negative tuberculosis (TB) test.

### ***Vaccination Documentation***

1. All incoming applicants must enter their vaccination history and/or disease-specific antibody titers directly into the Enrollment Application.
2. The TB test results must also be submitted to the Enrollment Application.

3. Verification of applicant-entered immunization history will be performed on some or all of the self-entered data.

Administrative Services will place an enrollment hold on students who are not compliant with the immunization/screening requirement. This will prevent them from being enrolled into courses until the hold is removed.

## INTERNATIONAL STUDENT ADMISSION STANDARDS

In order to apply for the F-1 Student Visa students will need a valid Form I-20 issued by YACPA. YACPA issues the I-20 form once we can verify the steps listed below have been completed.

YACPA can NOT issue a Form I-20 without ensuring that the student:

1. is proficient in English;
2. has the credentials to undertake higher education studies in the U.S., and
3. has adequate funds to cover all expenses while in the U.S.

### **English Proficiency**

English is the language of instruction for all YACPA courses. The better the command of English, the more likely a student is to succeed. Therefore, all international students from non-English speaking countries are required to provide proof of an acceptable level of English proficiency. Proof of English language proficiency is demonstrated by passing any of the YACPA-approved English language proficiency examinations or other methods listed below (choose one).

Testing must have been completed no more than two years prior to the date of your application to YACPA. Test results must be received by YACPA directly from one of the following testing services:

TEST NAME	MIN SCORE
<b>Accuplacer</b>	Reading 92 Writing 5 Listening 80 Language Use 91
<b>Test of English as a Foreign Language (TOEFL)</b> YACPA code for TOEFL is B353	74 iBT
<b>International English Language Testing System (IELTS)</b>	6
<b>EIKEN Test in Practical English Proficiency</b>	Pre-1
<b>International Test in English Proficiency (iTEP)</b>	3.7
<b>Pearson Test of English Academic (PTE Academic)</b>	50
<b>SAT</b>	550 on the Evidence-Based Reading and Writing exam
<b>ACT</b>	20 on the ACT English exam
<b>International Baccalaureate (IB)</b>	"5" or better on the "English A" Higher Level (HL) Examination.

#### Other Options:

- A high school diploma from a four-year U.S. high school with a letter from the institution verifying that you graduated without ESL support. Please note, GED Diplomas are not accepted.
- Completion of a transferable non-ESL English composition course, with a grade of "C" or better, from a regionally or nationally accredited U.S. institution of higher education (a 2-year college or a 4-year college or university).
- An official transcript from an international/non-U.S. high school, college, or university which you attended for a minimum of three years. The institution must be accredited by its home country's Ministry of Education (MoE) or Ministry of Higher Education (MoHE). The transcript must also be accompanied by a letter from the institution verifying that the language of instruction was English.
- An associate or bachelor's degree from the U.S. or overseas campus of an accredited U.S. institution of higher education.
- A high school diploma or post-secondary degree from one of the following countries: Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada (Except Quebec), Cayman Islands, Dominica, Fiji, Gambia, Grenada, Guyana, Ireland, Jamaica, Liberia, Marshall Islands, Montserrat, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Puerto Rico, Scotland, Sierra Leone, South Africa, St. Kitts and Nevis, St. Lucia, St. Maarten, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Kingdom, U.S. Virgin Islands, or Zimbabwe.

#### **Financial Capacity**

In order for a school to issue the Form I-20 on behalf of the U.S. government, the school must ensure that the student has adequate funds to cover all expenses while studying in the U.S. To accomplish this, international students must provide evidence that they have sufficient cash or other liquid assets to cover the first year full cost of attendance. The second-year cost of attendance can be satisfied by other funding sources such as income. Most international students identify a financial sponsor, such as a parent or guardian, who agrees to fund the cost of studying in the USA and provides the supporting documents necessary to prove financial capacity.

Acceptable evidence documents include:

1. original bank records showing available funds
2. a letter on your company's letterhead stating your current income
3. a copy of your income tax returns
4. a tax form from your employer that indicates your annual income
5. a copy of the most recent payroll stub showing your annual income

Any document from a bank must show an official bank seal. All letters must be in English.

#### **LATE CONSIDERATION**

Students auditioning after published cutoff dates will be considered for admission on the basis of availability of space. Students accepted into The Young Americans after the due date for scholarship requests will not be eligible to apply for a scholarship until the following year. Students applying for housing after the cutoff date will be placed on a waitlist for the current year.

#### **AUDITION LOCATIONS**

For up-to-date information on audition locations and procedures for The Young Americans please contact the business office at 951.493.6753 or visit [www.yacollege.edu/auditions](http://www.yacollege.edu/auditions).



## TRANSFER OF CREDIT

YACPA will allow up to 15 credits of college level work to be accepted for transfer for all certificate programs and up to 30 credits for AA programs. Students who have taken Advanced Placement exams in transfer-qualifying courses and scored either a 3, 4, or 5 can apply for transfer of credit.

Courses that are deemed specific to The Young Americans College of the Performing Arts' mission and goals do not qualify for transfer under this policy. Currently, these courses are:

EDU 101 Child & Adolescent Development in Learning Environments

MUS 111 Semi-Private Voice

MUS 112 Private Vocal Instruction

MUS 131 Choral

MUS 212 Private Vocal Instruction

MUS 231 Master Choral

MUS 290 The Young Americans Performance Practicum

THE 101 Improvisation

THE 275 The Young Americans Production Practicum

THE 290 The Young Americans Performing Arts

Leadership Practicum

THE 299 Advanced Performance

All transfer requests and official transcripts are to be submitted to the Dean of Administrative Services for review. The Dean of Administrative Services will review the transcript in regard to the programs of study offered and determine which courses can be accepted for transferred credit based upon the following criteria:

1. Was the level of education at which the course was taken equivalent to the current program of study?
2. Where the credit hours awarded for the course equal to or greater than the equivalent courses offered by The Young Americans?
3. Was the scope of the course similar in nature to the equivalent course offered by The Young Americans College of the Performing Arts?

4. Is there evidence that the student successfully completed the course of study, obtaining a final grade of "C" or higher?

Upon reviewing the request and making a determination, the Dean of Administrative Services will submit a written response to the student advising them of which courses were accepted for transfer and which courses offered by The Young Americans College of the Performing Arts they are accepted in place of. If the request is denied, the denial letter must explain the reason why the courses were not accepted for transfer.

All requests are to be processed within 14 business days of receipt.

### Accepted Advanced Placement Exams

- AP English Language & Composition
- AP English Literature & Composition
- AP Calculus
- AP Statistics
- AP Psychology
- AP Music Theory

## EXPERIENTIAL LEARNING

The Young Americans College of the Performing Arts is sensitive to individual student needs and promotes the validation of learning through experience. Students may therefore submit non-classroom acquired experiences for credit review.

If the College deems an experience to have provided measurable learning achievement comparable to a designated campus course, credit will be given to the student. A maximum of 15 credits can be obtained through this process.

Courses that are deemed specific to The Young Americans College of the Performing Arts' mission and

goals will not qualify under this policy. These courses are listed in the transfer-of -credit policy.

All requests for experiential learning credit are to be submitted in writing to the Dean of Administrative Services for review. The Executive Team reviews the request, with faculty input, in light of the following requirements:

1. The activity or learning experience is deemed equivalent to college-level expectations and outcomes.
2. The activity or learning experience is deemed equivalent to the course offered by The Young Americans College of the Performing Arts.
3. Evidence is available to support the relevance, equivalence, and the student's achievement. Documentation required for this process will vary and may include evidence such as a description of the activity, a sample of work produced, published review, program description, contact information of instructors, supervisors, etc.

The decision made by the Executive Team is final.

## ENROLLMENT CLASSIFICATIONS

Student enrollment classifications are defined as follows:

- **Full-time:** Student enrolled in a minimum of 12 credits for the semester
- **Part-time:** Student enrolled in fewer than 12 credits and greater than 1 credit for the semester

## LEAVE OF ABSENCE

Students who fail to enroll in The Young Americans College of the Performing Arts' courses for two consecutive semesters will lose their standing in the college and require a second application for admission. Students may request a leave of absence from the college for reasons of medical, family, or professional obligations. A leave of absence will be granted for one

academic semester and allows the student to maintain their status with the college during their leave.

This leave of absence policy covers academic standing only and is not connected to a student's eligibility standing for federal financial aid programs.

## ARTICULATION AGREEMENTS

The Young Americans College of the Performing Arts does not have any current articulation agreements with any other institution of higher learning that guarantees transfer of credits taken at The Young Americans College of the Performing Arts.

## PLACEMENT SERVICES

The Young Americans College of the Performing Arts does not offer any placement services.

## TUITION & FEES

### For all programs of study and enrollment classifications:

Tuition: \$310 per credit

Student Success Fee: \$30 per credit

Library Fee: \$12 per credit

Enrollment Fee: \$28 per credit

Building & Technology Fee: \$30 per credit

### Fees applied to all students:

Background Check: \$45

Non-Refundable Deposit: \$150 per prospective student, submitted with Enrollment Decision

Wardrobe Fee: \$100 (one-time charge per student)

### Fees for specific courses:

Semi-Private Voice: \$20

Private Vocal Instruction: \$20

Success Skills for College and Beyond: \$5

Vocal Techniques I/II/III: \$20

Piano: \$20

## STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225 Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## STUDENT HOUSING

The Young Americans College of the Performing Arts has made arrangements with a local apartment complex located close to campus. These apartment facilities are gated and provide a clean, comfortable and safe living environment. The complex recently had a change of ownership and is currently undergoing a long-term renovation project.

Each apartment will have two bedrooms with closets, two full bathrooms and will come furnished with one refrigerator, one regular twin bed or regular twin bunk

beds per student, a dishwasher, stove, washer and dryer, microwave, internet connection, and access to a pool, hot tub, and complex amenities.

The initial rental contract with The Young Americans College of the Performing Arts will be for the first year. The lease term will commence August 1, 2020 and end April 15, 2021.

If for any reason a student needs break this lease, they will be responsible for finding another eligible Young American to take their place, who will then sign a separate replacement lease with The Young Americans College of the Performing Arts.

While utilizing student housing offered through the College is ideal for most students due to its proximity and financial implications, additional housing options are available located within 1.5 - 6 miles from the campus. Similar apartment accommodations can be found with an average rental cost of \$1,825 per month plus utilities.

## GENDER DESIGNATION

The Young Americans and The Young Americans College of the Performing Arts has a diverse and dynamic student body and it is our mission to ensure all students and members feel safe and comfortable within the organization. As such, The Young Americans and The Young Americans College of the Performing Arts define gender as the gender with which the individual student/member self-identifies.

YACPA offers a gender-neutral housing options to all students. Gender-neutral housing provides a living environment where student housing is not restricted to traditional limitations imposed by gender and/or sex definitions. This option is ideal for students whose gender expression, gender identity, and/or biological sex varies from the standard paradigm and for students who believe that their gender and/or biological sex should not be limiting factors in roommate decisions. All students will have the option to participate in, or opt out of, gender-neutral housing.

## STUDENT HOUSING COSTS

**SECURITY DEPOSIT:** \$750 — A minimum \$100 deduction can be expected to cover cleaning and repainting charges at the end of the lease term.

### HOUSING FEES:

Freshman: \$7,975 per student

- 2 bedroom unit | 4 students per unit
- Lease term is for full academic year
- Billed in two installments – fall and spring
- Includes rent and utilities as listed below

Sophomores: \$3,650 per student

- 2 bedroom unit | 4 students per unit
- Lease term is by academic semester
- Billed in a single installment for the semester
- Includes rent and utilities as listed below

Utilities (internet, gas, water, trash & electricity) included in rates above. *Students may be charged additional fees if average monthly utility cost per student exceeds \$80.*

Students choosing to enroll in Summer Session 1 courses may extend their lease term; additional fees ranging from \$800 - \$1,000 will apply.

*These costs apply only to those students planning to utilize YA student housing and are subject to change based on rental rates.*

## TOTAL COST OF PROGRAM

This represents the total cost for completing the Associate of Arts in Performance. Students who have transfer credits may have a lower total cost of program.

Estimated 2-Year Tuition & Fees: \$25,975.00  
(60 credits)

Estimated Student Housing: \$12,985.00  
(Freshman Year & Sophomore Semester)

Total estimated charges for the entire 2-year educational program: \$38,960.00

## SCHEDULE OF PAYMENTS

All payments are to be made in full by the dates listed below. Late fees will be applied for late payments.

**Background Check:** Due upon beginning the admissions process.

**Enrollment Deposit:** May 1 or within 15 days of notice of acceptance into The Young Americans after April 15 .

**Security Deposit:** May 15. Late payment will be accepted, and student may be placed on housing wait list. Will be refunded in full if no housing becomes available.

**Housing Fee:** Fall semester payments due July 20, 2020 . Spring semester payments due December 28, 2020.

**Tuition:** Fall semester payments due August 10, 2020. Spring semester payments due January 11 , 2021.

### UNPAID FEES

Students may be prevented from participating in classes and performances if account balances remain unpaid. The Young Americans College of the Performing Arts also reserves the right to contract with a collections agency for unpaid account balances.

## TUITION PAYMENTS

It is expected that tuition payments will be made in full no later than published due dates.

Payments must be made in acceptable methods. Payments made after due dates, even when due to return of payment due to incorrect submission method, late charges as published will be applied.

Acceptable payment methods are:

- Money order or cashier's check
- Debit Card
- Credit Card
- Travelers Check
- Direct Deposit

## REFUND POLICY

Under specific conditions, The Young Americans College of Performing Arts grants refunds for tuition to students who officially withdraw from the College or reduce credit hours. If the student receives assistance from College funds or other sources managed by College, the refund is returned to the appropriate scholarship fund. If the College cancels a course, 100 percent of the tuition will be refunded.

***Refund Schedule:*** Refunds will be made according to the following schedule:

1. 100 percent of tuition and fees will be refunded if the course is dropped prior to the first class meeting.
2. Tuition refunds will be calculated on a pro-rata basis, rounded down to the nearest ten percent. A pro-rata refund is based on the portion of the period of enrollment that remains on the last recorded day of attendance by the student, up to the 60 percent point in time for the period the student has been charged.
3. After the 60 percent point in time, no refund will be given.
4. Please see the academic term calendar for specific dates.
5. Refund policies for NCMC courses are pursuant to NCMC policies.

Prior to the issue of a refund, student's account will be reviewed. Student accounts with outstanding balances will have refund monies applied to outstanding balances.

Appeals for refunds after the deadline must be made in writing to the Dean of Administrative Services at:  
The Young Americans College of the Performing Arts  
1132 Olympic Drive  
Corona, CA 92881

Requests for refunds are accepted for the current semester only and must be submitted by the last day to withdraw for the current semester.

Refund policies are separate from, and should not to be confused with, policies regarding return of Title IV funds. Students withdrawing from the program who have received financial aid funds should review the Return to Title IV policy and consult with the Financial Aid Office prior to withdrawal.

The amount charged to the veteran or eligible person for tuition, fees, and other charges does not exceed the approximate pro-rata portion of the total charges for tuition, fees, and other charges, that the length of the completed portion of the course should bear to its total length. Covered individuals under chapter 31 or 33 will not be penalized due to the delayed disbursement of a payment to be provided by the Secretary. The maximum non-refundable registration fee allowed by VA is \$10.00.

## STUDENTS RIGHT TO CANCEL ENROLLMENT AGREEMENTS

The right to cancel the enrollment agreement and obtain a refund of charges paid, is available through attendance at the first class session, or the seventh day after enrollment, whichever is later. Enrollment is defined as the date on which the student is enrolled in a scheduled class. The decision to cancel must be delivered by mail, email, or fax. The student will then be refunded 100% of the amount paid for institutional charges less the enrollment deposit (\$150.00). Students receiving VA benefits who exercise their right to cancel will be refunded \$140 of the enrollment deposit, per VA benefit rules.

### PROCEDURES FOR CANCELLATION

You may cancel the enrollment agreement and receive a refund by providing a written notice to the Dean of Administrative Services of The Young Americans College of the Performing Arts, 1132 Olympic Drive, Corona, CA 92881.



## FINANCIAL ASSISTANCE

The Young Americans provides scholarships to students consistent with the preferences of our generous donors on the basis of merit, financial need, or both. The following types of assistance are available:

1. **Merit Scholarship Awards** - Are based upon defined achievement or meritorious criteria. The donor or designator of institutional funds sets the criteria for recipient selection. Merit Scholarships may be awarded as a one-time award or on a renewable basis.
2. **Need Based Awards** – Are awarded based upon defined criteria set by the institution to establish financial need. Need based awards are made on a term-by-term basis.
3. **Federal Financial Aid Programs** – The Young Americans College of the Performing Arts participation in federal financial aid programs is pending final approval.

Students should be aware that obtaining a loan to pay for an educational program, will render the student responsible to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

## PAYMENT PLANS

After all other financial aid options have been explored; the Administrative Services office can authorize payment plans to students or families with acceptable credit with regular monthly payments to cover institutional charges. Details may be obtained from the Dean of Administrative Services.

## FEDERAL FINANCIAL AID

### APPLICATION PROCESS

Students must apply for financial aid each academic year by completing the Free Application for Federal Student Aid (FAFSA) at <http://www.FAFSA.gov>. The FAFSA is

available after October 1 for the next academic year. Students are advised to apply as early as possible. When funds are limited, awards may be granted to applicants who meet all requirements and have a complete financial aid file by May 1. YACPA will review the FAFSA results as received from the U.S. Department of Education to determine eligibility and the amount of students' awards based on Federal regulations.

### ELIGIBILITY FOR FINANCIAL AID

Financial aid awards are determined and disbursed in compliance with established Federal, State, and Institutional regulations and may change without notice. General eligibility requirements for aid include the following:

- Be a U.S. citizen or eligible non-citizen.
- Have a high school diploma, GED certificate, or completed home schooling.
- Be accepted for admission as a regular student and be completing a degree in an eligible program of study.
- Have financial need based upon the YACPA Cost of Attendance, the student's need as determined by the FAFSA, and the program requirements set by the U.S. Department of Education or State authority.
- Be enrolled at least half-time (6 credits).
- Be making satisfactory academic progress.

Students may access the U.S. Department of Education's website for further Federal financial aid requirements at <http://www.studentaid.ed.gov>. In addition, the YACPA's Financial Aid Office can be contacted for further information on eligibility, award amounts and all financial aid programs. It is the student's responsibility to read and become familiar with policies and procedures and respond to all correspondence concerning financial aid. Failure to do so does not excuse a student from the requirements or policies necessary in administering aid programs.

## STUDENT LOAN DEFAULT PREVENTION

Students who attend with the assistance of a Federal Loan must realize the seriousness of the repayment obligation. Loans are the most common form of financial aid used by college students in the United States today. Student loans are an important financial obligation and they must be repaid. Loan repayment typically begins six months after a student's last date of attendance and payments are typically made to the financial organization that is servicing the loan. Paying off a student loan is a great way to develop a good credit history. However, failure to pay off a student loan will have a lasting negative effect on a credit report.

There are options available to students who find they are unable to make timely loan payments. A student may be eligible for a deferment if they return to school, is unemployed, has an economic hardship, or meets other criteria. If a student does not qualify for a deferment, they may still be eligible for a forbearance that would temporarily postpone or reduce monthly payments. Students should contact the financial aid office or their loan servicer for more information regarding deferments and forbearances.

## PURPOSE OF FINANCIAL AID UTILIZATION

YACPA recognizes the importance financial aid can play in supporting students in the pursuit of their educational goals. Additionally, YACPA also recognizes the responsibility it bears to ensure those funds are managed and utilized in a manner that aligns with regulatory requirements as well as good practice. Thus, the following practices are considered essential to ensuring the YACPA financial aid department is operated legally and ethically.

1. The primary purpose of aid received by YACPA students should be to cover direct expenses related to educational programs and not the expenses they would incur if they were not enrolled.
2. The student should only be awarded financial aid after it has been determined that their personal resources are insufficient to cover the student's total

educational expenses. The total amount of aid awarded should not exceed to the student's total educational expenses.

3. No aid can be awarded or disbursed unless the student has completed and submitted all appropriate forms.
4. The financial aid department alone will be responsible for administering all Federal Title IV funds and any private loan funding the student may receive.
5. The financial aid department is responsible for maintaining records and ensuring aid given is not in excess of need and/or cost of attendance. This includes ensuring aggregate awards do not exceed total expenditures of funds under each program.
6. All awards will be made without regard to age, sex, race, color, religions, sexual orientation, national origin, disability, or marital status.
7. All students must apply for Federal aid on an annual basis.
8. The financial Aid department will cooperate with annual auditing procedures.

## RETURN TO TITLE IV

Financial aid funds are awarded to a student under the assumption the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the program, they may no longer be eligible for the full award amount they have been scheduled to receive.

Up until the 60% point in each period of enrollment, a student who has received financial aid and withdraws from the program will have their aid award recalculated to determine the amount of aid they have earned on a pro-rata basis. If the recalculation determines the funds disbursed exceed the amount earned, the student must return the unearned portion of funds received to the Department of Education within 45 days from the date of notification. Students who fail to repay the

Department of Education within the 45 days will be ineligible for any future aid until the debt is paid in full or satisfactory arrangements are made with the Department of Education.

If the recalculation determines the funds disbursed are less than the earned amount, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. After the 60%-point Title IV funds are considered to have been fully earned and repayment is not required. YACPA will still complete a reassessment of the student's aid eligibility to ensure post-withdrawal disbursements are made as needed within 45 days of school determined date of withdrawal. Any undisbursed aid that is funded through a loan will require explicit permission from the student prior to disbursement. This notice must be sent to the student within 30 days of the school determined date of withdrawal. Additionally, the student must have had the loan originated by YACPA and met all eligibility criteria for the loan prior to withdrawing (enrollment criteria for loans are determined based upon the student's enrollment on their last day of attendance).

*Return to Title IV Example: If a student withdrew at the 30% point in their period of enrollment, the student would have earned 30% of their term aid award. If their aid award could have been \$1,000, the student has earned \$300 of their aid award (30% of \$1,000). If the aid disbursed to the student at time of withdrawal was \$500, the student would be responsible for returning to the Department of Ed \$200 in unearned aid (\$500 aid disbursed - \$300 aid earned).*

*Post-Withdrawal Disbursement Example: If a student withdrew at the 30% point in their period of enrollment, the student would have earned 30% of their term aid award. If their aid award could have been \$1,000, the student has earned \$300 of their potential aid award (30% of \$1,000). If the aid disbursed to the student at time of withdrawal was \$200, YACPA would be responsible for disbursing to the student the \$100 in*

*undisbursed earned aid (\$300 aid earned - \$200 aid disbursed).*

This policy is not to be confused with the YACPA refund policy. Any tuition refunds the student may receive based upon their official withdrawal does not impact the Return to Title IV calculations. Refer to the refund policy on page 35 for clarification on refund policy and process.

## RESOLVING CONFLICTING DATA

Any YACPA department that receives information that may impact a student's FSA eligibility or award status must share that information with the Financial Aid director who will then forward it along to the Financial Aid Department for review with the student's FSA records.

The only department that is not required to share information is student services counselors whose status as professional counselors requires them to maintain privacy-protected information.

## REFERRALS TO THE OFFICE OF INSPECTOR GENERAL

YACPA is responsible for referring for investigation to the Office of Inspector General (OIG) any and all credible information that indicates and applicant for federal student aid may have engaged in fraud or other criminal misconduct in connection with their application.

The duty to report to the OIG also includes referring any third-party servicer who may have engaged in fraud, breach of fiduciary responsibility, or other illegal conduct involving FSA programs.

The duty to report to the OIG also includes referring any employee, contractor, or agent of YACPA who acts in a capacity involving the administration of Title IV funds who may have engaged in fraud, breach of fiduciary responsibility, or other illegal conduct involving FSA programs.

## 2020-2021 ACADEMIC CALENDAR

### **Fall 2020 Semester:**

Instruction Begins/ Fall Tuition Fees Due: August 10

Instruction Ends: November 25

#### Fall Session 1: August 5 - September 4

Last Day to Add Courses: Aug. 11

Last Day to Drop with Refund: Aug. 20

Last Day to Drop with a "W": Aug. 25

Fall Break: Sep. 5 - 13\*

Labor Day: Sep. 2

#### Fall Session 2: September 14 - November 25

Last Day to Add Courses: Sept. 18

Columbus Day: Oct. 12 (*Classes in session*)

Last Day to Drop with a Refund: Oct. 23

Last Day to Drop with a "W": Nov. 6

Veterans Day: Nov. 11 (*Classes in session*)

Thanksgiving Holiday: Nov. 26

Winter Holiday: Nov. 28 - Jan. 11\*

Fall Grades Available: Dec. 1

Christmas Day: Dec. 25

New Year's Day: Jan. 1

*\*Rehearsal schedules are not reflected in this calendar.*

### **Spring 2021 Semester:**

Instruction Begins: January 11

Instruction Ends: April 2

Last Day to Add Courses: Jan. 15

Birthday of Martin Luther King, Jr.: Jan. 18 (*Classes in session*)

President's Day: Feb. 15 (*Classes in session*)

Last Day to Drop with a Refund: Feb. 19

Spring Break: Feb. 24 – Mar. 2\*

Last Day to Drop with a "W": Mar. 12

Spring Grades Available: Apr. 6

### **Summer 2021 Session:**

Instruction Begins: April 12

Instruction Ends: July 16

Last Day to Add Courses: May 21

Memorial Day: May 31

Last Day to Drop with Refund: June 18

Last Day to Drop with a "W": June 30

Independence Day: July 4

Summer Grades Available: July 20

***All dates are subject to change***

## OUR TEAM

### BOARD OF DIRECTORS

#### **Phil Lisle**

##### ***President, Entrepreneur***

Phil is President of Pacific Photo Studios and General Partner with Royalty World Cruises and has been involved in both industries since 1975. In addition to The Young Americans, he has extensive experience with corporate and non-profit boards, including serving on the Board of Directors for Music Theatre Academy of Orange County; Allard Artists, Inc; Lisle Corporation; EZ Way, Inc; Canyon Creek HOA; and Eagles Knoll HOA. He is an ardent supporter of The Young Americans, contributing significant amount of his time, talents, and treasure to the organization since 1981. Phil is married with three grown children and lives in Irvine, CA.

#### **Drew McGarity**

##### ***Treasurer & Secretary, Senior Engineering Manager***

Drew is a senior engineering manager for The Boeing Company, having earned his BS in Aerospace Engineering from San Diego State University and an MS in Systems Engineering from the University of Southern California. He joined The Young Americans in 1992 as a drummer, and added audio engineer, company manager and associate producer to his resume before pursuing his aerospace career. He is always honored when asked to mix one of the group's special event performances. He is married to another YA alum, Cynthia, a beautiful 1st soprano southern belle from Alabama, and has two children.

#### **Hilde Bonesteel**

##### ***Owner Pineview Cottages***

Hilde Bonesteel has a passion for people and creating environments that lovingly support people in being who they are. This is the core philosophy Hilde brings to her YA Board role as well as the two senior living care centers she owns and operates in Northern Michigan: Pineview Cottage and Cottage of Davison. The approach to care for Alzheimer's and dementia residents Hilde has applied to

her care centers has been described as "radical: radical love, radical joy, and radical hope."

Hilde and her husband Dean reside in Harbor Springs, Michigan where Hilde also serves on the board of directors for the Harbor Springs Chamber of Commerce and the Little Traverse Yacht Club.

#### **Mindy Broadley**

##### ***Executive Producer***

Mindy began her career as a producer/director on the Creative Development team at the Walt Disney Company in the early 1980s and stayed in international theme park production with Dr. Jeekahn's in Tokyo, Lotte World in Seoul, and Ocean Park in Hong Kong. Expanding into the world of sports and spectacles, Mindy's work continued with MLB's All-Star Games, NFL's Super Bowl halftime shows, FIFA's World Cup Soccer opening and closing ceremonies, and the 1996 Atlanta Olympics, including the design and production of all entertainment for the host sponsor, The Coca Cola Company. In the world of politics, Mindy has produced events for past Presidents Bush and Carter, and late past Presidents Nixon, Ford, and Reagan, and for clients including M & M/Mars, Delta Airlines, Louis Vuitton/Moët/Hennessey, and Philip Morris.

#### **Vanessa Brown**

##### ***Professional Studio Musician***

Vanessa Brown is a professional musician based in Los Angeles, California. Along with working as a percussionist for productions such as Disney's The Lion King, Vanessa also plays for the ABC hit show Dancing With The Stars. Vanessa was involved with The Young Americans as a performer and musician from 1975 to 1982.

#### **William Demmer**

##### ***CEO, Demmer Holdings***

Mr. Demmer is CEO of Demmer Holdings, a group of companies that produce complex metal components for the aerospace, chemical, and computer industries, located in Michigan, Minnesota, South Dakota, Colorado, and Mexico. He is also President and CEO of Demmer

Properties, Airport Realty, Demmer Engineering and River Caddis Development, LLC. The combined companies employ over 1,200 people. An engineer himself, Mr. Demmer received his BS in Mechanical Engineering from Michigan State University.

#### **David Klein**

##### ***Design & Infrastructure Engineer***

After one year of college studying business management, David took a leave of absence to help his father in his land development business which was going through huge growth in 1977. At the age of 20, David was the project superintendent on his first construction site.

In 1980, David stepped away from construction to join The Young Americans as primary bass player and multi-instrumentalist at Boyne Highlands, MI. During his time with The Young Americans David played bass at Tibbies Music Hall and for the first 3 tour performances of the Gershwin Tour. David continued his musical pursuits touring with MarkVII and forming a “Top 40” band.

After returning to the construction business, David moved from project superintendent, to projects manager and ultimately oversaw all design and development of properties. As a design and infrastructure engineer David developed “the Split Log,” “Carbon Monoxide Shut-off System”, “Glass Fiber Reinforced Concrete”, as well as dozens of other processing systems that were revolutionary to the industry.

Today, David is married to his wife of over 35-years, Laurie Klein, and is co-owner of Dakota Works, with former Young American sound engineer, Trent Nelson. David and Laurie have four children.

#### **Rich Leist**

##### ***Head of Talent and Casting***

Rich is the Head of Talent and Casting for All3 Media America. Prior to All3, Rich was a producer who oversaw casting for shows on FOX, CBS, ABC, and NBC. His shows include hits Wipeout on ABC, Fear Factor on NBC, and

Celebrity Undercover Boss on CBS. In addition to casting, Rich has produced celebrity talent on the shows Celebrity Name Game, and GSN’s Hellevator. He has put thousands of people on TV and loves finding characters that have great stories and big personalities, and brings that perspective to his role on the YA Board.

Hailing from Muskegon, MI, Rich joined The Young Americans as a New Kid in 1998. He now resides in Los Angeles, CA with his wife, Katherine Leist, and 2 kids.

#### **Michelle Lund**

##### ***Philanthropist***

Following in her beloved mother’s footsteps, Michelle Lund is devoted to making the world a brighter and kinder place for all. She is honored to participate on the boards of several great organizations, many of whom focus on the arts or wildlife rescue and preservation. For more than 15 years, Michelle has served as president of the Sharon D. Lund Foundation where she and her fellow directors enjoy partnering with organizations who care about empowering children, strengthening families, and building vital communities. Michelle and her friends have also been spotted dancing, laughing, and wildly applauding as The Young Americans share their message of inclusiveness, love, and fun around the world.

#### **Missy McCorkle**

Missy has had the unique privilege to grow up with The Young Americans as the daughter of their Founder, Milton Anderson. The Young Americans has always been her family. She joined as a “New Kid” in 1996, performed and taught on numerous tours, and eventually directed three New Kid casts. She now resides in Tucson, AZ with her husband, Robert McCorkle, and 3 kids, Ethan, Asher and Gracie.

Missy received a Bachelor’s in Music Education from Arizona Christian University and, like her father, music education has always been a passion for her. She ran performing arts programs at schools in Phoenix as well as taught choir and voice at Midland University in Nebraska. Her students range from elementary through



college age. She has been teaching private voice and piano now for 13 years, specializing in vocal health techniques and vocal performance in a variety of genres.

She continues to direct musicals and teach music in her Arizona residence and loves that she can continue to be a part of the group that shaped her entire life.

**Kenny Morris, Jr.**

***Co-founder and President, Frederick Douglass Family Initiatives***

An accomplished and prolific public speaker, Ken regularly appears before charitable organizations, local, state, and federal government agencies, civic organizations, and students across the country. He has lectured at universities including Columbia University, Morehouse College, UNLV, Tuskegee University, Loyola University Chicago, and Yale University, and has appeared on CNN, Democracy Now!, PBS, NPR, The Tavis Smiley Show, and the CBS Evening News. Ken is honored to have been a keynote speaker at the United Nations on several occasions.

Prior to co-founding FDFI in 2007, Ken was a partner at C&A Marketing, a marketing and entertainment firm partnership, recognized as a leader in the field of corporate meetings, incentive travel, and the development of customized marketing programs. He has been a member of the board of directors for Kaleidoscope Arts Factory, a nonprofit performing arts organization for children in Corona, California, the Booker T. Washington Family Committee, and the Dean's Advisory Committee at the University of La Verne. Ken is a director of the Frederick Douglass Ireland Project and an Ambassador for the nonprofit organization Human Rights First. In November 2017, Democratic Leader Nancy Pelosi named him to the Frederick Douglass Bicentennial Commission where he serves as Commission Chair.

**Jason Olthoff**

***Senior Vice President/Managing Director***

As the SVP/Managing Director at MKTG, a brand marketing agency, Jason works with elite brands including Nike, Beats by Dre, and Gatorade. Between his start as a YA "New Kid" in 1992 and now, he has accumulated a wide range of credits to his production resume, including live stadium shows with 3 Olympic opening and closing ceremonies; 22 Super Bowl halftime shows; and movie and television credits including High School Musical 3, segment producing for Nickelodeon teen programming, and live television specials. He lives in Chicago with his more talented wife Jamye, and their two children.

**Carol P. Schaner**

***Attorney at Law***

Carol is a partner with Gordon Rees Scully Mansukhani, LLP and limits her practice to taxation, nonprofit tax-exempt organizations, estate planning, charitable giving, and business planning. Carol is a member of the State Bar of California, American Bar Association (sections of taxation and real property; probate and trust law), Orange County Bar Association (sections of taxation and real property; probate and trust law), and Fellow of the Esperti Peterson Institute.

Carol serves as an adjunct faculty member at the Chapman University Dale E. Fowler School of Law, The Academy of Multidisciplinary Practice, Inc. at Michigan State University, and The Heritage Institute.

**Andreea Serban, Ph.D.**

***Vice Chancellor Educational Services & Technology, Coast Community College District***

***Academic Advisory Committee Chair/Ex Officio Member***

Dr. Serban is the Vice Chancellor Educational Services & Technology, Coast Community College District where she provides oversight, coordination and support for instructional, student services, and career technical education programs across the district as well as for grant development and management, educational and strategic planning, institutional research, international programs, and economic and partnership development.

**Michael J. Wall*****Chief Advancement Officer***

For over 31 years Mike provided leadership to seven universities, colleges, academic medical centers and hospitals as their chief advancement officer. As part of his duties he helped plan, execute, and lead comprehensive advancement programs that combined development, alumni affairs, and marketing and communications in focused and coordinated campaigns. Mike was also responsible for planning and leading comprehensive capital campaigns that raised over \$300 million dollars. Known as the “Mr. Fix It” of advancement and development programs, Mike took over under-achieving programs and made them successful, increasing fundraising totals at each institution he served. In 2011 Mike retired and created Mike Wall Advancement Services, LLC that provides comprehensive advancement services to nonprofits. In 2011 Mike took on a new career by being appointed the Clerk of Victor Township. He has since been elected twice to the Victor Township Board of Trustees as a trustee. Mike earned a BS in Education from Central Michigan University in 1974 and has attended educational programs in estate and planned giving, major gifts, capital campaigns among others. Mike has served as a board member of the Boy Scouts of America, American Association of Medical Colleges, National Council on Planned Giving, National Association of Health Care Philanthropy, Council for Advancement and Support of Education and numerous civic and neighborhood associations. Mike has been married to Elaine Savery Wall for forty-four years and they have two sons. Mike and Elaine reside in Laingsburg Michigan.

**Jane Aiko Yamano*****President, Yamano Gakuen***

Jane was born in Los Angeles and moved to Japan when she was 12 years of age. She studied beauty under her grandmother, Aiko Yamano who was a pioneer of the Japanese beauty industry. She assumed the title of Second Generation Aiko Yamano, which was announced at Carnegie Hall in 1984.

Jane succeeded the philosophy of “Bido (Beauty Way)” which her grandmother Aiko Yamano developed, and proceeded to lead the beauty industry with her affluent sense and exquisite international sensibilities.

Jane’s lifework is to promote beauty education and the kimono culture. Recently she is studying, educating and practicing “Beauty Well-being” which merges beauty and well-being for the elderly.

Jane first saw The Young Americans in the early 80’s when she went to the YA dinner theater in Seal Beach, California and has been a supporter since.

## ACADEMIC ADVISORY COMMITTEE

**Andreea Serban, Ph.D., Chair**

Vice Chancellor Educational Services & Technology,  
Coast Community College District

**Susan Berkompas**

Theatre Arts Chair, Vanguard University

**Dr. Linda Brennan**

Head of Voice and Speech, American Academy of  
Dramatic Arts

**Dante Gumucio**

CEO, Public Economics, Inc.

**Robert J. Kopecky, Ph.D.**

Provost/Faculty Emeritus, Irvine Valley College

**Corkey Lee**

Vice President of Production and Editorial Services,  
Paramount Pictures

**Sal D. Rinella, Ph.D.**

CEO, ASSCU-Penson Center for Professional  
Development  
Former President of Austin Peay State University

**Walt Straiton**

Educational Support Manager- Eastern United States  
Conn-Selmer/Steinway Corporation

**Merrilee Webb**

President, Infinit Business Ventures  
Music Professor, Dixie State University

## EXECUTIVE STAFF

**Katiina Dull, College President and Interim Chief  
Executive Officer**

**M.B.A., Nonprofit Management, American Public  
University**

**B.S., Business Administration, California State  
University, Long Beach**

Appointed President of The Young Americans College of the Performing Arts in October, 2015, by 2018, Ms. Dull had lead the College through its first comprehensive review in application for candidacy with ACCJC/WASC. The Commission made the rare decision to advance the institution and grant initial accreditation. Katiina's leadership, planning, and focus ensured the College program development was consistent with good educational practice while simultaneously embracing the culture and values of the long-standing organization.

Katiina's 21 years' experience in arts-related business administration and program development has allowed her to carve out a career that combines her passion for the arts with her business acumen. Katiina began her administrative career as business manager on international music outreach tours with The Young Americans. From there, she moved to Business and Operations Manager for the company for eight years before becoming the VP Administration and Academics, charged with planning, developing and implementing the College program.

Outside The Young Americans, Katiina executive produced the feature films *Table at Luigi's* and *Sympathy Pains*, and served as a board member with the Children's Advocacy Alliance, a non-profit organization advocating for abused and neglected children.

**William Brawley, Chief Artistic Officer**

**B.A., Theatre, Chapman University**

Bill has established an international following as Artistic Director of The Young Americans. He has toured extensively throughout Europe and Japan and the U.S. under the auspices of Columbia Artists, with *The Music*

*Man, Oklahoma!* and *Young Americans in Concert*. Bill has also worked on several television specials with major networks as Director/Choreographer. He has produced entertainment at the Super Bowl XXX with Miss Diana Ross, World Soccer with Whitney Houston, and was Director of Entertainment at Coca Cola City, at the 1996 Olympics in Atlanta.

Bill has directed the Tarbell Awards Show and worked with Brian Stokes Mitchell (Tony Award winner), Susan Egan (Star of *Beauty & the Beast* and *Cabaret*), Hugh Panaro (Star of *Les Misérables*), Laura Bell Bundy (lead role in *Legally Blonde* and Tony award nominee), Miss Shirley Jones (Oscar winner and Theatre Icon), and Emmy Award winner Musical Director, Mark Watters.

He is Artistic Director of Summer at the Center. S.A.T.C. is an educational based performing arts program run at the Segerstrom Center for the Arts, with the partnership of the Center's Education Department, the ACCESS Division of the Orange County Dept. of Education, and Bill's artistic team of musical director and choreographers. One of the highlights of his year is directing and writing an original show annually for the Summer Dinner Theatre at Boyne Highlands in Harbor Springs, Michigan. The theater is proud to be the 2nd longest running dinner theatre in the U.S.

#### **Robyn Brawley, Choreographer/Artist in Residence**

Robyn Brawley is an internationally acclaimed dancer, choreographer/director and master teacher. She has danced with some of the greats in classical ballet - Nureyev, Antoinette Sibley, Jürgen Schneider (Ballet Master in *Turning Point*) and directed by Sir Robert Helpmann (*Red Shoes*) and Vera Volkava). Robyn has performed with The Australian Ballet, Royal Swedish Ballet, International Dance Company - Japan, and the Russian Balalaika Ensemble.

Her choreography has been featured in the Royal Nottingham Theatre, England, The Operetta Theatre of Kiev, La Plaza de Toros - a 400-year-old bull ring in Marbella, Spain, Minato Mirai Concert Hall, Yokohama,

Japan and the Orange County Performing Arts Center, to name a few.

Robyn has directed and choreographed works and shows with Carol Burnett, Mark L. Walberg, Tony award-winners such as Brian Stokes Mitchell and Laura Bell Bundy, and other Broadway stars such as Susan Egan, Hugh Panaro, Shirley Jones, Carlos Thomas and Khalid Freeman (leads in *Stomp* & Choreographer *Stomp the Yard*), Natalie Imbruglia (Recording Artist & Actress), Delta Goodrem (Top Australian Vocalist & Recording Artist).

### **STAFF**

#### **Dr. LeeAnn Stone, Dean of Instruction**

***Ed.D. Educational Technology, Pepperdine University***

***M.A. Art History, UCLA***

***B.A. Art History, UC Irvine***

***B.A. Spanish Linguistics, UC Irvine***

Dr. Stone brings experience in college administration, faculty development, instructional and curriculum design, educational technology, and student success to her role as Dean of Instruction at YACPA. LeeAnn has worked with dozens of colleges and thousands of instructors across the U.S. and internationally in improving teaching and learning by implementing effective student-centered technology-implemented strategies.

#### **Mike Krauss, Dean of Administrative Services**

***M.S., Higher Education, Walden University***

***B.S., International Business, California State University, Long Beach***

Mike grew up in a small northern California town, participating in band, choir and theatre since the age of 10. After joining The Young Americans in college, Mike had the opportunity to travel on 12 International Music Outreach Tours as a performer, merchandise manager, and company manager. He was fortunate to travel on the first tours to England, Germany and Ukraine. While assisting with production operations in The Young Americans business offices, Mike graduated cum laude from California State University, Long Beach with his

Bachelor's degree in International Business and also received his Master's degree in Higher Education from Walden University.

After The Young Americans, Mike moved to the Orange County Performing Arts Center for five years where he managed many of the Center's education programs including the Family Series, the Center's field trip opportunities, master classes, scholarship programs, and Summer at the Center. He is proud to have overseen events serving over 15,000 students and families annually.

#### **Travis Goode, Dean of Students**

##### ***B.G.S., Music and Theatre, Midland University***

Travis has been a part of The Young Americans for over fifteen years. As a student with The Young Americans, Travis served as a technical director, stage manager, and stage director. For the last ten years, Travis has also directed thirty International Music Outreach Tours in over twenty-five countries. Prior to becoming Dean of Students at YACPA Travis spent four years at Midland University (NE) as an integral part of a core team tasked to rescue and restore Midland's performing arts program, turning it into one of the fastest-growing programs in the Midwest. Earlier in his career, Travis held multiple positions including Band Director, Assistant Choral Director, Director of Performing Arts Operations, and Director of Performing Arts Student Retention.

#### **Kisha Bashkiharatee, Student Counselor**

##### ***Ph.D., Family Studies, Loma Linda University, in progress***

##### ***M.S., Clinical/School Counseling, Loma Linda University***

##### ***B.A., Psychology, Nicholls State University***

##### ***Professional Clinical Counselor Intern #1762***

Kisha moved to California from a small town in Louisiana to continue her education and follow her passion and help others. After attaining her degree, she worked in a variety of settings, including mental health clinics, foster agencies, and shelters using both therapeutic techniques and the arts to bring wholeness to others. The opportunity to work at with the Young Americans has

given Kisha the opportunity to continue combining her work with her love for the creative arts.

#### **Andrew Nicolopoulos, Admissions Coordinator**

##### ***B.S., Psychology, University of Phoenix***

Andrew brings a breadth of experience in academic administration, deep appreciation for the performing arts and "student first" attitude to The Young Americans Corona campus. He grew up locally, participating in a range of activities including athletics, theatre and music. From leading ROTC in local parades to performances at the Grove with Empire Theatre and competitive martial arts, Andrew is deeply rooted in the performing arts culture of the Inland Empire. Turning toward service and duty, Andrew committed four years with the United States Navy and went on to complete his Bachelors of Psychology. After completing his degree, he has spent the better part of a decade committing to student achievement and empowerment by assisting with career placement, providing student counseling and championing student ambassadors in a variety of academic settings. Andrew prioritizes student welfare and is committed to ensuring that students continue to learn in safe, well-balanced environments. He prioritizes equal access to higher education resources and encourages students to be proactive in their educational achievements. His passion for helping the underserved has translated to continued aid for veterans as he assisted in developing veteran advocacy programs on multiple campuses. For his service work with student veterans, he was awarded Congressional Recognition from Representative Norma J. Torres. Andrew continues to apply his service background, passion for the arts and administrative experience to the admissions sector of The Young Americans Campus. His hobbies include traveling, fitness and continued participation in community service events.

**Jessica Bradley, Recruitment Coordinator**

***M.A., School Counseling, Chapman University***

***M.A., Psychology, Brandman University***

***B.A., Psychology, San Francisco State University***

Jessica was born and raised in Southern California. She has had a love of singing since she was a very little girl, and her favorite gift she got growing up was a karaoke machine! She went on to perform in many choirs, musicals and plays throughout her life (and still does when she has time). When she went to college she discovered that counseling and helping others in a profound way was something she loved just as much as performing. Jessica studied Psychology and got her Bachelor's Degree in Psychology from San Francisco State University. She went on to get 2 Master's Degrees, one in School Counseling from Chapman University and most recently her Masters in Psychology with an Emphasis in Marriage Family therapy from Brandman University.

Jessica has worked in the education and social work fields throughout her career. She has worked as a Case Manager with foster youth, a Teacher's Aide, as a School Counselor, and worked as the Director of Admissions for a private High School. She has been working in Higher Education for the last 9 years in various roles in Admissions/Recruitment, Career Services, Outreach, and most recently a Counselor at a local Community College. She is thrilled to be here at the Young Americans as the Recruitment Coordinator helping to bring more talented youth to make a change in the world through music and education. When not at work you will find Jessica volunteering at her church, attending various performances, going to museums, finding creative things to do, and spending time with her husband, daughter, and her animals.

**CORE FACULTY**

**Jessica Caravella – Music Co-Chair**

***B.M., Vocal Performance, California State University, Fullerton***

Jessica holds a Bachelor of Music Degree with an emphasis in Vocal Performance from Cal State Fullerton where she studied with Janet Smith. She also studied at Chapman University under the direction of Dr. William Hall. Her performance career has spanned the world of Opera, Musical Theatre, Disney and Pop. Favorite opera roles include: Magda in La Rondine by Puccini, Constance in Dialogue of the Carmelites by Poulenc, and both Cunegonde and Paquette in Leonard Bernstein's Candide. Jessica has been a featured soloist with the Hollywood Bowl Orchestra under the direction of John Williams, and also in Disney at The Hollywood Bowl.

Jessica was honored to be a part of the West Coast premiere of the new musical Falling for Eve, written by David Howard with music by Bret Simmons. She performed at Disneyland and could be seen and heard in the world renowned acapella group Groove 66 under the direction of Deke Sharon. She has been a featured singer at Pageant of the Masters in Laguna Beach and her voice has been featured at various theme parks including Sea World. She has sung background vocals for Gladys Knight, Sandi Patty and Jodi Benson to name just a few. Jessica has also toured and been a featured soloist with The Boston Pops.

As a Vocal Instructor, Jessica teaches Musical Theatre, Pop and Opera. She is a member of the National Association of Teachers of Singing (NATS), Voice and Speech Trainers Association (VASTA) and The Voice Foundation (VF). She is certified to teach Speech Level Singing and also certified in Lessac-Madsen Resonant Voice Therapy.



**Aaron Kolberg – Music Co-Chair*****M.M., Conducting, Azusa Pacific University******B.A., Commercial Music Arranging, Azusa Pacific University***

Aaron Kolberg has spent the last 25 years dedicated to the study of music. He received his B.A. in Commercial Music Arranging and his M.M. in Conducting both from Azusa Pacific University. He spent 13 years teaching music and developing music programs at the High School level from Pasadena to Pomona. He has also had the pleasure of musically directing over 30 musicals at the High School, University, and Community Theatre levels. In addition to his teaching career, Aaron has also continued his pursuits in songwriting and freelance composition. He had the privilege of helping to establish the State of the Art recording studio at The SAE Studios in Pomona, and held the position of Head Engineer. Aaron has been studying voice for over 28 years under some of the most prestigious vocal instructors in the industry, and has been utilizing that knowledge in the instruction of voice privately.

**Kim Wimmer – Theatre Chair*****M.A., Positive Psychology, University of Pennsylvania******B.A., Musical Theatre, Psychology minor, Birmingham Southern College, cum laude******Professional Actor***

Kim began her acting career working in Disney shows in Florida, Japan, New York, and California. She appeared off-broadway in *Mr. Pimm Passes By* as well as at regional theaters around the country including Yale Rep (*First Lady*) and Indiana Rep (world premiere of *Les Trois Dumas*.) She has starred in feature film and prime time network television, but she is likely best known for her role as the psycho-socialite Elyce Cantwell on Comedy Central's *Strip Mall* for two seasons.

As the lead singer for the band, Clockwork, Kim and the group served as the house band at the Mirage, then the Bellagio on the Las Vegas Strip for 6 years. Kim was Miss Alabama and the Miss America Quality of Life Award winner in 1992.

In addition to serving as the Theatre Department Chair she is also on the faculty of the MAPP program at the University of Pennsylvania. Kim continues to write music, articles and books, record, perform, coach, lead corporate trainings, teach workshops and online classes, and present at International academic conferences.

**E. Jingle De Niet, Dance Chair*****B.S., Human Services, California State University Fullerton***

A professional ballet dancer for 23 years, Jingle was a Soloist with Dance Theatre Philippines, Ontario Ballet Theatre, Canada, and a Principal Dancer with Ballet Pacifica, USA.

Jingle's classical ballet training was with the Royal Academy of Dance - Philippines and passed all examinations under the R.A.D. She advanced her studies with various teachers in the Philippines, Canada, and the United States. Most recent influences are Molly Lynch, Janek Schergen, David Allan and Alaine Haubert.

As a ballet instructor, she uses methods based on English and American styles that emphasize proper technique and placement required in classical ballet.

**Mohammad Shahisaman, Breadth of Knowledge Chair*****M.A., English, California State University Fullerton******B.A., English, California State University Fullerton***

Instructor of English at Chaffey Community College, Fullerton College, Everest College & California State University, Fullerton.

Director of the Chaffey Review Music Compilation.

Co-Director of the Chaffey Review Film Festival.

Editor and Columnist of *Visual Massacre*. .

**Roger Castellano – Theatre*****B.A., Theatre, California State University Fullerton***

Roger has studied with the prestigious Los Angeles Civic Light Opera Musical Theatre Workshop, holds a B.A. in theatre from California State University at Fullerton, and has been a guest lecturer for the University of California

at Irvine, the University of California at Los Angeles, Pomona College, and Fullerton College.

He works extensively as a director/choreographer of theatrical and special events, creating original shows, parades and special events for Sesame Street Live, Sanrio Inc., and the Walt Disney Company. Recent theatrical credits include *Frozen, Live at the Hyperion* for the Walt Disney Company, the World Premier of *South Street* at the Pasadena Playhouse, World Premier of *The Marvelous Wonderettes* at the Laguna Playhouse, West Coast Premiere of *The Real Housewives of Toluca Lake* at the Falcon Theatre, *Legally Blonde* and *Xanadu* for Music Theatre of Wichita and productions of *Hello, Dolly!*, *Me & My Girl*, and *Show Boat* in Japan.

Theatrical awards include: LA Stage Alliance Ovation Award Nominee for Best Choreographer (*Jekyll & Hyde* – Cabrillo Music Theatre, *The Andrews Brothers* – Musical Theatre West); LA Times Critic's Pick (*Me & My Girl* – Musical Theatre West); *Drama Logue's* Critic Award for Outstanding Achievement in Theatre – Best Choreography (*A Little Night Music* – The Center Theatre Group, *La Cage Aux Folles* and *Oliver!* – The Civic Light Opera of South Bay Cities); Inland Theatre League Award for Outstanding Achievement in Theatre – Best Director (*Suessical* – Performance Riverside); AriZoni Award for Outstanding Achievement in Theatre – Best Choreography (*A Chorus Line* – The Phoenix Theatre).

Roger had the pleasure of performing with The Young Americans from 1975-1981.

#### **Gary Delk - Choral**

**M.A., Music Education, College Conservatory of Music, University of Cincinnati**

**B.A., Music Education, Otterbein College**

Gary has taught music and hand bells in schools for over 32 years. Gary is a master conductor, clinician, and teacher for the American Guild of English Handbell Ringers annual conference. Has toured as associate director with The Young Americans for 34 years.

#### **Joshua Foy - Music**

**M.F.A., Performance, Composition, Herb Alpert School of Music, California Institute of the Arts, Valencia**  
**B.M., Music Composition, Hall-Musco Conservatory of Music, Chapman University**

Joshua is educator, composer, and pianist. He received his Bachelor's of Music from Chapman University in Music Composition and his Master of Fine Arts at the California Institute of the Arts in their Performer/Composer program. He has had the privilege of teaching at the California Institute of the Arts, and Duke University. He has served as the music director for the original musical *In Bermuda!* by playwright David Largent Murray and composer Bobby Halvorson which featured such actors as Bryce Dallas Howard and Josh Gad. He has also written award-winning film scores for *The Newest Pledge*, and *(Romance) in the Digital Age*.

**Dr. Gordon Goodman – Psychology & Sociology**  
**Ph.D., Entertainment/Clinical Psychology, Fielding Graduate University**

**M.A., Media Psychology, Fielding Graduate University**

**M.S., Counseling Psychology, California Coast University**

**B.A., Business Administration, Loyola Marymount University**

Gordon Goodman is an American psychologist known for research in the area of performance effects on the autonomic nervous system and the application of psychological principles in entertainment venues. As a professional singer, he has worked with Henry Mancini, John Williams, Jerry Goldsmith, Jerry Herman, James Newton Howard, John Rutter and has appeared as a soloist with symphonies around the world. An LA Ovation Award nominee for best actor, Gordon has appeared on Film, TV, or Stage with Bob Hope, Harve Presnell, Johnny Depp, Jack Nicholson, Tim Curry, Craig T. Nelson, Ed Asner, Barry Levinson, John Raitt, Leslie Uggams, Roger Moore; worked with comedians such as Jim Carrey, Steve Martin, Shelly Berman, Rich Little, etc. He has also been involved in all areas of pre and post production, including voice-over, film

editing/compositing, and animation. He is a published author and composer, an accomplished professional painter, illustrator, and graphic artist.

#### **J.R. Gooseberry – Dance**

J.R. Gooseberry is originally from Apple Valley, CA. He joined The Young Americans after high school in 2005. J.R. toured 13 times performing and teaching kids as the group's lead male dancer, stage director, and company manager throughout 20 different countries including Japan, Russia, Germany, Spain, China, and South Africa. He has also performed twice in the 2nd longest running dinner theater in America at Boyne Highlands Resort in Harbor Springs, Michigan.

After his years with The Young Americans, he taught at a performing arts high school where he helped build the dance department from 3 to over 50 boys! He choreographed many school musicals such as *Hairspray*, *Shrek the musical*, and *Aida*. He even had the opportunity to write, produce, choreograph and direct 3 original shows. One of which, *Blazing Tide*, went on to be performed in Scotland at the Aberdeen International Youth Festival.

#### **Anna Ryu – Piano**

***Ph.D. Music in Piano Performance, Claremont Graduate University, in progress***

***M.A., Piano Pedagogy, California State University, Fullerton***

***Single Subject teaching Credential, Music, University of Southern California, Irvine***

***B.M., Piano Performance, California State University, Fullerton***

Anna earned her Masters of Arts Degree in Piano Pedagogy and received the Richard Chronister Piano Pedagogy Award upon graduating. In 2014, she completed her Teaching Credential in Music from University of California, Irvine and is currently pursuing a Doctorate in Music in Piano Performance at Claremont Graduate University. She maintains an active career as a private piano teacher and an assistant band director at a public junior high school in Chino Hills. In 2015, she

joined the music faculty of The Young Americans College of the Performing Arts and currently instructs music theory and group piano to all freshmen.

### **GENERAL FACULTY**

#### **Jonelle Allen – Musical Theatre**

Born in New York City, Ms. Allen made her Broadway debut at the age of six in *The Wisteria Trees*. Allen returned to Broadway for a revival of *Finian's Rainbow*, was in the cast of the original off-Broadway production of *Hair* at Joseph Papp's Public Theater, and also appeared in *George M!* before receiving critical acclaim and a Tony Award nomination for *Two Gentlemen of Verona*, which earned her New York Drama Critics' Circle, Drama Desk, Theatre World, and Outer Critics Circle Awards for her performance.

Allen's film credits include *Cotton Comes to Harlem*, *The Hotel New Hampshire*, and *The River Niger*, for which she won an NAACP Image Award. Other television appearances include *Barney Miller*, *The Love Boat*, *All in the Family*, *Trapper John, M.D.*, *Hill Street Blues*, *Cagney and Lacey*, *ER*, and *Girlfriends*.

Her most notable roles are Grace, the entrepreneurial cafe owner in the old west, that she played for seven years on *Dr. Quinn, Medicine Woman*, as well as the flamboyant and outspoken Doreen Jackson on the NBC soap opera, *Generations*, and Lucinda Cavender, the vampire witch in the horror comedy film *The Midnight Hour*.

#### **Eric Furlong, Ed.D. - Communications**

***Ed.D. Organizational Leadership, Pepperdine University***

***M.B.A., Business Administration, Pepperdine University***

***B.A., Liberal Studies, English Options, California State University, Long Beach***

Shortly after earning his BA in English from CSULB, Eric returned to the classroom to earn an MBA from Pepperdine University. After several years of holding leadership positions in marketing, finance, and

operations in companies ranging from small software start-ups to large international corporations such as Epson America, Eric decided to pursue his passion for education. With the support of his wife, Betsy, Eric went back to Pepperdine to earn his Ed.D. in Organizational Leadership. While working on his dissertation, Eric began teaching one class as an adjunct professor, and was later hired into a full-time academic administration position at Corinthian Colleges. Having developed a passion for teaching rather than administering, Eric is proud to now be back in the classroom yet again, this time as an adjunct professor. Eric has taught at Irvine Valley College, Santa Ana College, Fullerton College, Cal State Fullerton, and of course online at Young Americans College of the Performing Arts. In his free time, Eric enjoys cycling (both road and mountain), surfing, scuba diving, and other outdoors activities.

#### **Alan Harper – Theatre**

***B.A., Applied Studies, Summa Cum Laude, Brandman University***

Founding Director of the StormSeekers Theatre Company. Former Staging Director with The Young Americans.

#### **Brooke Harper – Voice**

***B.F.A., Musical Theatre, California State University, Fullerton***

In between numerous theater engagements, Brooke sings in concerts, performs her own headliner shows, and has fronted bands on both coasts. She has also performed at The Hollywood Bowl and Reprise! L.A., where she shared the stage with some of the biggest stars, including John Lithgow, Kristen Chenoweth, and Roger Daltrey.

Brooke has sung back-ups for Josh Groban and Sam Harris, been a featured vocalist at The Disneyland Resort, and she was a featured singer in A Tribute to Michael Jackson at The Palms Hotel and Casino in Las Vegas. She had the unique opportunity to see the world while traveling with the vocal quartet, Harmonix, on board the Crystal Symphony cruise ship. Her turn as Sylvia in

Prather Entertainment's tour of All Shook Up was met with rave reviews and standing ovations!

While earning her degree from California State University, Fullerton she performed Shakespeare, Chekhov, British Comedy, and musical theater. She was a long-time member of The Young Americans, where she currently teaches voice, and a frequent performer in regional theaters. She has performed in 47 states.

#### **Rozaena Naim - Mathematics**

***M.A., Mathematics, California State University San Bernardino***

***B.S., Mathematics, California State University San Bernardino***

***B.A., Marketing, California State University San Bernardino***

Mathematics instructor at San Bernardino Valley College and Barstow Community College. Includes face-to-face and online modalities.

#### **Dr. Laura Schoepf – Human Biology**

***Ph.D., Biology, Universidad Nacional del Sur, Argentina***

***B.S., Biology, Summa Cum Laude, Valedictorian, Universidad Nacional del Sur, Argentina***

***Postdoctoral study at University of California, Riverside Postdoctoral Fellowship, awarded by the National Research Council of Argentina***

Dr. Schoepf is an Adjunct Instructor of Human Biology at The Young Americans College. She has been a scientist and biology instructor for over 20 years. She holds a Ph.D. in Biology from the Universidad Nacional del Sur, in Argentina. Dr. Schoepf arrived at Riverside, CA in 1995 to take a full-time faculty position at the University of California, where she studied vitamin D and bone physiology. Dr. Schoepf is the translator of the Spanish version of *Biology, Concepts and Relations*, by Neil Campbell and collaborators, published by Pearson Education.

### **Valerie Stanford - Theatre**

**M.F.A., Acting, California State University Long Beach**

**B.F.A., Theatre Arts, Salem State University**

Valerie Stanford is a professional actress, stage manager, director, and teacher who has worked in NYC, Chicago, Boston, Miami, Los Angeles, and Cape Cod. Recent credits include: *S/he and Me* (The Los Angeles LGBT Center), *Clean House* and *The Tale of the Allergists Wife* (CalRep at the Queen Mary), *In The Next Room, Boeing Boeing*, *I Am A Camera* (Wellfleet Harbor Actors Theatre) *The Full Monty*, *Wonder of the World, Copenhagen* (Provincetown Theatre), *The Little Dog Laughed* (Gablestage) *The Real Thing* (Boomerang Rep) *Rumors*, *Run For Your Wife*, *Last of the Red Hot Lovers*, *Into the Woods* (Salem Theatre), *SubUrbia*, *Oklahoma City* (Speakeasy Repertory) *Miss Julie*, *Bloody Poetry*, *Hamlet* (Boston Art Theatre) *The Marriage* (Off-Broadway), *The Sadness of Others* and *Not Dead Yet* (LaMama ETC), *Offending the Audience* (Bailiwick Rep) and *Yield* (St. Mark's Church). As director: *Wit* and *Thom Pain: Based on Nothing* (Provincetown Theatre) and *On An Average Day* (Boston Center for the Arts). She received her BFA from Salem State University, and her MFA from California State University, Long Beach. She is currently a member of Buzzworks Productions in Los Angeles.

### **Cody Morgan**

Cody Morgan is an American songwriter, performer, videographer, teacher & record producer. Cody graduated from Chapman University with a double music major in Music Education and Vocal Performance. In addition to teaching part time at The Young Americans College, Cody performs in a variety of genres and entertainment companies around the world. He also runs his own recording studio in Santa Ana California, and enjoys creating music both on and off the stage.

### **Jeanine Leech**

Jeanine Leech is an Educational Specialist with a background in behavior. She began her career as a 1:1 aide for a student with autism. She was soon teaching in preschool as a specialist in autism, where she focused on inclusive practices for children with special needs. Ms.

Leech subsequently moved out of the classroom to serve as autism and behavior specialist for her school district. She advanced from program specialist, to the Director of Special Education, and ultimately to Administrative Director of Special Education and Student Support Services in the Brea Olinda Unified School District. Ms. Leech is also a private educational consultant for foster and juvenile youth, assisting court-appointed attorneys to address student's education needs. Over the past 15 years, Ms. Leech has taught graduate-level courses in education at UCI, Loyola Marymount, Brandman, and Orange County Department of Education. Jeanine has a B.S. in Behavioral Science; an M.S. in Education with an emphasis in special education; an M.A. in Educational Leadership; and is currently enrolled in a Doctorate of Educational Leadership Program.



## COURSE DESCRIPTIONS

### MUSIC

**MUS 101: Music Fundamentals**                      **3 credits, Lecture**  
**Contact Hours: 45**

Students engage with the basic elements of music theory: staff notation, clefs, key signatures, scales, chords, time signatures, meter and rhythm. Application of basic keyboard harmony and musicianship skills (ear-training, sight-singing) are included.

**MUS 102: Music Theory I**                              **3 credits, Lecture**  
**Contact Hours: 45**

Students apply the basic elements of music theory to counterpoint, 4-part composition, and analysis. Application of keyboard harmony and musicianship skills (ear-training, sight-singing) are included.

*Pre-requisite: MUS 101 or placement evaluation*

**MUS 111: Semi-Private Voice**                      **1 credit, Lecture**  
**Contact Hours: 15**

Students study the process of vocal production and develop individual vocal techniques and stylistic choices through direct instruction and peer observation in a semi-private setting. Meets weekly in groups of a maximum of 5 students for instruction and a weekly peer performance setting.

**MUS 112: Private Vocal Instruction**              **1 credit, Studio**  
**Contact Hours: 5**

Students advance their mastery of vocal production and individual vocal techniques through personalized, individual instruction.

*Pre-requisite: MUS 111*

**MUS 121: Group Piano I**                              **1 credit, Lab**  
**Contact Hours: 30**    **Multi-Term**

Students engage in a comprehensive introduction to keyboard musicianship and proficiency which includes learning: the fundamental skills of identifying notes, major and minor scales, playing chords, reading notated sheet music, and playing from lead-sheets.

**MUS 131: Choral**    **1 credit, Lab**  
**Contact Hours: 30**

Students participate in a mixed ensemble, developing choral musicianship and performance practices through rehearsal and performance of a comprehensive selection of musical styles.

**MUS 141: Vocal Techniques I**                              **1 credit, Lecture**  
**Contact Hours: 15**

Students become self-sufficient singers through the development of skills such as vocal anatomy and health, microphone technique, improvisation, and song interpretation.

**MUS 142: Vocal Techniques II**                              **1 credit, Lecture**  
**Contact Hours: 15**

Students develop duet and ensemble vocal techniques, production and performance practices, and are introduced to vocal pedagogy including the diagnosis and correction of vocal faults.

*Pre-requisite: MUS 141*

**MUS 202: Music Theory II**                              **3 credits, Lecture**  
**Contact Hours: 45**

Students continue their music theory studies with a focus on the importance of comprehending musical notation and the advantages of sight-reading over memory retention and rote learning.

*Pre-requisite: MUS 102*

**MUS 203: Ear Training**                                      **1 credit, Lecture**  
**Contact Hours: 15**

Students will develop and improve their listening and sight reading skills through various exercises and practical application. This course will focus on tonal and chromatic aural skills, harmonic, rhythmic, and melodic dictation, and scale, modal, and chordal aural recognition. Students will also develop sight reading skills through group and individual exercises, demonstrating the ability to sight read melodic material in unison and harmony with fellow students.



**MUS 212: Private Vocal Instruction      1 credit, Studio**

**Contact Hours: 5**

Students advance their mastery of vocal production and individual vocal techniques through personalized, individual instruction.

*Pre-requisite: MUS 112*

**MUS 220: History of Music      3 credits, Lecture**

**Contact Hours: 45**

Students expand their musical intellect through an exploration of historical periods and related technical elements of music.

*Breadth of Knowledge Distribution Area: Humanities*

**MUS 221: Group Piano II      1 credit, Lab**

**Contact Hours: 30      Multi-Term**

Students continue to practice the fundamentals of piano playing and study the application of music theory to the piano. Students strengthen their sight-reading ability by playing standard keyboard repertoire and continue to develop the skill of keyboard harmonization through the study of lead-sheet arranging and accompanying.

*Pre-requisite: Placement evaluation*

**MUS 231: Master Choral      1 credit, Lab**

**Contact Hours: 30**

Students participate in an ensemble that studies, rehearses, and performs a wide variety of choral literature, including major choral works, traditional choral music, a cappella, and contemporary choral literature. Each piece performed will be prepared with the highest degree of excellence including accurate pitches, diction, phrasing, musicality, balance, blend, vocal production, and correct period practices. This course utilizes the application of skills procured and honed in the other music courses.

*Pre-requisite: MUS 131 or Placement evaluation*

**MUS 260: Music Production**

**Activity Hours: 15      1 credits, Lecture**

Students are immersed in the processes of songwriting and audio recording. This includes building upon their existing compositional skills, including sense of form,

melody, harmony, bass line development, rhythm, lyric considerations, and appropriate stylistic practices. Students also learn and apply the basic principles, aesthetics, and techniques required in the production of audio programs including digital recording, selection and use of microphones, tracking, addition of audio effects, and mixing.

*Pre-requisite: MUS 142; MUS 102; MUS 103 (or taken concurrently)*

**MUS 290: The Young Americans Performance**

**Practicum**

**Activity Hours: 60 or 90      2 or 3 credits, Practicum**

Students apply the performance skills they have developed to real-world situations as they participate as a YA cast member. Students are assessed on the refinement of their performance techniques based on varying performance venues and audiences, and learning how to produce a quality performance consistently throughout a run.

*Pre-requisites: Completed Music Outreach Training Certificate Program*

## **DANCE**

**DAN 101: Dance Technique & Conditioning,**

**Contact Hours: 15      0.5 credits, Lab**

Students explore various fitness activities (dance, yoga, pilates and other exercises) that can contribute to a healthy lifestyle by improving cardio, core strength, flexibility, balance, and body awareness.

**DAN 120: Classical Ballet I A/B      1 credit, Lab**

**Contact Hours: 30      Multi-Term**

Students engage in the most traditional and disciplined form of dance at the beginner level with a focus on strength, conditioning, technique development, and vocabulary.

**DAN 121: Jazz Dance I A/B      1 credit, Lab**

**Contact Hours: 30      Multi-Term**

Students are introduced to the principles and skills on fundamentals of jazz dance, emphasizing and developing

correct body alignment, coordination, strength, flexibility, and rhythm and movement awareness. Includes jazz dance vocabulary, simple jazz dance combinations, and a study of the history of various styles of jazz dance.

*Breadth of Knowledge Distribution Area: Physical Conditioning*

**DAN 123: Tap Dance I** **0.5 credits, Lab**  
**Contact Hours: 15**

Students engage in the fundamentals of basic tap steps with a focus on technique and terminology, as well as an introduction to the history of this dance form.

**DAN 220: Classical Ballet II A/B** **1 credit, Lab**  
**Contact Hours: 30** **Multi-Term**

Students continue building strength, conditioning, technique development, and vocabulary as they engage in the most traditional and disciplined form of dance at the intermediate/advanced levels.

*Pre-requisite: DAN 120 or instructor approval*

**DAN 221: Jazz Dance II A/B** **1 credit, Lab**  
**Contact Hours: 30** **Multi-Term**

Students continue increasing their coordination, strength, control, flexibility, stamina, musicality, and jazz dance vocabulary in more challenging intermediate/advanced combinations.

*Pre-requisite: DAN 121 or instructor approval.*

*Breadth of Knowledge Distribution Area: Physical Conditioning*

**DAN 223: Tap Dance II** **0.5 credits, Lab**  
**Contact Hours: 15**

Students learn and refine basic technique while building intermediate/advanced tap step skills, including a sense of rhythm, musicality, and tap sounds. Students are also introduced to beginning-intermediate improvisational tools and take a deeper look into tap history.

*Pre-requisite: DAN 123 or instructor approval*

**DAN 250: Classical Ballet III** **1 credit, Lab**  
**Contact Hours: 30**

Students add creativity and artistry repertoire as they continue building strength, conditioning, technique development, and vocabulary in the most traditional and disciplined form of dance at the advanced level.

*Pre-requisite: DAN 220 or instructor approval*

**DAN 251: Jazz Dance III** **1 credit, Lab**  
**Contact Hours: 30**

Students continue building increased coordination, strength, control, flexibility, stamina, musicality, transitions, direction changes, and jazz dance vocabulary in more challenging combinations at the advanced level. Students will also study the steps involved in making dance a career.

*Pre-requisite: DAN 221 or instructor approval*

**DAN 260: Dance Composition** **1 credit, Lecture**  
**Contact Hours: 15**

Students explore movement, and analytically study the art of making dances. This dance-making focuses on physical discovery, musicality, and storytelling through the use of improvisation and the choreographic tools of body, action, time, space, and energy.

*Pre-requisite: Instructor approval*

## THEATRE

**THE 101: Improv** **1 credit, Lab**  
**Contact hours: 30**

Students engage in improvisation as a foundational performance tool and use improv to explore listening and reacting, interpretation of movement, and critical thinking. Exercises include short- and long-form improvisation, improvised scenes, character exploration, and opportunities to discuss issues affecting their cohort in an open and collaborative environment.

**THE 105: Acting I: Intro to Acting** **1 credits, Lab**  
**Contact Hours: 30**

Students engage in Stanislavski-based technique and terminology, theatre exercises, improvisation, script and character analysis, and performance. Students rehearse and perform monologues and scenes from modern plays

for analysis and evaluation. This class is the first part of a one-year series in basic acting technique and discipline.

**THE 110: Acting II: Scene & Character Development**

**Contact Hours: 30** **1 credit, Lab**

Students apply the tools acquired in Acting I to the continued development of technique and artistry through scene work in modern American drama. We study plays in their entirety, paying attention to historical, political, and cultural contexts. Performance effort in this course focuses on scene analysis and the importance of making text-based choices to inform character development and interpretation. Students' scene work further advances a sense of truthfulness, humanity, and relatability, as well as developing the body, voice, and spirit for performance.

*Pre-requisite: THE 105*

**THE 175: Intro to Technical Production**

**Contact Hours: 15** **1 credit, Lecture**

Students examine, demonstrate, and apply various aspects of production including stage management, lighting, sound, set development, and costume design through classroom and on-set experience.

**THE 201: Acting for TV & Film** **1 credit, lecture**

**Contact Hours: 15**

Students develop technique and artistry via studio performances of monologues and scene work as they learn to modify their acting technique and "make the adjustment" to a variety of acting styles for film and television.

*Pre-requisite: THE 110*

**THE 205: Acting III: Advanced Acting** **2 credits, Lecture**

**Contact Hours: 30**

Students develop technique and artistry via studio performances of monologues and scene work as they learn to modify their acting technique to "make the adjustment" to a variety of acting styles from modern American drama to Shakespeare.

*Pre-requisite: THE 110*

**THE 210: Musical Theatre Workshop** **1 credit, Lab**

**Contact Hours: 30**

Students prepare, rehearse, and apply acting, vocal, and movement techniques to various styles of period and contemporary theatre musical theatre production vignettes.

*Pre-requisite: THE 110*

**THE 220: Survey of Theater** **3 credits, Lecture**

**Contact Hours: 45**

Students expand their theater knowledge base through an exploration of theatre history, genres, production and organizational structure, terminology, acting, improvisation, directing, set, sound, lighting, costume design, and literature of the theatre. Students complete individual and group projects as a means to demonstrate their intellectual growth.

*Breadth of Knowledge Distribution Area: Humanities*

**THE 230: Audition Techniques** **1 credit, Lab**

**Contact Hours: 15**

Students learn how best to present themselves in seeking a job as an artist. Includes repertoire development, audition etiquette, how to dress, attitude and posture, developing a portfolio and emphasizing a natural approach to meeting people and presenting the strongest and best attributes in each person.

*Pre-requisite: THE 110.*

**THE 275: The Young Americans Production Practicum**

**Activity Hours: 60 or 90** **2 or 3 credits, Practicum**

Students apply the skills learned in THE 175 and YA productions through the fulfillment of a crew position in a major production or touring company with The Young Americans.

*Pre-requisite: Completed Music Outreach Training Certificate Program*

**THE 290: The Young Americans Performing Arts Leadership Practicum**

**Activity Hours: 60 or 90** **2 or 3 credits, Practicum**

Students apply the teaching, leadership, communications, and interpersonal skills they have

developed to real-world situations as they participate as a YA cast member. Students are assessed on their preparation techniques and effectiveness in communicating with workshop students, as well as on their own reflective self-assessment of how their strengths and weaknesses impact the learning experience of the young students.

*Pre-requisite: Completed Music Outreach Training Certificate Program*

### **THE 299: Advanced Performance**

**Contact Hours: 30** **1 credit, Lab**

In this capstone course, students collaborate to create, develop, and produce every aspect of a live-audience show composed of original works combining acting, vocal, and dance elements. Students are guided to explore their own sense of artistry within their individual primary performance mode(s), to work as a creative team to realize their collective vision, and to stretch beyond perceived limitations and obstacles to bring it to fruition.

*Pre-requisite: DAN 120 or 220, MUS 112 and THE 110*

## **BREADTH OF KNOWLEDGE**

### **BIO 133: Human Biology with Lab**

**Contact Hours: 60** **4 credits, Online or Hybrid**

Students engage in a lab science course that covers selected structures and functions with application to current health issues. The lab emphasis is the identification of both gross and microscopic anatomy.

*Breadth of Knowledge Distribution Area: Science.*

### **COM 170: Interpersonal Communication**

**Contact Hours: 45** **3 credits, Online**

Students explore and develop their communication skills within the contexts of interpersonal relationships, small groups, and society as a whole. Writing, speaking, collaborative and independent learning, role playing, independent research, and written reports are among the communication modes and learning strategies applied within this course.

*Breadth of Knowledge Distribution Area: Communication*

### **EDU 101: Child & Adolescent Development in Learning Environments**

**Contact Hours: 45** **3 credits, Lecture**

Students engage in an exploration of child and adolescent growth and development and the application of this knowledge to working with children of differing ages, abilities, cultures, and interests in learning environments.

*Breadth of Knowledge Distribution Area: Humanities*

### **EDU 101L: Child & Adolescent Development in Learning Environments Lab**

**Contact Hours: 15** **1 credit, Lab**

Lab component of the EDU 101 course.

*Breadth of Knowledge Distribution Area: Humanities*

### **ENG 101: English Composition I**

**Contact Hours: 45** **3 credits, Lecture**

Students cultivate their individual voice as a writer with the intent to meet the demands of varying audiences and communication goals. Students develop critical thinking skills involving analysis and synthesis, and sharpen research skills through a variety of writing assignments with different rhetorical and disciplinary purposes.

*Breadth of Knowledge Distribution Area: English*

### **ENG 102: English Composition II**

**Contact Hours: 45** **3 credits, Hybrid or Online**

Students build upon writing skills developed in ENG 101, particularly emphasizing research techniques and the necessity of logical support, structure, style, and documentation. *Pre-requisite: ENG 101*

### **HUM 101: Success Skills for College and Beyond**

**Contact Hours: 15** **1 credit, Lecture**

Students explore theories related to success and well-being as they build a portfolio of understandings, practical tools, activities, and resources to apply in coping with the academic, emotional, social, performance, and personal pressures of college life and beyond.

*Breadth of Knowledge Distribution Area: Humanities*

**MTH 101: Math in Society****Contact Hours: 45                      3 credits, Hybrid or Online**

Students engage in quantitative reasoning and problem-solving activities involving the application of mathematics to real-world situations that impact their daily lives. Among the topics explored are graph theory & networks, voting theory & elections, financing & money management, and statistical data & critical thinking.

*Breadth of Knowledge Distribution Area: Quantitative Reasoning*

**PSY 101: Introduction to Psychology****Contact Hours: 45                      3 credits, Lecture**

Students explore the scientific study of human thought, behavior, and emotion, including topics such as personality, learning, memory, intelligence, gender and sexuality, social interaction, group processes, motivation, emotion, and sociocultural factors in both current and historical perspective. *Breadth of Knowledge*

*Distribution Area: Social Science*

**SOC 101: Introduction to Sociology****Contact Hours: 45                      3 credits, Lecture**

Students explore diverse topics of sociological inquiry. Subject matter ranges from crime to education, religion to the state, divisions of race, gender, and social class to the shared beliefs of a common culture and its concomitant subcultures, and from social stability to radical upheavals in society. Unifying these diverse subject areas is sociology's purpose, particularly toward understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

*Breadth of Knowledge Distribution Area: Cultural Understanding*

## **POLICIES AND DISCLOSURES**

The following pages contain the policies and procedures which apply to the college's operations.

Additional policies and procedures can be found in the master policy and procedure handbook, available upon request in the administrative office.

### **POLICY JURISDICTION**

The policies of The Young Americans, Inc. extend to all Board members, employees, students, members, faculty and staff. They pertain to any policy violation committed on campus, at off-campus sites, or in any other setting in which the individual has a reasonable expectation of receiving protection under The Young Americans, Inc. policies.

- A. "Campus" is defined as the physical buildings and surrounding parking lots of 1112, 1128 & 1132 Olympic Drive, Corona, CA 92881, as well as any apartment in which The Young Americans, Inc. or The Young Americans College of the Performing Arts is a signatory on the lease or public spaces within the apartment complex.
- B. "Off-Campus sites" includes any building or facility such as rehearsal halls, recording studios, schools, hotels, theatres or arenas while activities organized by The Young Americans, Inc. are being conducted.

### **DISCLAIMER**

All policies, regulations, courses of study, fees, tuition and material usage charges as prescribed in this catalog are applied to the 2020-2021 Academic Year and are subject to change without notice.

### **NON-DISCRIMINATION POLICY - TITLE IX**

The Young Americans College of the Performing Arts does not discriminate on the basis of race, gender, sexual orientation, disability, national origin, ethnicity, religious practices, or political beliefs in any of its policies and procedures provided the student is of eligible and legal standing.

Any questions or concerns regarding these areas or any Title IX issues should have their questions sent directly to the Title IX Coordinator, Katiina Dull - kdull@yacollege.edu.

### **CODE OF ETHICS FOR VOLUNTEERS, MEMBERS, AND STUDENTS**

The Young Americans have spent 5 decades building a reputation of excellence. It is this reputation that allows us to be welcomed into communities, schools, and host family homes around the world. In order to maintain this reputation there are two basic rules all cast members of The Young Americans have been asked to follow:

- Do not do anything illegal.
- Do not do anything that reflects poorly on the organization.

The world today, however, is far more complex.



Below is the detailed code of ethics that all active cast members, volunteers, and students are held to. These are guidelines intended to help cast members make decisions that align with the two rules that have guided the organization from its beginning.

1. While representing The Young Americans, each member is expected to carry him or herself in a way that upholds the reputation and mission of The Young Americans.

***Our Mission:***

*The Young Americans is dedicated to the promotion of understanding and goodwill among people throughout the world through music, dance, performance, academic education, and cultural interaction among student members and their audiences.*

While representing The Young Americans students must:

- Refrain from endorsing, promoting or condemning any political, religious, criminal, or controversial content or agendas.
  - Refrain from soliciting personal business ventures.
  - Adhere to The Young Americans Social Media policies.
  - Refrain from the use of alcohol on campus, in student housing, at performance venues, or during any Young Americans project.
  - Refrain from any use of illicit drugs, including but not limited to marijuana.
2. Members are responsible for maintaining a safe environment conducive to learning, performing, and teaching.
    - When representing The Young Americans members must refrain from:
      - Bringing weapons (knives, firearms, or any other items classified as a weapon) on to campus or any Young Americans performance or teaching venue.
      - Engaging in unprofessional or romantic relationships with faculty, staff, sponsored school employees, workshop participants, or members of host families.
  3. As the apartments allocated are spread throughout the complex, each student lives among other families and working adults and as such their lifestyle choices represent The Young Americans organization. Any student who resides in or visits the apartment complex is agreeing to abide by the published student housing rules. Students, who feel they are unable to follow these rules, should NOT live in or visit student housing.
    - Observe apartment complex quiet hours, 9pm to 7am.
    - Refrain from using illicit drugs or alcohol.
    - Observe hours for all pool and hot tub areas.
    - Be sure that no more than 9 people are in an apartment at a time.

- Refrain from hanging items over balcony or patio fencing.
- Refrain from leaving trash outside the unit door.
- Overnight guests need to be approved by all roommates and The Young Americans.

Any violation of the Housing Rules may result in eviction and/or supplemental sanctions.

4. The Young Americans views all members who work with minors as child abuse reporters and as such have the duty to report suspected child abuse or neglect to the company manager, tour director, or the Dean of Students.
5. Members of The Young Americans will adhere to any and all laws applicable in whatever local, state, federal, or international venues where they are representing the organization.

The Young Americans reserve the right to require students to submit to random drug screening and may prevent students from engaging in classes, performances, teaching workshops, or other YA activities if a test result is positive. This policy includes, but is not limited to, testing positive for marijuana, even with a medicinal prescription or when in states where marijuana use is legal.

***Tests can be given at any time with or without prior notice.***

**SANCTIONS:** Any violation of the above the code of conduct will result in one of the following sanctions:

- ***Formal warning*** – A notice in writing to the member that the member is violating or has violated organizational regulations and that any future violation(s) may result in more serious sanctions. Violating member can also be removed from any current projects, including outreach tours. Formal warnings have no time limit associated with them and will be kept in the member's file.
- ***Seven days suspension YA activities*** – Separation of the member from The Young Americans for one week, after which, the member is eligible to return. Violating member can also be removed from any current projects, including outreach tours. Conditions for return may be specified. Enacting suspension requires review and approval of the Chief Artistic Officer.
- ***Thirty days suspension and/or removal from housing*** – Separation of the member from The Young Americans for thirty days, after which the member is eligible to return. Immediate eviction from housing and member is no longer eligible for housing in the future. Violating member can also be removed from any current projects, including outreach tours. Conditions for return may be specified. Enacting suspension requires review and approval of both the College President and the Chief Artistic Officer .
- ***Indefinite suspension of no less than of one year*** – Immediate surrender of all rights and privileges of membership in The Young Americans community and exclusion from the campus, from any Young Americans' property and from all Young Americans functions. Student is also immediately and indefinitely suspended from and courses with The Young Americans College of the Performing Arts.

Conditions for return may be specified. Enacting suspension requires review and approval of both the College President and the Chief Artistic Officer .

- **Supplemental Sanctions** – any of the following may be imposed in connection with the above:

- Work assignments
- Service to The Young Americans or community
- Fines, restitution for loss, damage, or injury
- Educational sanctions (e.g., written response to posed questions)
- Academic Sanctions (e.g., revocation of degrees, removal from classroom/courses)
- No trespassing order
- Loss of visitation rights to Young Americans provided housing

Note: Parents/guardians may be notified when students are found responsible for, but limited to, any drug and/or alcohol related violations.

**Grievance Procedure:** Procedures for addressing alleged ethical violations are covered in The Young Americans publications, including the College catalog.

- **Minor Violations:** The Dean of Students will contact the volunteer, member or student and schedule an in-person conference to address the reported violation.
- **Major Violations:** The Dean of Students will schedule an in-person conference with the CEO, Chief Artistic Officer, and/or President of the College to address the reported violation.

## STUDENT RIGHTS POLICY

In compliance with the Student-Right-To- Know Act of 1990, The Young Americans College of the Performing Arts students have a right to expect the following services, protections and freedoms:

1. The right to receive an education free of any discriminatory action based upon race, gender, sexual orientation, disability, national origin, ethnicity, religious practices or political beliefs, provided the student is of eligible and legal standing for admission to the College program.
2. The right study in a safe environment. The College will post safety procedures and regulations; however, students must conduct themselves so as not to place themselves at risk of injury.
3. The right to know the faculty's expectations for academic evaluation and classroom conduct.
4. The right to engage in discussion and challenge opinions as protected and pursuant to the Academic Freedom Protection Policy.
5. The right to have reasonable access to faculty, administrators and available student services on campus.

6. The right to make a formal and written complaint or grievance to the College President, Dean of Students, the CEO, the CAO, or President of the Board of Directors regarding any matter they feel warrants such attention.
7. The right to file an incident report with the campus Administrative Office in the case of emergency or accident.
8. The right to report all crimes to the local police department.
9. The right to petition and/or organize student associations as protected by the United States Constitution.

## **SOCIAL MEDIA POLICY**

Social Media is any form of electronic communication which allows individuals to view, comment, or discuss content. Examples are: Facebook, Twitter, YouTube, Instagram, Vine, blogs, chat rooms, website chat spaces, etc. All guidelines and policies are meant to be fluid and flexible due to the constantly changing landscape of internet-based technologies.

1. All members' public social media activity must fit within The Young Americans' Mission Statement.
  - Promote understanding and goodwill
  - Be a positive influence on the world
  - Promote positive cultural interaction
  - Use common sense when posting and sharing content
2. Members are not permitted to use social media for the purpose of:
  - Endorsing any political, religious, criminal, or controversial content or agenda
  - Soliciting Non-Young American business ventures
3. All members must have all social media privacy settings set to keep any public individuals who will view the current member as a representative of The Young Americans from having access to all personal social media content.
4. Any member who wishes to communicate with individuals who will view the current member as a representative of The Young Americans must:
  - use an account which meets the standards below\*
  - use only public methods of communication including public posts or public comments when communicating with persons who are considered minors or under the age of 18 years old.

\*Members who wish to create a new account in order to communicate with individuals they meet while traveling and participating in YA projects may create new social media accounts with a YA designation in the title.

**\*\*Members who wish to give individuals who are considered minors or under the age of 18 the means to communicate with the member directly can give out [castconnect@youngamericans.org](mailto:castconnect@youngamericans.org) to anyone they would like. Emails sent to [castconnect@youngamericans.org](mailto:castconnect@youngamericans.org) will be received by the Dean of Students, and then passed on to the appropriate YA member.**

## **ACADEMIC FREEDOM PROTECTION POLICY**

The Young Americans strongly upholds the concept of academic freedom pursuant to California Education Code §71000(b).

The Young Americans is in its very nature an institution promoting the benefits of free thinking and the freedom to articulate one's own ideas, positions and concepts. It is under this premise that all faculty and students of The Young Americans College of the Performing Arts have the right to express their positions as a part of educational discussions and explorations without fear of retribution or reprisal.

No faculty member or student can use this policy as a protection for attempting to introduce controversial topics into educational discussions that are unrelated to the topic, nor enter into the discussion with the intent to persuade any other individual of the absolute truth of one's own position. Furthermore, this policy does not extend to cover any faculty member or student making a rebuttal or presenting a concept, if it is in the form of a personal attack. All positions and concepts must be expressed purely as ideas and concepts open to public debate and discussion within the realm of the course subject matter.

Furthermore, all concepts, positions and teaching methods utilized must not promote discrimination, racism or other biases as prohibited by law.

## **ACADEMIC HONESTY**

Student honesty and integrity is at the very core of the ideals we aim to instill in all The Young Americans College of the Performing Arts' students. In achieving this, The Young Americans College of the Performing Arts expects that all students will abide by ethical standards in preparing and presenting material in demonstration of their individual abilities and knowledge. It is expected that all students attend The Young Americans College of the Performing Arts with the intention of abiding by the following standards of integrity and honesty:

1. Student shall not plagiarize any material. This includes passing off another's work as their own or using a creative production without giving credit to all relevant sources.
2. Student shall not engage in any form of cheating. This includes using notes or aides unless permitted to do so by the instructor.
3. Student shall not engage in activity that aids another student in plagiarism or cheating.

## **GRIEVANCE PROCEDURES**

Students who have a grievance complaint that has not been resolved satisfactorily through specific methods detailed in the catalog can file a formal complaint with the grievance committee ("GC"). The following steps must be taken:

1. A formal complaint must be made in writing to the Dean of Students.

2. The GC will meet within 14 business days of receipt of a written complaint. The GC is chaired by the College President and comprised of the Dean of Students and faculty representatives.
3. The GC meeting will review complaint lodged within context of stated college policies and procedures, interview with any and all parties named in the complaint and enact a corrective action in accordance with corrective action guidelines.

#### **CORRECTIVE ACTION GUIDELINES APPLICABLE TO STUDENTS:**

All approved corrective action guidelines are intended to encourage the students to examine their behavior and to develop more effective approaches to being a productive member of the College community. Fulfilling prescribed sanctions is considered essential to a student's development and students are thereby expected to complete any prescribed sanction in a thoughtful and timely manner.

Other than expulsion, conduct sanctions shall usually not be made part of the student's permanent transcript, but shall become part of the student's confidential conduct record.

1. **Formal Warning** – a notice in writing to the student that the student is violating or has violated institutional regulations and that any future violation(s) may result in more serious sanctions. Formal warnings have no time limit associated with them and will be kept in the student's file.
2. **Probation** – a written reprimand for violation of specified regulations. Probation is for a designated periods of time and includes the probability of more severe sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
3. **Suspension** – Separation of the student from the College and/or housing complex for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified. Enacting suspension requires review and approval of the College President.
4. **Expulsion** – Permanent surrender of all rights and privileges of membership in the College community and exclusion from the campus, from any College property and from all College functions. Enacting expulsion requires review and approval of the CEO and College President.
5. **Supplemental Sanctions** – any of the following may be imposed in connection with the above
  - a. Work assignments
  - b. Service to the College or community
  - c. Fines, Restitution for loss, damage, or injury
  - d. Educational sanctions (e.g. written response to posed questions)
  - e. Academic Sanctions (e.g. revocation of degrees, withholding transcripts, removal from classroom/courses)
  - f. No trespassing order
  - g. Loss of visitation rights to College provided housing



- h. Parents/guardians may be notified when students, who are under the age of 21, are found responsible for any drug and/or alcohol related violations

**6. Supplemental Sanctions pertaining to students residing in College-provided housing:**

- a. Involuntary move
- b. License addendum (changes to housing contract)
- c. Revocation of housing privileges\* (removed from College-provided housing)

Co-signers may be notified when students are found responsible for any drug and/or alcohol related violations

*\*Note: Students removed from housing due to their conduct will be held responsible for the payment of the remainder of the Residence Living Lease Agreement.*

## **THE PRIVATE POSTSECONDARY ACT OF 2009 COMPLIANCE POLICY**

The Young Americans considers the rules and regulations set forth in the Private Postsecondary Act of 2009 to be the minimum standard acceptable for operation of The Young Americans College of the Performing Arts.

The Young Americans College of the Performing Arts will operate in full compliance with the rules and regulations set forth in the Private Postsecondary Act of 2009, including remitting requisite fees to the Bureau; distributing the academic Catalog to each student; maintaining a "School Performance Fact Sheet;" and other requirements.

The Board of Directors reserves the right to approve and implement policies, codes of conduct and operations procedures above and beyond the standards set forth in the Private Postsecondary Act of 2009.

Any student, faculty or staff member or member of the public may file a grievance complaint with the College President if they feel they are a victim of or witness to any violation of the Private Postsecondary Act of 2009.

## **STUDENT RECORD ACCESS POLICY**

This policy defines academic records as any record that reflects the student's enrollment history and/or academic achievement.

The Young Americans College of the Performing Arts maintains all records on students in compliance with the Family Educational Rights and Privacy Act (FERPA) and the California Education Code. It is standard policy that all student academic records be released only with written consent from the student or the student's parent or legal guardian in the case of the student being under 18 years of age.

1. Students' personal contact information will be disclosed only to Officers, Employees, current students or current members of The Young Americans, Inc. Students must submit a written request to the Dean

of Administrative Services if they wish to restrict access to their personal contact information to any of the above-mentioned categories. In this case, the students' contact information will only be released upon written consent from the student on an individual request basis. This policy defines "contact information" as a student's legal name, address, telephone number, date of birth, and email address.

2. Any student may request access to their own personal academic and contact information records and may challenge the accuracy of such records. Such requests and challenges are to be submitted in writing to the Dean of Administrative Services. The student must receive access to review their educational record within 45 days of receipt of a request.
3. All records pertaining to a student's violation of policy or conduct codes are considered confidential and will not appear on a student's transcript with the exception of an expulsion. Access to these records can only be obtained by written consent from the student or a court order. The exemption to this ruling is a request from the Board of Directors, CEO, or Chief Artistic Officer in relation to a current complaint that is under review.
4. Any officer, employee, or volunteer, who as part of his or her job description, is privy to student information is bound to adhere to this policy and has a duty to respect the privacy of each individual student.

## **POLICIES FOR MAINTAINING STUDENT RECORDS**

All student records pertaining to admission qualifications, transfer requests, experiential learning, signed documents, scholarship awards, complaints and any written warning will be stored in a manner that is safe and secure under the student's identification number and name. Hard copies of student files will be maintained on site in the administrative offices for a minimum of five years after student withdraws or graduates from the program. Transcripts will be maintained permanently. Student records must contain:

1. Name, address, e-mail address, and telephone number of each student who is enrolled.
2. The degree or certificate granted and the date on which that degree or certificate was granted.
3. The courses and credits on which the certificate or degree was based.
4. The grades earned by the student in each of those courses.

These records will be maintained for 50 years following the student's withdrawal or graduation date from the program.

## 1ST YEAR ACTIVE MEMBER EXPECTATIONS

The Young Americans have a 56-year history of excellence as a result of high expectations, respectful personal and interpersonal behavior, and a commitment to performance excellence. To attain that performance excellence and development, **First-Year Active Cast Members are expected to:**

- Participate in scheduled rehearsals.
  - Active cast members gather for choral and rehearsals on Saturday mornings. Additional show-specific rehearsals are scheduled as needed to support performance needs. Failure to participate in rehearsals on a regular and consistent basis may result in loss of active cast member status.
- Participate in the following performances:
  - *New Kids Show* – A one-night-only event in late November. Rehearsals occur during the fall semester on Saturday afternoons & evenings and Sunday afternoons & evenings. Additional rehearsals are scheduled as needed to support performance needs.
  - *The Magic of Christmas Show* – A multi-week run in early December. Intensive rehearsals begin late November and require cast members to be available daily without conflict. Cast members may not have a rehearsal call every day, but with the compressed rehearsal schedule, availability must be kept open. Cast members may request to not perform in this production.
  - *Showstoppers* Concert – Performance is a multi-day run in early March. Rehearsals take place on Saturdays during the spring semester with all-day technical rehearsals occurring in the 5 days prior to opening night.
- Participate in the Southern California Outreach Program.
  - This program takes small groups of cast members into local schools and alternative education programs on a weekly basis. Each week the YA cast members instruct the community participants on performance material, including songs and dances, to help them develop self-esteem and self-confidence. Some locations conclude with a public concert performance.
- Maintain standing as a student with The Young Americans College of the Performing Arts by completing the coursework for either the Music Outreach Training Certificate or the Associate of Arts in Performance Degree.
- Conduct yourself in a manner consistent with the code of conduct at all times to maintain the good name and reputation of The Young Americans.

It is important to understand that in the first year of membership with The Young Americans you are both an active cast member and a student at The Young Americans College of the Performing Arts (YACPA). Enrollment at YACPA is restricted to active members of The Young Americans. Should you choose to withdraw from active membership with The Young Americans, you are also withdrawing as a student from YACPA. Additionally, as stated above, your first-year active status with The Young Americans requires you to maintain standing as a student with YACPA.

## **SEXUAL MISCONDUCT, SEXUAL VIOLENCE, GENDER-BASED DISCRIMINATION, AND RETALIATION POLICY**

### **A. Introduction**

- 1) Philosophy Behind the Policy:** Any act of “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation” is a significant issue that affects all members of The Young Americans’ community, including The Young Americans College of the Performing Arts (“YA College”). While it is the belief of The Young Americans that education is key to changing attitudes and beliefs that perpetuate “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation,” disciplinary policies can also play a major role. Furthermore, it is the timely and professional handling of such matters that creates an overall perception of The Young Americans’ responsiveness to and concern for its community.

Because of the nature of sexual misconduct, acts frequently go unreported. It is The Young Americans’ desire to create a supportive climate that will encourage survivors and complainants to report incidents. While no one course of action is recommended, formal reporting of these incidents is the only mechanism by which offenders can be officially sanctioned, thereby reducing the risk of repeat occurrences. This Policy covers complaints of alleged “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation” made at The Young Americans by individuals who are members, students, employees, or volunteers in sponsored-programs at the time of the alleged incident.

- 2) Campus SaVE Act:** The Campus Sexual Violence Elimination (Campus SaVE) Act requires colleges and universities to provide students and employees reporting victimization with their written rights to:
  - a) Receive assistance if reporting a crime to law enforcement.
  - b) Have their living, academic, or working situations changed to avoid a hostile environment.
  - c) Obtain or enforce no-contact directives or restraining orders.
  - d) Have a clear description of the reporting and investigative process including the range of possible sanctions.

- e) Have access to resource information for counseling, health, mental health, victim advocacy, legal assistance and other support services available on campus and in the community.

Additionally, in accordance with the Campus SaVE Act, The Young Americans investigative and disciplinary processes for acts of sexual misconduct must ensure that:

- a) Prompt, fair, and impartial investigations and resolutions take place and that such processes are conducted by officials receiving annual training on domestic violence, sexual assault, and stalking.
- b) Both parties are aware that they may have others present during interviews and disciplinary proceedings, including an advisor of their choice.
- c) Both parties will receive written outcomes of all disciplinary proceedings at the same time.

**3) The Policy:** The Young Americans does not tolerate “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation,” as defined in this Policy in any form. Any form of sexual misconduct is a violation of The Young Americans’ Code of Conduct, Title IX regulations, and may also constitute violation of state and federal criminal statutes. Additionally, The Young Americans offers support to any student, faculty, volunteer, or staff member who experiences “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation” within the context of The Young Americans’ community. Any report of “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation” is taken seriously. The Young Americans does not tolerate retaliation against cast members, students, volunteers, or employees who bring forth a complaint in good faith about sexual misconduct.

The Young Americans acknowledges its duty to protect local citizens, students, officers and employees, and thus maintains the policy of notifying appropriate law enforcement agencies of any incident of “Sexual Misconduct and Sexual Violence,” “Gender-Based Discrimination,” and “Retaliation” (collectively “Prohibited Conduct”) that is reported to The Young Americans officials with consent from the reporting party. In case of a minor who is the survivor of sexual misconduct, The Young Americans has a legal and ethical duty to inform the local law enforcement agency regardless of consent.

Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. (Title IX) prohibits discrimination on the basis of sex in education programs or activities. Sexual Misconduct and Sexual Violence, Gender-Based Discrimination, and Retaliation are forms of discrimination prohibited by Title IX. The Young Americans is committed to providing programs, activities, and an educational environment free from such prohibited conduct. The Young Americans is committed to fostering a community that promotes prompt

reporting of all types of prohibited conduct. Creating a safe environment is the responsibility of all members of The Young Americans' community.

This Policy is designated to provide an equitable process through which an affected individual can report Prohibited Conduct. Through this Policy, The Young Americans Community strives to provide fairness to both the Reporting Party and the Respondent while ensuring protection for the Reporting Party under Title IX and providing applicable process rights to the Respondent.

## **B. Definitions**

For the purposes of this Policy, the following definitions apply:

- 1) **Consent** is the affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has Consent from their partner(s) to engage in the sexual activity. Consent must be ongoing throughout the entire sexual experience. Consent to some sexual contact (such as fondling) cannot be presumed to be Consent for other sexual activity (such as intercourse). A current or previous dating/sexual relationship is not sufficient to constitute Consent. The lack of protest or resistance does not mean Consent, nor does silence.

A person cannot give Consent if they are incapacitated or if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. A person who engages in sexual activity when they know, or should know, that the other person is incapacitated has violated this Policy. Being intoxicated and thus unable to realize the incapacitation of the other person is not an excuse.

Consent can be withdrawn at any time during the sexual activity. If that occurs, the other person must stop immediately.

Minors below the age of consent cannot give Consent. Any person who engages in sexual activity with a minor is committing a crime as well as violating this Policy.

- 2) **Complaint** is a complaint based on Prohibited Conduct as defined by this Policy.
- 3) **Compliance Officer** is responsible for ensuring all investigations relating to policy violations are conducted promptly and fairly. Currently the Chief Financial Officer is the Compliance Officer and is located at 1132 Olympic Drive, Corona, CA 92881.
- 4) **Dating Violence** is any action of violence or threat of violence to an individual who has been in a relationship of a romantic or intimate nature with the Respondent. The determination as to whether there was such a relationship will be based on the Reporting Party's statement with consideration of the length and type of relationship, and the frequency of interaction of the persons involved in the relationship.



- 5) **Force** is physical force, violence, threat, intimidation, or coercion.
- 6) **Gender-Based Discrimination** is differential treatment taken because of an individual's sex/gender, sexual orientation, or gender identity, unless the conduct is based on a bona fide employment or educational requirement. Some examples are:
- a) disparity in hiring, promotion, salary, termination, and other terms and conditions of employment;
  - b) disparity of treatment in education programs, activities, and related services, and
  - c) limitations on an individual's participation in YA College activities.
- 7) **Incapacitation** is the inability for an individual to give consent to a sexual action. Someone who cannot make rational, reasonable decisions because they lack the capacity to give knowing consent is considered incapacitated. Any person whose incapacity results from mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs is covered by this policy.
- 8) **Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse** is sexual contact or intercourse that occurs without Consent.
- 9) **Preponderance of Evidence** is the greater weight of the evidence; more likely than not; the stronger evidence, however slight the edge may be.
- 10) **Prohibited Conduct** is conduct that constitutes one or more of the following, and is prohibited by this Policy: Dating Violence, Gender-Based Discrimination, Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse, Retaliation, Sexual Exploitation, Sexual Harassment, Stalking, and/or Violence Based on Gender.
- 11) **Protected Activity** includes any of the following:
- a) reporting conduct which is prohibited by this Policy;
  - b) participating in the investigation of a Complaint of Prohibited Conduct, or
  - c) opposing or protesting practices which are prohibited by this Policy.
- 12) **Protected Class** includes sex/gender, sexual orientation, and gender identity.
- 13) **Reporting Party** is the individual who is a student, cast member, employee, volunteer, or other participant in The Young Americans-sponsored program at the time of the alleged incident, and who files a complaint under this Policy.
- 14) **Respondent** is the individual(s) who is alleged to have committed an act of sexual misconduct or relationship violence.
- 15) **Sexual Assault** is any unwanted physical contact of a sexual nature that occurs by force or threat of force without the affirmative consent of each person, or when a person is

incapacitated or otherwise unable to freely give consent. Sexual assault includes rape, forcible sodomy, sexual assault with an object, forcible fondling, incest, and statutory rape.

**16) Sexual Contact** is the deliberate touching of a person's intimate parts or using Force to cause a person to touch his or her own or another person's intimate parts.

**17) Sexual Exploitation** is taking sexual advantage of another person without Consent, which includes, but is not limited to, causing or attempting to cause the incapacitation of another person so as to gain or facilitate a sexual advantage over another person.

**18) Sexual Harassment** is unwanted sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature. This includes instances when:

- a) submission to such conduct is made explicitly or inexplicitly a condition for receiving a reward;
- b) submission to or rejection of such conduct is used as punishment; or
- c) such conduct unreasonably interferes with an individual's employment or educational endeavors by creating a hostile or offensive work or learning environment.

Sexual harassment does not refer to occasional compliments or behavior of a socially acceptable nature. Sexual harassment is conduct that is sufficiently severe, persistent, or pervasive and that interferes with an individual's work/educational performance or creates an intimidating, hostile, or offensive work/educational environment.

**19) Sexual Misconduct and Sexual Violence** is a broad term encompassing Sexual Exploitation, Sexual Harassment, Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, Stalking when the victim was chosen as a target for stalking because of his or her gender and other acts of Violence Based on Gender. This includes conduct of a sexual nature or conduct based on sex or gender that is nonconsensual or has the effect of threatening, intimidating, or coercing a person. Sexual Misconduct and Sexual Violence can be committed by men or by women, and it can occur between people of the same or different sex.

**20) Stalking** is willfully, maliciously, and repeatedly following, harassing, or cyberstalking another person where the victim was targeted due to his or her sex/gender, sexual orientation, or gender identity.

**21) Student Services** is the Office of Student Services located at 1112 Olympic Drive, Corona, CA 92881.

**22) Title IX Committee** is the committee formed of staff and officers designated to hear cases of alleged violations of this Policy.

**23) Title IX Coordinator** is the YA College employee with the responsibility for administering this Policy, including identifying and addressing any patterns or systemic problems that arise during the review of Title IX complaints. The Title IX Coordinator may be assisted by Deputy Title IX Coordinators. The current Title IX Coordinator is the Dean of Students who is located at 1112 Olympic Drive, Corona, CA 92881.

**24) Title IX Investigators** are the individuals designated by the Title IX Coordinator to conduct investigations of alleged Prohibited Conduct under this Policy.

**25) Violence Based on Gender** is any other crime or act of violence, not defined above, taken against another when the victim was targeted due to his or her sex/gender, sexual orientation, or gender identity.

**C. Prohibited Conduct:** A Reporting Party may file a Complaint alleging that he or she was subject to Prohibited Conduct as defined in this Policy, and that this Policy was therefore violated. Conduct that constitutes one or more of the following is prohibited by this Policy and shall be referred to as “Prohibited Conduct”:

**1) Sexual Misconduct and Sexual Violence**

- a) Sexual Harassment
- b) Dating Violence
- c) Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse
- d) Sexual Exploitation
- e) Stalking
- f) Violence Based on Gender

**2) Gender-Based Discrimination**

**3) Retaliation**

**D. Standards:** In determining whether the alleged conduct constitutes Prohibited Conduct, as defined by this Policy, the following standards must be met:

**1) Sexual Misconduct and Sexual Violence:**

- a) Sexual Harassment. Sexual harassment violates this Policy when any one of the following occur:
  - i. the unwelcome conduct of a sexual nature is sufficiently severe or pervasive so as to alter the terms and conditions of the individual’s employment or educational environment,
  - ii. where submission to unwelcome sexual requests is either explicitly or implicitly made a term or condition of employment or of an individual’s educational status or success, or

- iii. where submission or rejection of the sexual conduct or request is the basis for employment or educational decisions affecting the individual.
- b) Dating Violence, Non-Consensual Sexual Contact or Non-Consensual Sexual Intercourse, Sexual Exploitation, Stalking, and Violence Based on Gender: The definitions listed in Section B apply to each of these prohibited acts. In determining whether this Policy was violated, a two-part inquiry must be answered. The inquiry is:
  - i. whether it is more likely than not that the conduct that was alleged occurred, and
  - ii. whether the conduct meets the definition in Section 1B, above.

**2) Gender-Based Discrimination. Conduct violated this Policy when:**

- a) the Reporting Party is a member of a Protected Class,
- b) the Reporting Party was treated less favorably than similarly situated individuals who are not members of the same Protected Class, and
- c) the less favorable treatment was due to the Reporting Party's membership in the Protected Class.

**3) Retaliation. Conduct violates the Policy when:**

- a) the Reporting Party engaged in a Protected Activity,
- b) the Respondent was aware of the Protected Activity,
- c) the Reporting Party subsequently is subject to a material adverse action caused by the Respondent, and
- d) there is a causal connection between the Protected Activity and the material adverse action.

**4) Standard of Proof**

In making these determinations, the "more likely than not" or "Preponderance of the Evidence" standard is used.

**E. Authority, Timing, Effect of Criminal Proceedings, and Reporting Party Participation**

- 1) **The Young Americans Authority** - A YA College student, cast member, employee, volunteer, or participant in The Young Americans sponsored program may file a Complaint against any student, employee, or volunteer under this Policy. The Title IX Coordinator will determine which procedures will be used based on the alleged allegations.
- 2) **Timing of Complaints and Availability of Procedures** - As long as The Young Americans has authority over the Respondent, there is no time limit or statute of limitations to filing

a Complaint under this Policy. Nevertheless, victims are encouraged to report Prohibited Conduct immediately in order to maximize The Young Americans' ability to conduct a thorough and reliable investigation. Failure to promptly report Prohibited Conduct may result in the loss of evidence and witness information, and may impair The Young Americans' ability to enforce this Policy.

- 3) Effect of Criminal Investigation/Proceeding** - Because Prohibited Conduct may constitute both a violation of this Policy and criminal law, The Young Americans encourages victims to report alleged criminal conduct promptly to local law enforcement agencies. If the alleged violation is also being investigated by law enforcement authorities, The Young Americans may delay its investigation long enough to permit law enforcement agencies to collect evidence. The Young Americans may take interim measures during the pendency of the criminal investigation.

The standards for finding a violation of criminal law differ from the standards for finding that a violation of this Policy occurred. A violation of this Policy may be found even though law enforcement agencies lack sufficient evidence of a crime. If outside charges have been dismissed, are not prosecuted, are not heard, or if adjudication of guilt is withheld, such action will have no bearing on The Young Americans' charges and/or outcome.

- 4) Reporting Party Does Not Wish to Pursue Resolution** - If the Reporting Party does not wish to pursue any remedy under this Policy and/or requests that his or her Complaint remain confidential, The Young Americans will consider the Reporting Party's request. However, The Young Americans is required to investigate and take reasonable action in response to information reported. The Title IX Coordinator, in conjunction with the Deputy Coordinator/Title IX Investigator, will weigh the Reporting Party's request against the following factors:

- a) Whether there have been other complaints of Prohibited Conduct against the same Respondent.
  - b) Whether the accusations are of a nature that the continued presence of the Respondent on campus poses a threat to the safety of other community members.

The Title IX Coordinator will inform the Reporting Party if The Young Americans makes the determination to move forward with charges under this Policy without the Reporting Party's participation.

## **F. The Process: Initial Steps and Investigative Procedures**

### **1) Reporting Prohibited Conduct**

- a) **Reporting.** Any individual who has been a victim of Prohibited Conduct is encouraged to report this information to The Young Americans and local law enforcement as soon as possible. Students and cast members may report

Prohibited Conduct to Student Services. Employees and volunteers may report Prohibited Conduct to the Title IX Coordinator or Deputy Title IX Coordinator.

- b) Obligation to Report.** The Young Americans employees and volunteers have an obligation to report information received regarding Prohibited Conduct. In accordance with California State law, The Young Americans will immediately report to local law enforcement any willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime committed on or off campus, as reported by the reporting party. The reporting person's and/or victim's identity will remain confidential unless the victim consents to being identified after being informed of their rights.
- c) Confidentiality.** All volunteers, employees, and officers of The Young Americans are required to report disclosures of sexual misconduct. Only YACPA-licensed counselors are bound by confidentiality. Reports of sexual misconduct to counseling staff can only be shared with written consent from the reporting party.
  - i. The Young Americans will treat information that it receives in a manner that respects both the sensitivities of the reporting party and the rights of the respondent. Recognizing that acts of sexual misconduct, by their nature, violate the security of the entire campus community, there may be instances where it is The Young Americans' ethical and legal responsibility to disclose information regarding the circumstances related to a specific incident to The Young Americans community. In such cases any notification to the campus community will be a general warning regarding a reported incident. If the reporting party is a minor (under 18 years old), the law requires disclosure to law enforcement authorities.
  - ii. In the case of a student, cast member, faculty, staff, or parent request for information regarding a reported incident, The Young Americans will confirm or deny the reporting of an incident and disclose The Young Americans' response to the reported incident. The Young Americans will keep confidential any information that may reveal the identity of any Reporting Party or Respondent.
  - iii. In guaranteeing the confidentiality of the Reporting Party and the Respondent, The Young Americans will retain a policy of no comment to any member of the press who requests information regarding the incident.

## **2) Initial Investigation**

- a)** Upon receipt of the report, the Title IX investigator shall immediately authorize or undertake an investigation. The initial investigation shall be completed no later than fourteen days from receipt of the report.



- b) The Title IX investigator shall provide written notice to the respondent that includes the identities of the parties involved, the specific section of the code of conduct allegedly violated, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident. Notice must be provided with sufficient time for the respondent to prepare a response prior to any interview or meeting.
- c) The Title IX Investigator reviews the allegations and the options for formal resolution with both parties.
- d) If the Title IX Complaint is appropriate, the title IX investigator may facilitate an informal resolution, including mediation, if all parties agree, prior to conducting a full investigation.

### **3) Remedial Actions**

During the investigative process, any party involved may request reasonable accommodations. Students/Cast members should submit remedial action requests to the Dean of Students. Employees/volunteers should submit remedial action requests to their direct supervisor/manager or directly to the compliance officer.

Reasonable accommodations may include:

- a) Housing reassignment;
- b) Changes to class schedules or work assignments, where possible; and/or
- c) "No contact" directive.

### **4) Formal Investigation**

- a) The Title IX Investigator conducts interviews with all parties involved, including any witnesses in a prompt, fair, and impartial manner. Once the investigation of the Complaint is completed and the investigative report prepared by the Investigator is given to the Title IX committee, both the Respondent and Complainant will be notified of the findings by the Investigator.
- b) A Title IX Committee is formed to review all evidence and witness statements collected by the investigative process and determine a resolution or outcome of the investigation.
- c) The Title IX Committee will utilize the preponderance of evidence as the standard of proof in determining whether the violation occurred. Preponderance of evidence means there is a good faith belief that it is more likely than not that a violation occurred. The Committee will consider the particular circumstances and facts to determine if sexual misconduct occurred and if any sanction will be imposed.

- d) If the allegations are sustained and College intends to impose a penalty on the Respondent, College shall notify the Respondent by way of a “Charging Notice.” The Charging Notice is a written notice of any proposed penalty, the reasons for the penalty, the provisions of Policy alleged to have been violated, copies of the materials upon which the proposed penalty is based, the right to appeal, and copies of the Procedural Rules in the event an appeal is filed.
- e) In the event the investigation concludes the preponderance of the evidence does not establish a violation of Policy, the Complainant will be so informed by way of a Determination Notification. The Determination Notification to the Complainant shall include a copy of the Policy, copies of the materials upon which the proposed decision is based, the right to appeal, and copies of the Procedural Rules in the event an appeal is filed.

### 5) **Corrective Action Guidelines Applicable to Students/Cast Members**

All approved corrective action guidelines are intended to encourage the students and/or cast members to examine their behavior and to develop more effective approaches to being a productive member of The Young Americans’ community. Fulfilling prescribed sanctions is considered essential to a person’s development, and individuals are thereby expected to complete any prescribed sanction in a thoughtful and timely manner.

Other than expulsion, conduct sanctions shall usually not be made part of the student’s permanent transcript, but shall become part of the student’s confidential conduct record.

- a) **Formal Warning** – a notice in writing to the individual that the individual is violating or has violated organizational regulations and that any future violation(s) may result in more serious sanctions. Formal warnings have no time limit associated with them and will be kept in the individual’s file.
- b) **Probation** – a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe sanctions if the individual is found to be violating any organizational regulation(s) during the probationary period.
- c) **Suspension** – Separation of the individual from the organization, College, and/or housing complex for a defined period of time, after which the individual is eligible to return. Conditions for readmission may be specified.
- d) **Expulsion** – Permanent surrender of all rights and privileges of membership in The Young Americans’ community and exclusion from the campus, from any organizational property, and from all organizational functions.
- e) **Supplemental Sanctions** – any of the following may be imposed in connection with the above:
  - i. Work assignments

- ii. Service to the organization or community
- iii. Fines, restitution for loss, damage, or injury
- iv. Educational sanctions (e.g., written response to posed questions)
- v. Academic sanctions (e.g., revocation of degrees, withholding transcripts, removal from classroom/courses)
- vi. No-trespassing order
- vii. Loss of visitation rights to organizational provided housing
- viii. Parents/guardians may be notified when individuals, who are under the age of 21, are found responsible for any drug- and/or alcohol-related violations

Supplemental Sanctions pertaining to individuals residing in provided housing:

- i. Involuntary move
- ii. Lease addendum housing privileges\* (removed from provided housing)
- iii. Co-signers may be notified when individuals are found responsible for any drug- and/or alcohol-related violations

*\*Note: Individuals removed from housing due to their conduct will be held responsible for the payment of all amounts which remain, or become, due under the terms of the Resident Living Agreement.*

## **FIREARMS AND WEAPONS**

The use and possession of firearms, knives or weapons is prohibited on College property or leased property by any person on campus. Active law enforcement professionals are excluded from this policy.

## **DRUGS & ALCOHOL**

The misuse of drugs (unlawful possession, use, sale or distribution) is a violation of Federal and California State laws. California law also prohibits the purchase, public consumption or possession of alcoholic beverages and marijuana by people under the age of 21. The misuse of drugs and/or alcohol is prohibited on the College property, and is subject to disciplinary action.

## **SMOKING**

This College is a smoke-free campus. The use of tobacco and marijuana products including but not limited to cigarettes, cigars, vapes, e-cigarette, and pipe smoking is prohibited on the college property. The property includes all buildings, grounds and parking lots.

## **MISSING PERSONS POLICY**

The Young Americans College of the Performing Arts shall respond to a missing student/resident report when a student who resides in on-campus housing has been missing for twenty-four hours in accordance with the following procedural protocol.

**Procedural Protocol for Report of Missing Student/Resident:**

A missing student report shall be made to a Resident Advisor (RA), the Dean of Students or the Dean of Administrative Services. Whichever party receives the first report shall immediately notify the Dean of Students, who in turn shall inform the Dean of Administrative Services and College President and keep them informed of developments as they may occur.

Student Services staff shall, upon receipt of an initial report, immediately attempt to determine its credibility.

Staff shall first proceed to the student/resident's room and knock.

1. If the resident answers the door, he/she is no longer considered missing.
2. If the roommate answers the door, staff shall determine if the roommate has seen or heard from the resident within the preceding 24 hours. If so, the student is no longer considered missing.
3. If the roommate has not seen or heard from the student within the preceding 24 hours, go to step 6 below.
4. If no one answers the door, staff personnel shall say "YA Staff" twice while continuing to knock on the door.
5. If no one answers the door, staff shall use a master key to unlock the door. Staff shall open the door and say, "YA Staff, entering the apartment."
6. The door shall be propped open.
7. Staff shall inspect the room to determine if the resident is present, either asleep or unconscious.
8. If the student is in the room, he/she is no longer considered missing, but if the student is unconscious, staff shall immediately call 911 and follow emergency protocols.
9. If the student is not located in their residence the Dean of Students is notified of the situation, the Dean shall retrieve the resident's Emergency Contact Information, if applicable, and in any event proceed with the following until the student is located:
  - a. Call the resident's cell phone number if available.
  - b. E-mail and Facebook the resident, seeking confirmation of his/her health and safety.
  - c. Contact the resident's professors to see if the resident has been in class recently.
  - d. Call the Emergency Contact Person, if one has been named, to determine if such person knows the whereabouts of the resident.
  - e. Call the Corona Police Department (951) 736-2330 and local 911 to report a possible missing student.

10. After the Corona Police Department has investigated and determined that the resident is indeed missing, the Dean of Administrative Services (or designee) shall call the resident's designated Emergency Contact Person to give notification of the results of the initial police investigation. For residents less than 18 years of age and not emancipated, parents/guardians shall be given similar notification.
11. YACPA staff shall continue to cooperate and collaborate with law enforcement in continuing efforts to locate the missing student.

Campus housing residents may register a confidential emergency contact to be notified if it is determined that a student is missing. Emergency contact information will only be available to campus housing staff, YACPA executive staff members and law enforcement authorities in furtherance of a missing person investigation. It is highly recommended that residents take advantage of this program. Even if a student has not registered a confidential emergency contact, local law enforcement should be contacted.

## **COPYRIGHT INFRINGEMENT**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at ([www.copyright.gov](http://www.copyright.gov)).

## **WHISTLEBLOWER POLICY**

**A. Introduction and Purpose:** The Young Americans (the "Corporation") requires its directors, officers, employees, students, volunteers and those acting on behalf of the Corporation to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The purpose of this policy is to encourage and enable employees, students, and volunteers of the Corporation to report any action or suspected action taken within the Corporation that is illegal, fraudulent or in violation of any adopted policy of the Corporation, to a source within the Corporation before turning to outside parties for resolution. This policy applies to any matter that is related to the Corporation's business, and does not relate to private acts of an individual not connected to the business of the Corporation. This policy is intended to supplement but not replace the Corporation's unlawful harassment and discrimination policy, "open door policy" and/or any other grievance

procedure, and any applicable state and federal laws governing whistleblowing applicable to nonprofit and charitable organizations.

- B. Violations; Reporting in Good Faith:** All employees, students, and volunteers of the Corporation are encouraged to report any action or suspected action taken within the Corporation that is illegal, fraudulent or in violation of any adopted policy of the Corporation, including but not limited to, bullying, harassment and discrimination (each, a “Violation”). Anyone reporting a Violation must act in good faith, without malice to the Corporation or any individual in the Corporation, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred. Any report which the complainant has made maliciously or any report, which the complainant has good reason to believe is false will be viewed as a serious disciplinary offense.
- C. No Retaliation:** No employee, student, volunteer, or person acting on behalf of the Corporation who in good faith reports a Violation or cooperates in the investigation of a Violation shall suffer harassment, retaliation or adverse employment or volunteer consequences. Any individual within the Corporation who retaliates against another individual who in good faith has reported a Violation or has cooperated in the investigation of a Violation is subject to discipline, including termination of employment or volunteer status.

If an individual believes that someone who has made a report of a Violation or who has cooperated in the investigation of a Violation is suffering from harassment, retaliation or other adverse employment or volunteer consequences, the individual should immediately notify the Compliance Officer. In the event the Corporation has not specifically established the position of Compliance Officer or the position is vacant, the Chief Financial Officer (“CFO”) of the Corporation shall serve as the Compliance Officer. Any individual who reasonably believes he or she has been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint (outlined in section D below).

- D. Reporting Process:** If an individual reasonably believes that a Violation has occurred, the individual is encouraged to share his or her questions, concerns, suggestions or complaints with any person within the Corporation who may be able to address them properly.

In most cases, the direct supervisor of an individual is the person best suited to address a concern. However, if an individual is not comfortable speaking with his or her supervisor or if he or she is not satisfied with the supervisor’s response, the individual is encouraged to speak directly to the Compliance Officer or anyone in management or on the Board of Directors that he or she feels comfortable approaching.

- E. Confidentiality:** The Corporation encourages anyone reporting a Violation to identify himself or herself when making a report in order to facilitate the investigation of the Violation. However, reports may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of Violations or suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, the Corporation will explore anonymous allegations to the extent possible but will weigh the



prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

- F. Compliance Officer; Handling Reported Violations:** The supervisor, manager or board member who receives a report of a Violation from the complainant is required to notify the Compliance Officer of that report, except as provided below with respect to a report relating to the Compliance Officer. The Compliance Officer will notify the complainant and acknowledge receipt of a report of Violation within ten (10) business days, but only to the extent that the complainant's identity is disclosed, or a return address is provided.

The Compliance Officer, or his or her designee, is responsible for promptly investigating all reported Violations and for causing appropriate corrective action to be taken if warranted by the investigation. The complainant will be notified about what actions will be taken, to the extent reasonably possible and consistent with any privacy or confidentiality limitations. If no further action or investigation is to follow, an explanation for the decision will be given to the complainant.

In the event the Compliance Officer is suspected of having committed a Violation or if the Compliance Officer has a conflict of interest with regard to its duties carrying out the investigation, then the Violation shall be reported to any officer of the Corporation or director presently serving and the Violation will be investigated by an individual or Investigation Committee appointed by the Board of Directors under close supervision of the Board of Directors.

- G. Accounting and Auditing Matters; Reports:** The Board of Directors is responsible for addressing all reported concerns or complaints of Violations relating to corporate accounting practices, internal controls or auditing. Therefore, the Compliance Officer must immediately notify the Board of Directors of any such concern or complaint.

In addition, the Compliance Officer shall advise the Board of Directors of any other reported Violations, the current status of the investigation, and the outcome or corrective action taken at the conclusion of the investigation.

If the appointed Compliance Officer is also the CFO, the complaint should be reported directly to the CEO or Board of Directors.

- H. Implementation Method:** This policy and the complaint procedure is to be published in the college academic catalog and in the staff and faculty handbook.

During employee orientation, the policy should be reviewed so that all employees are aware of their duty to report both violations they witness or those that are reported to them.

During annual student and volunteer training and orientation the policy should be reviewed.

Whistleblower reporting forms will be available through the employee accessible internal servers and through student portals.

## **I. Complaint Procedure**

- 1) Introduction:** In accordance with Corporation's Whistleblower Policy (the "Policy"), this Complaint Review Policy sets forth procedures to be followed by the Corporation upon receipt of a complaint covered under the Policy.
- 2) Compliance Officer:** Except as provided in section D, the Compliance Officer is responsible for promptly investigating all complaints. If warranted by the investigation, the Compliance Officer will, in consultation with the Board of Directors and, if necessary, legal counsel, cause appropriate corrective action to be taken. In the event that a complaint concerns the Compliance Officer or a conflict of interest exists with regard to the Compliance Officer, the complaint shall be investigated by an individual or committee appointed by the Board of Directors under close supervision of the Board of Directors.
- 3) Complaint Review Procedure:** The Compliance Officer will notify the complainant and acknowledge receipt of a complaint within ten (10) business days, but only to the extent that the complainant's identity is disclosed or a return address is provided.

The Compliance Officer will make initial inquiries in consultation with legal counsel, if necessary, to determine whether further investigation is necessary or appropriate. The Compliance Officer will manage any subsequent investigation, and may request the assistance of legal counsel or other parties, as he or she deems necessary or appropriate.

The Compliance Officer, or his or her designee, will fully investigate the complaint, meeting separately with the complainant and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The Compliance Officer will explore anonymous complaints to the extent possible, but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

Upon completion of the investigation, the complainant will be notified about what actions will be taken, to the extent reasonably possible and consistent with any privacy or confidentiality limitations. If no further action or investigation is to follow, an explanation for the decision will be given to the complainant.

- 4) Confidentiality:** Complaints and their investigation will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities.
- 5) Report to the Chief Executive Officer or Board of Directors:** Within ten (10) business days of receiving a complaint, the Compliance Officer shall cause a report to be sent to the Board of Directors containing the following information:

- a) The allegations made by the complainant and how they were reported to the Corporation.
- b) All relevant facts related to the allegations.
- c) The current status of the investigation and how it was or will be conducted, including witnesses interviewed and documents reviewed.
- d) The outcome or corrective action taken or to be taken at the conclusion of the investigation. If no further action or investigation is to follow, an explanation for the decision will be included.

Thereafter, and until the allegations have been resolved, the Compliance Officer shall submit updated reports at least every thirty (30) business days, or sooner if requested by the Board of Directors.

- 6) Accounting and Auditing Matters:** The Board of Directors or Audit Committee is responsible for addressing all reported concerns or complaints relating to corporate accounting practices, internal controls or auditing. Therefore, the Compliance Officer must immediately notify the Board of Directors or Audit Committee of any such concern or complaint and work under the close supervision of the Board of Directors or Audit Committee until the allegations are resolved.

## BACKGROUND CHECK POLICY

**The Policy:** All those who seek to become a cast member, volunteer, or employee of The Young Americans must undergo a background check. Independent contractors who are likely to come into contact with cast members, students, or workshop and camp participants must also complete a background check.

The scope of the background check will include national and county criminal records and the national sex offender registry. Other checks including credit history and driving records may be utilized if the role and responsibilities within The Young Americans warrant such vetting.

To protect against discriminatory actions, the background screening process takes place after conditional offers of acceptance or employment have been made.

The post-offer background checks conducted under this policy do not replace the reference checking that is expected as a part of the selection processes for acceptance or employment.

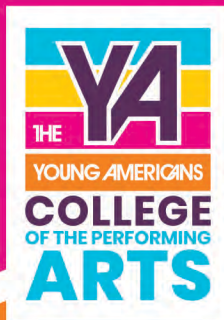
## DISCLOSURE

The Young Americans College of the Performing Arts, or The Young Americans, Inc. do not have any pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225 Sacramento, CA 95834, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the Bureau's Internet Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)



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