



2015-2016 CATALOG

The Illinois Institute of Art
Chicago

The Illinois Institute of Art
Schaumburg

The Illinois Institute of Art
Tinley Park

The Art Institute
of Michigan

The Art Institute
of Michigan- Troy

The Art Institute
of Ohio-Cincinnati

The Illinois Institute of Art

2015-2016 Catalog

Effective January 2015

Mission

The Illinois Institute of Art, an institution of higher education, inspires the passion, creativity and innovation essential for students pursuing the skills and knowledge for a career in the creative and applied arts.

Values

We believe in the transformational impact of art and design on individuals, industry, and society. Specifically,

We believe in encouraging creativity, critical thinking, and independent, life-long learning.

We believe in supporting each student, faculty member, and staff member as an active, collaborative participant in the educational process, respecting diversity, diverse abilities, backgrounds, interests, and points of view.

We believe in promoting an environment that encourages community and professional service.

We are committed to operating with integrity and developing personal values, ethical practices and social awareness within our students.

We believe that faculty and staff development, satisfaction, engagement, and responsibility are essential to productivity, growth, and excellence.

We believe in a commitment to student success and continual institutional improvement as well as effective management of change.

We believe that competency based outcomes and assessment of student learning lead to excellence in education.

We believe an atmosphere of excellence prepares graduates for careers, reflects the needs of the business community, and fosters personal growth and professional success.

We are committed to environmental sustainability and its application in our operations, education, and our outreach.

Purpose

The purpose of The Illinois Institute of Art is to offer programs of instruction that enable students to develop:

Knowledge and skills necessary for entry-level employment and career growth;

Intellectual ability, social awareness and life/leadership skills that will enhance their potential for personal and professional success; and

Broader understanding of ethics, culture, history, science, and the arts.

Diversity

The Illinois Institute of Art embraces its inherent responsibility to create and maintain a secure environment that values and respects the diversity of individuals, their creativity and ideas. The College fosters an educational experience that is enhanced by the diverse characteristics of students, faculty, and staff. Among these characteristics are race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities. We believe a diverse learning community is a critical component of higher education and supports academic excellence.

The Art Institute of Ohio-Cincinnati

8845 Governors Hill Drive, Suite 100

Cincinnati, OH 45249

Art Institute of Ohio SBCC School Number 04-01-1698B

The Illinois Institute of Art

Letter from the College President

On behalf of the faculty and staff at The Illinois Institute of Art, I am so pleased that you are considering furthering your education at our school. Our students are driven by a passion for their chosen fields and we are proud to provide a career-focused education that can channel those passions into your life's work.

Whether you yearn to create signature dishes, innovative designs, fashion-forward trends, cutting-edge films, animations and games or the next advertising campaign that gets everyone talking, our talented faculty is ready to nurture your development and guide you to your goals.

At The Illinois Institute of Art our classes are taught by faculty who are both professionals in their fields and experienced, enthusiastic educators. They apply their real-world experience in the classroom so students have the opportunity to receive the best possible hands-on education they can employ in the workforce.

We cultivate our students' creativity from the day you walk into your first class until the day you walk across the stage in your cap and gown. Our objective is to give you the tools you need to achieve your goals.

We look forward to welcoming you into our school and wish you success in all your endeavors.

Sincerely,

David Ray

President

The Illinois Institute of Art

The Illinois Institute of Art has six locations: the main campus Chicago, Illinois, three branches, and two additional locations:

Campus name	Type of Campus	City	Acronym	Referenced in Catalog as
The Illinois Institute of Art Chicago	Main	Chicago, IL	ILIC	Chicago
The Illinois Institute of Art Schaumburg	Branch	Schaumburg, IL	ILIS	Schaumburg
The Illinois Institute of Art Tinley Park	Additional Location	Tinley Park, IL	ILITP	Tinley Park
The Art Institute of Michigan	Branch	Novi, MI	AIMD	Detroit
The Art Institute of Michigan-Troy	Additional Location	Troy, MI	AIMT	Troy
The Art Institute of Ohio-Cincinnati	Branch	Cincinnati, OH	AIOHC	Cincinnati

In the main body of the catalog, the campuses will be referenced by the city name in the right-hand column above.

Accreditation

The Illinois Institute of Art is accredited by The Higher Learning Commission (HLC) and a member of the North Central Association (NCA), 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413, 1.800.621.7440, www.ncahlc.org.



The Diploma in Baking & Pastry, Diploma in Culinary Arts, Associate of Applied Science in Culinary Arts and Bachelor of Applied Science in Culinary Management programs at The Illinois Institute of Art – Chicago are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

The Associate of Applied Science in Culinary Arts program at The Art Institute of Ohio – Cincinnati is accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

The Interior Design program leading to the Bachelor of Fine Arts at The Illinois Institute of Art – Chicago is accredited by the

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Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Ave., Ste. 350, Grand Rapids, MI 49503.

The Interior Design program leading to the Bachelor of Fine Arts at The Illinois Institute of Art – Schaumburg is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Ave., Ste. 350, Grand Rapids, MI 49503.

State Licensing

The three Illinois locations of The Illinois Institute of Art are authorized by the Illinois Board of Higher Education, 431 East Adams, Second Floor, Springfield, IL 62701, 217-782-2551, www.ibhe.state.il.us/default.htm.

The Art Institute of Ohio — Cincinnati holds a Certificate of Authorization for its academic programs by The Ohio Board of Regents, 30 East Broad Street, Columbus, OH 43215, 614.466.6000.

The Art Institute of Ohio—Cincinnati is licensed by the Ohio State Board of Career Colleges and Schools, 35 E. Gay Street, Columbus, OH 43266-0591, 614-466- 2752.

The Art Institute of Ohio - Cincinnati is authorized by The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 670, Indianapolis, IN 46204-1984, 317.464.4400 Ext. 138, 317.464.4400 Ext. 141.

Consistent with the accreditation of The Higher Learning Commission (HLC) the Department of Licensing and Regulatory Affairs (LARA) is approving The Art Institute of Michigan, Inc. to conduct business in Michigan with the following purpose:

Operate a private postsecondary educational institution in Michigan, located at 28125 Cabot Drive, Suite 120, Novi, Michigan 48377. This is a class Y educational corporation. Degree programs authorized to be offered are as follows:

Associate of Applied Science (A.A.S.)

Bachelor of Applied Science (B.A.S.)

Bachelor of Fine Arts (B.F.A.)

Bachelor of Science (B.S.)

Bachelor of Arts (B.A.)

Associate degree programs must consist of 60 semester credit hours or equivalent of collegiate level of study. Bachelor degree programs must consist of 120 semester credit hours or equivalent of collegiate level of study.

This approval is granted for the programs noted above. Offering additional programs is subject to approval by this office. This approval is granted for operation at the address noted above. Expansion of programs to an address not mentioned above is subject to approval by this office.

Department of Homeland Security

The Illinois Institute of Art Chicago- This school is authorized under Federal law to enroll nonimmigrant alien students.

The Illinois Institute of Art Schaumburg- This school is authorized under Federal law to enroll nonimmigrant alien students.

The Art Institute of Michigan-This school is authorized under Federal law to enroll nonimmigrant alien students.

The Art Institute of Ohio-Cincinnati- This school is authorized under Federal law to enroll nonimmigrant alien students.

Consumer Information

You can find important consumer information at www.artinstitutes.edu/chicago, www.artinstitutes.edu/cincinnati, www.artinstitutes.edu/detroit, www.artinstitutes.edu/schaumburg, www.artinstitutes.edu/tinley-park, www.artinstitutes.edu/troy

For each campus, information about school security policies, crime statistics, crime logs, fire safety policies, fire statistics, and fire log is found by clicking on the Student Consumer Information link, then the Student Services Revealed link, and then the crime report link.

See aipograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info.

For information about online offerings through The Art Institute of Pittsburgh - Online Division, see www.aionline.com.

The Illinois Institute of Art

The Illinois Institute of Art

The Illinois Institute of Art is part of the exciting history of Chicago. Founded in 1916 as The Commercial Arts School, The Illinois Institute of Art was one of the first applied art and design colleges in the United States. The college school was widely known in the 1930s as Ray-Vogue School, with professional programs in art, design and fashion. The school was renamed Ray College of Design in 1981, and joined The Art Institutes system of schools in 1995. The Illinois Institute of Art offers Bachelor of Fine Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, and Associate of Applied Science degrees, as well as diploma programs.

Faculty and staff of The Illinois Institute of Art are dedicated to providing students the tools and knowledge they need to pursue their goals. When students arrive at The Illinois Institute of Art, they bring their creative drive; their “mind to imagine.” Dedicated faculty with industry experience offer students “the skills to create.” Whichever creative program students choose, The Illinois Institute of Art strives to provide the knowledge necessary to enter that field. Upon graduation, our dedicated Career Services staff work with each eligible student to assist in the employment search. Students’ personal drive and ambition complete the mix for academic and professional growth.

Locations and Facilities

Chicago Campus

Located in the heart of downtown Chicago, the Chicago campus of The Illinois Institute of Art has two facilities located in central areas just eight blocks apart. One facility is at the Mart Center, connected by skywalk to the world-famous Merchandise Mart. Students attend classes in the heart of Chicago’s design industry center. The Merchandise Mart is the world’s largest commercial building and wholesale design center, which houses hundreds of elite design showrooms. The campus location provides students with many opportunities in the design industry through its proximity to design businesses at the Mart Center and the national trade shows and regional markets held throughout the year. Evolve is the Chicago campus’s student-operated restaurant.

Schaumburg Campus

The Schaumburg campus is located in the Village of Schaumburg, 30 miles northwest of Chicago. Whether it’s for a quick half-day jaunt to the lakefront or for a weekend away, Schaumburg residents have easy access to all of the attractions of downtown Chicago. Schaumburg has grown from a sleepy farm community to become one of the foremost Edge Cities in the United States. It boasts a thriving professional community and there are more businesses in the Schaumburg area than in downtown Philadelphia, Washington, D.C., Dallas or Portland. These businesses combine to contribute more than 190,000 jobs to the Schaumburg region.

Cincinnati Campus

The Cincinnati Campus, The Art Institute of Ohio—Cincinnati, was founded in 2004 and is located in the thriving northeast Cincinnati suburbs, just 20 minutes from downtown Cincinnati. Known as the Queen City, Cincinnati features great natural beauty with steep hills, wooded suburbs, a picturesque downtown riverfront, and four definite seasons. Awarded by *Fortune* magazine as one of the top ten places to live and work, the greater Cincinnati area is a three-state, 15-county region that offers world-class assets in arts and culture, amusements, hospitality, sports and recreation. Cincinnati features all the amenities of a large, bustling metropolis while maintaining a friendly, small town atmosphere - a unique balancing act of extraordinary contrasts - but one that makes the region a remarkably flexible location filled with a wealth of opportunities and options.

Michigan campuses

The first Michigan campus, in the city of Novi, Michigan, was founded in 2007 and is located twenty five minutes northwest of downtown Detroit at the convergence of three major highways: I-696, I-275, and I-96. It is nestled among trees and ponds in a picturesque suburban setting with easy access to the greater metropolitan Detroit area. Metro Detroit has blue collar roots in manufacturing with a paralleling cosmopolitan rebirth occurring. Students can easily explore local history and experience a vast array of cultures and creativity in the galleries, theaters and music venues of downtown Detroit. The campuses are proud of the local cultural diversity boasting that more than 35 businesses based in Japan and at least 14 businesses based in Germany call southeast Michigan “home” in the United States. Multicultural access, a creative community, and a commitment to diversity are all characteristics of our growing creative campuses.

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Novi's unique outdoor sculpture garden is designed to promote an appreciation of form and design across a broad range of media for our students. A view of the many local artist sculptures can be seen from the campus's student run restaurant called The Great Lakes Bistro. Similar to fashion, graphic and interior design projects hanging in the campus galleries, The Great Lakes Bistro is the place to see aspiring chefs prepare meals and to sample a taste of our culinary students' hard work in our instructional kitchens. The Michigan campus in Troy was founded in 2011. The faculty, staff and student body are as diverse as the local population. The Art Institute of Michigan is a destination school for those seeking an applied educational approach to an education in Fashion, Design, Media or the Culinary Arts in southeast Michigan.

Tinley Park Campus

The Tinley Park campus is located in the Village of Tinley Park, just a short drive or train ride south from Chicago, which is one of the most rapidly growing communities in this Midwest metropolitan area. A walk along Oak Park Avenue, the village's main thoroughfare, takes residents by restaurants, shops, and businesses that make up the renovated historic district. One of the village's most popular events is the Benches on the Avenue public art project in which handcrafted wooden seating created by local artists is placed along Oak Park Avenue for the summer. Students can hop on the train to get to downtown Chicago or access interstate highways as well as three international airports – Midway, O'Hare, and Gary/Chicago. Recognized by *Bloomberg Businessweek* magazine in 2009 as the best place to raise a family in America, Tinley Park is a mix of the traditional and contemporary for students seeking an education in the creative and applied arts.

Academic Affairs

Academic Affairs Mission

The mission of the Academic Affairs Department is to prepare undergraduate students for entry-level careers in applied arts and to provide a learning environment in which they acquire the foundational skills and broad contextual understanding that will help them have meaningful, rewarding careers.

Graduates of The Illinois Institute of Art should:

- Have written and oral skills that enable them to communicate effectively with prospective employers, colleagues, clients, and the general public. They will be able to formulate a message in more than one medium.
- Possess creative design and problem-solving skills that result in imaginative, innovative, professional-level solutions within parameters such as deadlines, audience or customer expectation and budget.
- Have a thorough understanding of the field they plan to enter, including foundational elements and principles, technical skills, and terminology.
- Have an understanding of connections between their lives and the broader world in which they will perform their profession, applying observation, research, reasoning, creativity, and analysis to global issues through the lens of the humanities, arts, natural sciences and social sciences.
- Have developed themselves professionally, attaining a professional demeanor that matches industry standards, an understanding of business practices, and an understanding of continuous career development.

General Education

Mission and Philosophy

The General Education department, in accord with the overall mission of The Illinois Institute of Art, is committed to providing students the skills, knowledge and critical thinking ability needed for personal and professional development within a learner-centered, competency-based curriculum that fosters academic and intellectual excellence. The General Education requirements are designed to develop and increase students' ability to understand people, cultures, and scientific, philosophical and artistic discoveries with the goal of developing graduates ready for personal and career challenges.

General Education is designed to foster the ability to think independently, use reasoned analysis, understand the methods of scientific inquiry, communicate effectively, explore human behavior and culture, develop an ethical value structure, respect diversity within a global society and to appreciate and inspire creative endeavors. All areas of specialization require these general abilities. The breadth and rigor of the general education curriculum complements the academic programs and is designed to foster the integration of knowledge across disciplines. The academic categories comprising the general education curriculum are communications, math and computer science, physical and life sciences, humanities and fine arts, and social and behavioral sciences.

Desired Student Outcomes:

General Education is an integral component of every academic program at The Illinois Institute of Art. It offers students a broad knowledge base, competencies, and perspectives necessary for a productive personal and professional life by advancing the following outcomes:

Reasoning: to understand forms of logic or ways of thinking.

Problem Solving: to use reason in a specific context in order to answer a specific question. Problem solving may involve one or more of the following: defining terms and tasks, organizing and verifying solutions, explaining or justifying a position.

Communication: to construct and exchange messages through verbal and non-verbal symbolic systems such as reading, writing, speaking, listening, and gesture.

Connections: to identify or recognize relationships within and across discipline-specific forms of thought.

Representation: to formulate a message through the use of alternative mediums to express or present facts, thoughts, ideas, concepts, arguments, values, perspectives, or opinions.

Academic Affairs

Research: to investigate a topic systematically, cogently arguing a well-formed hypothesis, and amply citing sources of information

Art Foundations Courses

Foundations courses teach students visual communication skills related to most of the academic programs.

Mission

The primary purpose of the Foundations program is to provide all students in one of the design programs with a rigorous art and design foundation, enabling them to advance in their respective area of study. These competencies are accomplished in a studio environment through learner-centered instruction delivered by qualified faculty to students who are capable of and committed to an active role in learning.

Desired Student Outcomes:

1. Students develop hand and drawing skills.
2. Students develop the ability to use basic art materials.
3. Students apply the elements and principles of design to art compositions.
4. Students create work that meets pre-determined parameters.
5. Students demonstrate a logical approach to problem solving.
6. Students generate original ideas from outside sources.
7. Students use art and design vocabulary to analyze and critique Foundations artwork, both their own and peer students'.

Transitional Studies

Transitional Studies is designed to prepare students for coursework at The Illinois Institute of Art. Transitional Studies faculty and staff are committed to increasing students' knowledge of basic skills in writing with the goal of preparing them for the challenge of academic life as they become independent learners.

The Illinois Institute of Art assesses the reading, writing, and math skills of entering students to determine if they could benefit from additional assistance. Placement is determined based on transfer credit, ACT or SAT test scores, ACCUPLACER (an online placement exam produced by the College Board), and sometimes ASSET (a placement exam produced by ACT).

Transitional courses are coordinated closely with each campus's learning center to provide tutoring in math, English and other subjects, and with the Student Affairs staff to provide academic advising and counseling. Transitional Studies courses are non-credit courses to be taken within the first year of study.

Desired Student outcomes:

Academic Development: Students develop skills necessary for their academic and social integration into the academic environment.

Written Communication: an ability to develop essays and paragraphs that are logically structured.

Assessment Program

As an institution of higher education, The Illinois Institute of Art is committed to excellence in teaching and learning. Reflecting that commitment, The Illinois Institute of Art has a formal, ongoing assessment of student learning and achievement. The Illinois Institute of Art collects and analyzes data on the nature and extent of student learning and uses that analysis to enhance both teaching and learning. Under the guidance and direction of the Deans of Academic Affairs and the Directors of Assessment, assessment involves the entire school community—students, faculty, staff, and administration—in a coordinated effort to use the assessment of learning as a cornerstone for curriculum development and institutional improvement.

Degree Requirements

Requirements for Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts Degrees

To receive a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree, students must complete a minimum of 180 quarter-credits, including 56 quarter-credits of general education. (B.F.A. degrees in Graphic Design, Web Design & Interactive Media, and Visual Effects & Motion Graphics require 60 hours of general education.) Each General Education course is 4 credits. Specified courses may be required for specific programs; adjustments in distribution within the 56 credits may be made to reflect specific program needs, as noted in departmental requirements. Requirements apply to all locations.

General Education Requirements

1. Communication (3 courses)

GEN101 English I

GEN102 English II

GEN105 Effective Speaking

2. Math and Computer Science (2 courses)

GEN150 Mathematical Concepts and Connections, 4 credit hours

1 additional mathematics course or 4 credit hours: GEN151-157, GEN250-258

3. Physical and Life Sciences (3 courses)

1 life science course or 4 credit-hours: GEN260-GEN266, GEN276

1 additional 200-level science course or 4 credit-hours: GEN260-GEN286

1 300-level science course or 4 credit-hours: GEN360-GEN382

4. Humanities and Fine Arts (3 courses)

1 fine arts course or 4 credit-hours: GEN205-GEN212

1 additional 200-level fine arts/humanities course or 4 credit-hours: GEN205-GEN233

1 300-level fine arts/humanities course or 4 credit-hours: GEN310-GEN337

5. Social Sciences (2 courses)

1 200-level course or 4 credit hours: GEN241-GEN248

1 300-level course or 4 credit hours: GEN340-GEN347

6. General Education Capstone

GEN399

Requirements for Bachelor of Applied Science Degree

To receive a Bachelor of Applied Science degree, students must complete a minimum of 180 quarter-credits, including 56 quarter-credits of general education.

General Education Requirements

1. Communication (3 courses)

GEN101 English I

GEN102 English II

GEN105 Effective Speaking

2. Math and Computer Science (2 courses)

GEN150 Mathematical Concepts and Connections 4 credit hours

1 additional mathematics course or 4 credit-hours

3. Physics and Life Sciences (2 courses)

2 200-level science courses or 4 credit-hours

4. Humanities and Fine Arts courses (4 courses)

Degree Requirements

- 2 Spanish language courses or 8 credit hours: GEN201 and GEN202
- 1 additional 200-level fine arts/humanities course or 4 credit-hours: GEN205-GEN233
- 1 300-level fine arts/humanities course or 4 credit hours: GEN310-GEN337
- 5. Social Sciences (2 courses)
 - 1 economics course or 4 credit-hours
 - 1 200-level course or 4 credit-hours
- 6. General Education Capstone
GEN399

Requirements for Associate of Applied Science Degree

To receive an Associate of Applied Science Degree, students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education.

General Education Requirements

- 1. Communication (2 courses)
GEN101 English I
GEN105 Effective Speaking
- 2. Math and Computer Science (1 course)
GEN150 Mathematical Concepts and Connections
- 3. Physical and Life Sciences (1 course)
1 course or 4 hours: GEN260-GEN286
- 4. Humanities and Fine Arts (1 course)
1 course or 4 hours: GEN201-GEN233
- 5. Social Sciences (1 course)
1 course or 4 hours: GEN241-GEN248

Diploma Requirements

Requirements for Diplomas

To receive a diploma, students must complete between 36 and 55 quarter-credits, depending on the program. Unless otherwise indicated, requirements apply to all locations.

Degree and Diploma Programs

Degree Programs

Culinary

Culinary Management, B.A.S, *Offered at Chicago, Cincinnati, Detroit, Schaumburg (degree completion only)*

Culinary Arts, A.A.S., *offered at Chicago, Cincinnati, Detroit*

Hospitality Management, B.S., A.A.S., *offered at Chicago, Schaumburg*

Design

Advertising, B.A., *offered at Chicago, Cincinnati, Schaumburg, Tinley Park*

Graphic Design, B.F.A., A.A.S., *all campuses*

Illustration & Design, B.F.A., *offered at Chicago, Schaumburg*

Interior Design, B.F.A., *all campuses; A.A.S., offered at Cincinnati, Detroit*

Web Design & Interactive Media, B.F.A., *offered at Cincinnati, Detroit, Schaumburg, Troy; A.A.S., offered at Cincinnati, Detroit, Schaumburg*

Fashion

Fashion Design, B.F.A., *offered at Chicago, Schaumburg*

Fashion Marketing & Management, B.A., *all campuses*

Fashion Merchandising, A.A.S., *all campuses*

Media Arts

Audio Production, B.S., *offered at Chicago, Detroit, Schaumburg*

Digital Filmmaking & Video Production, B.F.A., *Chicago, Cincinnati, Schaumburg; the A.A.S. associated with this program, Video Production, is offered at Cincinnati*

Digital Photography, B.F.A., *all campuses*

Game Art & Design, B.F.A., *offered at Chicago, Schaumburg*

Media Arts & Animation, B.F.A., *all campuses*

Visual Effects & Motion Graphics, B.F.A., *offered at Schaumburg*

Diploma Programs

Baking & Pastry, Diploma, *offered at Chicago, Cincinnati, Detroit*

Culinary Arts, Diploma, *offered at Chicago, Cincinnati, Detroit*

Digital Design, Diploma, *offered at Schaumburg*

Residential Planning, Diploma, *offered at Schaumburg*

Fashion Retailing, Diploma, *offered at Chicago, Cincinnati, Detroit, Schaumburg, Tinley Park, Troy*

Digital Image Management, Diploma, *offered at Chicago, Cincinnati, Detroit, Schaumburg, Tinley Park, Troy*

Web Design & Interactive Communications, Diploma, *offered at Cincinnati, Detroit, Schaumburg, Tinley Park, Troy*

In the program pages which follow, for those courses where specific co/prerequisite exceptions are stated for individual locations, exceptions will only apply for the respective locations.

Culinary & Hospitality

CULINARY Programs

CULINARY MANAGEMENT, Bachelor of Applied Science Degree

Offered at Chicago, Detroit, Cincinnati. Offered at Schaumburg as a degree completion program for students with an appropriate associate degree from another college.

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Applied Science degree in Culinary Management:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/229
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2481
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1360
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3016

Program Mission

The mission of the Bachelor of Applied Science Degree in Culinary Management is to provide a market-driven, competency-based education that integrates academics and hands-on learning and instruction. The practical culinary skills and management courses in this program will prepare students to seek entry-level management positions in the food service industry as well as provide a foundation for the graduate the opportunity to advance in the culinary management field.

Desired Student Outcomes

- 1. Communication:** Graduates demonstrate effective interpersonal relations in a culinary team. In a commercial setting they can read customer needs and create a clear menu; graduates have at least basic fluency in Spanish as well as English; oral communication skills; report-writing skills; and managerial skills.
- 2. Problem-solving:** Graduates identify and solve problems related to food preparation and menu development; graduates solve problems related to product supply and employee and customer relations.
- 3. Context:** Graduates demonstrate and articulate an awareness of the cross-cultural, moral, ethical and environmental issues in hospitality organizations and their relationship with all stakeholders.
- 4. Safety and sanitation:** Graduates Identify, establish and maintain safety and sanitation procedures which meet industry quality standards.
- 5. Finance:** Graduates demonstrate the ability to analyze the food and beverage cost-control cycle and accounting practices, and implement controls to manage, maintain and ensure profitability.
- 6. Cooking and cuisines:** Graduates prepare a variety of international recipes using a variety of cooking techniques which meet industry quality standards.
- 7. Human Resources:** Graduates apply standard Human Resource principles in regards to recruiting, retaining, and developing staff.
- 8. Business knowledge:** Graduates create a business plan for a food service outlet or hospitality company.
- 9. Professional awareness:** Graduates have an understanding of culinary careers and the structure and culture of the culinary field; they understand professional and ethical behavior in the workplace.

Program Description

From overseeing food quality, to dealing with customers, to making staffing decisions, a foodservice manager handles

Culinary & Hospitality

hundreds of varied yet critically important tasks every day. The manager's capabilities and day-to-day performance, and abilities to make decisions quickly, often determine the ultimate success or failure of a foodservice operation. Managers are involved in teaching, training, and motivating staff and handle all forms of human resources issues. They possess excellent interpersonal and communication skills, function as effective team leaders, and supervise a culturally diverse staff. Computer proficiency in foodservice operations applications is an integral part of a manager's daily function. Above all, knowledge of the customer, and customer relations skills empower foodservice managers to render better service, and to cater to the demands of knowledgeable consumers and employees.

Graduation Requirements

To receive the Bachelor of Applied Science (B.A.S.) degree program in Culinary Management, students must complete a minimum of 180 quarter credit hours with 56 quarter-credits in general education and 124 quarter-credits in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2519 clock hours, comprised of 1507 lecture hours, 880 lab hours, and 132 practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all financial obligations with The Illinois Institute of Art.

Requirements for B.A.S. in Culinary Management

Course	Title	Prerequisites	Credits
Core Courses			
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB102	Management by Menu		3
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6
CULB108	Sustainable Purchasing & Controlling Costs		4
CULB112	Latin Cuisine	CULB101 and CULB103	2
CULB113	American Regional Cuisine	CULB101 and CULB103	6
CULB122	World Cuisine	CULB101 and CULB103	2
CULB123	Introduction to Baking and Pastry Techniques	Must have completed TAP Series for Food Safety Managers Certification Program	6
CULB202	Classical European Cuisine	CULB101 and CULB103	2
CULB203	Garde Manger	CULB101 and CULB103	6
CULB206	Food and Beverage Operations Management		4
CULB208	Management, Supervision & Career Development		4
CULB209	Culinary Capstone	Permission of Academic Director	4
CULB212	Asian Cuisine	CULB101 and CULB103	2
CULB213	A la Carte Kitchen	CULB103, CULB113, CULB123, CULB203 and CULB206	6
CULB222	Art Culinaire	CULB103, CULB113, CULB123, CULB203 and CULB206	4
CULB304	Human Resource Management	CULB208	4
CULB306	Legal Issues & Ethics for Culinarisians	CULB208	4
CULB307	Facilities Management & Design		4
CULB308	Foodservice Technology & Information		4
CULB311	Exploring Wines & the Culinary Arts	CULB206	4
CULB316	Leadership & Organizational Development	CULB208	4
CULB318	Hospitality Marketing		4
CULB338	Foodservice Financial Management	CULB108 and CULB209	4

Culinary & Hospitality

CULB404	Quality Service Management & Training	CULB206	4
CULB406	Management Externship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
CULB407	Senior Culinary Practicum	Permission of the Academic Director	2
CULB408	Innovation & Entrepreneurship	Permission of Academic Director	4
CULB409	Senior Project – Capstone	Permission of Academic Director	4
CULB418	Global Management & Operations in the Hospitality Industry	Permission of Academic Director	4
One Culinary elective chosen from one of these four courses:			4
BAPB102	European Cakes & Tortes	CULB123	
BAPB202	Advanced Patisserie & Display Cakes	CULB123	
BAPB203	Artisan Breads & Baking Production	CULB123	
BAPB212	Chocolate, Confections & Centerpieces	CULB123	
HM113	Intro to Hospitality Operations	GEN095 or placement by exam	
HM224	Catering and Event Planning	CULB102	
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN201	Spanish I	GEN101 and GEN105	4
GEN202	Spanish II	GEN101, GEN105 and GEN201	4
GEN365	Ethical Issues in Science	GEN102, and one course from GEN260-GEN286	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4
		Total Credits	180

Culinary & Hospitality

CULINARY ARTS, Associate of Applied Science Offered at Chicago, Detroit, Cincinnati

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Culinary Arts:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/228
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/533
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1356

Program Mission

The Culinary Arts Associate of Applied Science Degree program provides students with fundamentals in culinary techniques, food production skills and critical thinking skills. Students study the fundamentals of cooking, baking and pastry, as well as the art of the cold kitchen. Food production skills are complimented with basic food service management skills. Graduates of the program are prepared to seek entry-level positions in the food service industry.

Desired Student Outcomes

1. **Communication:** Graduates demonstrate effective interpersonal relations in a culinary team. In a commercial setting they can read customer needs and create a clear menu.
2. **Problem-solving:** Graduates identify and solve problems related to food preparation and menu development
3. **Context:** Graduates understand their profession in relation to world geography and cultures, legal environment (sanitation, alcohol service), agriculture, biology (nutrition), physiology (taste, effect of alcohol), chemistry, sustainability, research, contemporary movements (organic, vegetarian, locavore).
4. **Safety and sanitation:** Graduates establish and maintain safety and sanitation procedures.
5. **Cooking:** Graduates prepare standardized recipes using a variety of cooking techniques which meet industry quality standards.
6. **Cuisines:** Prepare a variety of international recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards.
7. **Business knowledge:** Graduates describe and perform tasks related to common business practices in the culinary industry, including inventory, menu planning, cost control, and food purchasing.
8. **Finance:** Graduates describe the principles of food and beverage management.
9. **Professional awareness:** Graduates define and articulate the core values of the culinary professional.

Graduation Requirements

To receive an Associate of Applied Science degree (A.A.S.) in Culinary Arts students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education courses and 66 quarter-credits in the specialty area with a cumulative GPA of 2.0 or higher. Students must be state-certified in sanitation to complete the degree. The entire program includes 1419 clock hours, comprised of 627 lecture hours and 792 lab hours.

Also a student must receive a passing grade or credit for all required course work and satisfy all financial obligations with The Illinois Institute of Art.

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Requirements for A.A.S. in Culinary Arts

Course	Title	Prerequisites	Credits
Core Courses			
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB102	Management by Menu		3
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6
CULB108	Sustainable Purchasing & Controlling Costs		4
CULB112	Latin Cuisine	CULB101 and CULB103	2
CULB113	American Regional Cuisine	CULB101 and CULB103	6
CULB122	World Cuisine	CULB101 and CULB103	2
CULB123	Introduction to Baking and Pastry Techniques	Must have completed TAP Series for Food Safety Managers Certification Program	6
CULB202	Classical European Cuisine	CULB101 and CULB103	2
CULB203	Garde Manger	CULB101 and CULB103	6
CULB206	Food and Beverage Operations Management		4
CULB208	Management, Supervision & Career Development		4
CULB209	Culinary Capstone	Permission of Academic Director	4
CULB212	Asian Cuisine	CULB101 and CULB103	2
CULB213	A la Carte Kitchen	CULB103, CULB113, CULB123, CULB203 and CULB206	6
CULB222	Art Culinaire	CULB103, CULB113, CULB123, CULB203 and CULB206	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4

Culinary & Hospitality

HOSPITALITY MANAGEMENT, Bachelor of Science Offered at Chicago, Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Science degree in Hospitality Management:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/2289
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/2968

Program Mission

The mission of the Hospitality Management Bachelor of Science program is to prepare future leaders to seek entry level management in the hospitality industry and to provide a quality educational environment for students to become learners, to possess the skills, knowledge, creativity, and ethics necessary in the rapidly changing, culturally diverse hospitality industry.

Desired Student Outcomes

1. **Communication:** Graduates use written and oral communication to work effectively with fellow employees, clients, and customers.
2. **Context:** Graduates demonstrate and articulate an awareness of the cross-cultural, moral, ethical and environmental issues in hospitality organizations and their relationship with all stakeholders.
3. **Critical thinking:** Graduates list, explore and critically analyze the principles and practices impacting contemporary issues affecting the global hospitality industry.
4. **Management:** Graduates demonstrate the ability to differentiate between the many roles and responsibilities of a manager within a range of hospitality environments.
5. **Sales and marketing:** Graduates demonstrate the ability to implement operational sales and marketing techniques in hospitality organizations.
6. **Finance:** Graduates prepare, maintain, analyze, and utilize financial documents and data related to hospitality organizations.
7. **Business knowledge:** Graduates create a business plan for a food service outlet or hospitality company.
8. **Professionalism:** Graduates demonstrate an understanding of the hospitality industry; they exhibit professional and ethical behavior in the workplace.

Program Description

Hospitality Management blends theoretical and hands-on learning in the areas of management, human resources, accounting, food and beverage operations and lodging operations. Externships are an integral part of the curriculum as they provide an opportunity for application to real world situations ultimately culminating into a career portfolio and seeking entry level management positions in restaurants, catering, hotels and other segments of the hospitality industry. Students also have the opportunity to focus on special topics related to the hospitality industry via their electives.

Graduation Requirements

To receive a Bachelor of Science degree in Hospitality Management, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2376 clock hours, comprised of 1771 lecture hours, 341 lab hours, and 264 internship or

Culinary & Hospitality

practicum hours. Also a student must receive a passing grade or credit for all required course work, meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced.

Requirements for B.S. in Hospitality Management

Course	Title	Prerequisites	Credits
Core Courses			
HM113	Intro to Hospitality Operations	GEN095 or placement by exam	4
HM117	Diversity & Ethics in Hospitality	HM113	4
HM124	Hospitality Law		4
HM224	Catering and Event Management	CULB102	4
HM226	Hospitality Sales & Marketing	HM124	4
HM229	Training & Development in Hospitality	HM226	4
HM255	Bar and Beverage Management	CULB208, HM224 and CULB206	4
HM260	Hospitality Internship	HM224, HM226 and HM229	4
HM313	Emerging Hospitality Segments	Approval of Academic Director	4
HM342	Oenology and Viticulture	HM260 and CULB206	4
HM349	Multi-Unit/Chain/Franchise Operations	HM260	4
HM350	Casino/Club Management		4
HM440	Lodging Operations	HM260	4
HM442	Hospitality Accounting	HM260	4
HM444	Introduction to Travel & Tourism		4
HM446	Entrepreneurship		4
HM448	Hospitality Capstone	Approval of Academic Director	4
HM450	Management Externship	Approval of Academic Director	4
Supporting Courses			
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB102	Management by Menu		3
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6
CULB108	Sustainable Purchasing & Controlling Costs		4
CULB206	Food and Beverage Operations Management		4
CULB208	Management, Supervision & Career Development		4
CULB213	A la Carte Kitchen	CULB103, CULB113, CULB123, CULB203, CULB206	6
CULB304	Human Resource Management	CULB208	4
CULB307	Facilities Management & Design		4
CULB316	Leadership & Organizational Development	CULB208	4
CULB338	Foodservice Financial Management	CULB108, CULB209	4
CULB404	Quality Service Management & Training	CULB206	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4

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GEN201	Spanish I	GEN101, GEN105	4
GEN202	Spanish II	GEN101, GEN105, GEN201	4
GEN241	Economics	GEN101, GEN105	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Mathematics Elective	GEN150	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105, GEN150	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105, GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4
		Total Credits	180

Design

HOSPITALITY MANAGEMENT, Associate of Applied Science Offered at Chicago, Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Hospitality Management:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/2064
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3543

Program Mission

The mission of the Hospitality Management Associate of Applied Science program is to prepare students to seek entry level positions in the hospitality industry.

Program Description

The associate program in Hospitality Management includes courses in hospitality, culinary arts, and general education relevant to preparation in seeking employment in the hospitality industry.

Graduation Requirements

To receive an Associate of Applied Science degree in Hospitality Management, students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education courses and 66 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1133 clock hours, comprised of 891 lecture hours, 110 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all portfolio requirements including participation in the Senior Portfolio Show and satisfy all financial obligations to The Illinois Institute of Art.

Desired Student Outcomes

- 1. Professionalism:** Graduates demonstrate an understanding of the hospitality industry; they exhibit professional and ethical behavior in the workplace.
- 2. Communication:** Graduates communicate effectively with fellow employees, clients, and customers.
- 3. Management and finance:** Graduates apply management principles effectively in a variety of workplaces.
- 4. Context:** Graduates explain the industry in relation to global cultural and economic diversity; articulate legal issues related to hospitality management.

Requirements for A.A.S. in Hospitality Management

Course	Title	Prerequisites	Credits
Core Courses			
HM113	Intro to Hospitality Operations	GEN095 or placement by exam	4
HM117	Diversity & Ethics in Hospitality	HM113	4
HM124	Hospitality Law		4
HM224	Catering and Event Planning	CULB102	4
HM226	Hospitality Sales & Marketing	HM124	4
HM229	Training & Development in Hospitality	HM226	4
HM255	Bar and Beverage Management	CULB208, HM224 and CULB206	4

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HM260	Hospitality Internship	HM224, HM226 and HM229	4
Supporting Courses			
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB102	Management by Menu		3
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6
CULB108	Sustainable Purchasing & Controlling Costs		4
CULB206	Food and Beverage Operations Management		4
CULB208	Management, Supervision & Career Development		4
CULB316	Leadership & Organizational Development	CULB208	4
CULB338	Foodservice Financial Management	CULB108 and CULB209	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4
		Total Credits	90

Design

DESIGN Programs

ADVERTISING, Bachelor of Arts Degree Offered at Chicago, Schaumburg, Cincinnati, Tinley Park

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Arts degree in Advertising:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://http://ge.artinstitutes.edu/programoffering/227
The Art Institute of Ohio-Cincinnati	http://http://ge.artinstitutes.edu/programoffering/2480
The Illinois Institute of Art Schaumburg	http://http://ge.artinstitutes.edu/programoffering/243
The Illinois Institute of Art Tinley Park	http://http://ge.artinstitutes.edu/programoffering/3012

Program Mission

The Advertising Program prepares graduates to seek careers in the advertising profession by providing a foundation in the business aspects of advertising while helping them develop the basic creative and technical skills necessary to create and implement targeted advertising solutions that meet professional standards of excellence.

Desired Student Outcomes

1. **Communication:** Graduates articulate the vision behind their creative work and explain and promote their solutions to clients and colleagues. They have basic visual communication skills related to presenting products; an ability to work collaboratively in a corporate environment; and an understanding of marketing communication.
2. **Context:** Graduates have a broad understanding of the context in which advertising exists, including history, literature, cultural variation, psychology, logic, marketing, US and international law and regulations, and new media.
3. **Theory:** Graduates apply industry knowledge and critical thinking skills to analyze, develop, and implement effective advertising solutions that meet professional standards.
4. **Design:** Graduates develop concepts as well as analyze and incorporate aesthetics and layout in the design process for advertising campaigns and marketing communications.
5. **Technology and Production:** Graduates demonstrate proficiency with the tools and graphic techniques of the profession to plan and implement production of advertising media such as print collateral, audio and video spots, and Web-interactive materials.
6. **Critical Thinking:** Graduates articulate the vision behind their creative work and promote their solutions to design and marketing problems consistent with professional standards.
7. **Professionalism:** Graduates demonstrate professional presentation skills, articulation of visual problem solving, and mastery of industry standards, business practices and ethics.

Program Description

The Advertising Program provides graduates with the skills needed to seek work in the field of advertising, art direction, copy writing and account supervision. A solid art foundation combined with hands-on advertising curricula prepares students to seek entry-level positions with advertising agencies and departments, art studios and departments, marketing companies and departments and production companies. An advertising-related internship while in school may increase the graduate's advantage when applying for a position.

Design

Graduation Requirements

To receive a Bachelor of Arts degree in Advertising, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in their specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2354 clock hours, comprised of 1650 lecture hours, 572 lab hours, and 132 internship or practicum hours. Also, a student must receive a passing grade or credit for all required course work and satisfy all financial obligations to The Illinois Institute of Art. Graduating students must pass a required course where a portfolio is produced. The portfolio must demonstrate entry-level employment competencies appropriate to the specific degree program. Each student is required to participate in the Senior Portfolio Show.

Requirements for B.A. in Advertising

Course	Title	Prerequisites	Credits
Core Courses			
ADVB101	Fundamentals of Advertising		4
ADVB201	Fundamentals of Marketing		4
ADVB204	Consumer Behavior & Persuasive Sales Techniques	ADVB201	4
ADVB205	History of Advertising		4
ADVB207	Creative & Strategic Planning	ADVB201	4
ADVB208	Principles of Market Research		4
ADVB214	Advertising Copywriting	GEN101	4
ADVB215	Advertising Storyboarding & Scriptwriting		4
ADVB302	Introduction to Ad Campaigns	ADVB214	4
ADVB303	Interactive Advertising	ADVB214	4
ADVB307	Brand Strategy		4
ADVB308	Account Planning	ADVB101	4
ADVB328	Public Relations		4
ADVB338	Media Planning	ADVB101	4
ADVB402	Advanced Advertising Campaigns	ADVB302	4
ADVB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
ADVB409	Portfolio Presentation	Permission of Academic Director	4
ADVB419	Portfolio II	ADVB409	4
2 Advertising electives (8 credit hours), chosen from the following			4
ADVB304	Writing for Interactive Media		
ADVB322	Digital Media Campaigns		
ADVB407	E-Commerce Strategies & Analytics		
Supporting Courses			
FND105	Design Fundamentals		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
GWDB101	Applications & Industry		4
GWDB102	Rapid Visualization		4
GWDB103	Digital Illustration		4
GWDB111	Introduction to Layout Design	FND135	4
GWDB112	Typography – Traditional		4
GWDB113	Fundamentals of Web Page Scripting		4
GWDB305	Art Direction		4
PHOB101	Principles of Photography		4

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General Education Courses

GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

Design

GRAPHIC DESIGN, Bachelor of Fine Arts Degree Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Graphic Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/3105
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3450
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3106
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/249
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3042
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3485

Program Mission

The mission of the Bachelor of Fine Arts degree program in Graphic Design is to provide students with industry-relevant and competency-based academic programs built on a solid art and design foundation that will prepare them to seek entry-level employment and potential career advancement in graphic design, advertising and related fields. We believe that this is possible through learner-centered instruction delivered by qualified faculty to students who are capable of and committed to an active role in learning.

Desired Student Outcomes

1. **Graphic design principles:** Students will apply learning outcomes from foundation courses to graphic design problems.
2. **Problem-solving:** Students will develop original, professional-level solutions to graphic design problems based on appropriate research and within specified parameters such as, deadlines, audience, budget, construction and output considerations.
3. **Technology:** Students will use appropriate technology to produce professional examples of their work.
4. **Critical thinking:** Students will demonstrate the ability to analyze and critique graphic design.
5. **Images:** Students will generate original images in support of their design work.
6. **Professionalism and professional practice:** Students will develop an understanding of design business practices and professional expectations.
7. **Communication:** Students will use visual and verbal communication to present content and meaning effectively; they will possess oral and written skills to present concepts to employers, clients, and others; they will possess teamwork, collaboration, and negotiation skills.
8. **Context:** Students will understand the broader context of their work: social and historical, language, information systems, and finance.

Program Description

A Bachelor of Fine Arts degree in Graphic Design from The Illinois Institute of Art is a significant step toward seeking a career in graphic design. Students begin by exploring design theories and principles. Further study emphasizes the application of theory in current design problems. Students experiment in different media including print, electronic and three-dimensions. A final portfolio that demonstrates the graduate's strengths in design completes the Graphic Design degree.

Design

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Graphic Design, students must complete a minimum of 180 quarter-credits with 60 quarter-credits in general education courses and 120 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2684 clock hours, comprised of 1320 lecture hours, 1232 lab hours, and 132 internship or practicum hours.

Also a student must receive a passing grade or credit for all required course work, meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course where a portfolio is produced.

Requirements for B.F.A. in Graphic Design

Course	Title	Prerequisites	Credits
Core Courses			
GD105	Survey of Graphic Design		4
GD107	Introduction to Design Applications		4
GD108	Digital Photography for Designers	ART110 and DPH242	4
GD109	Digital Illustration	GD107	4
GD110	Introduction to Typography: Traditional	ART100 and ART110	4
GD211	Digital Pre-Press	GD203 and DPH242	4
GD212	Typography: Hierarchy	GD110	4
GD203	Digital Layout	GD107, GD110 and GD212	4
GD204	History of Graphic Design	GD302	4
GD207	Corporate Identity	GD109 and GD212	4
GD300	Conceptual Imagery	GD302	4
GD301	Package Design	GD108, GD211 and GD203	4
GD302	Portfolio I	Only by Permission of Academic Director	4
GD303	Typography: Expressive & Experimental	GD212	4
GD304	Publication Design	GD211, GD300 and GD303	4
GD305	Media Business Law	GD207	4
GD401	Art Direction	Only by Permission of Academic Director	4
GD403	Portfolio II	Only by Permission of Academic Director	4
GD404	Professional Development for Graphic Design	Only by Permission of Academic Director	4
GD405	Graphic Design Internship	Only by Permission of Academic Director	4
GD406	Sustainable Design Issues & Topics	GD404	4
GD407	Senior Project	Only by Permission of Academic Director	4
Supporting Courses			
ART100	Design Fundamentals		4
ART102	Observational Drawing		4
ART110	Color Theory		4
DPH242	Image Manipulation		4
WDIM110	Designing for Multimedia Display		4
WDIM130	Fundamentals of Interactive Design		4
WDIM230	Fundamentals of Authoring		4
WDIM435	Portfolio I	WDIM225 or Permission of Academic Director	4

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General Education Courses

GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Art History - GEN211 or GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101 and GEN105	4
	Humanities & Fine Arts 300-Level Elective	GEN102, and one course from GEN205-GEN233	4
	Mathematics Elective		4
	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 300-Level Elective	GEN102, and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 300-Level Elective	GEN102, and one course from GEN241-GEN248	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4

Design

GRAPHIC DESIGN, Associate of Applied Science Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Graphic Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/236
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/535
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1358
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/250
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3015
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3342

Desired Student Outcomes

- Design:** Graduates apply aesthetics and formal concepts of layout and design, including spatial relationships; communication effectiveness; interrelationships among imagery and text; balance; typography; and color theory.
- Concept:** Graduates apply design concepts to produce successful visual solutions to assigned problems.
- Communication:** Graduates articulate the vision behind their creative work and explain and defend their solutions.
- Technical:** Graduates apply skills in industry-specific computer software programs to produce concrete projects.
- Professionalism:** Graduates demonstrate an understanding of industry standards, professional practices and ethics in their work and self-presentation.

Program Description

Study in the Associate of Applied Science in Graphic Design program at The Illinois Institute of Art begins with the fundamentals: drawing, perspective, color, composition, typography and advertising design. Advanced work, introduced gradually, includes computer graphics, computer illustration and desktop publishing.

Graduation Requirements

To receive an Associate of Applied Science degree in Graphic Design, students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education courses and 66 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1386 clock hours, comprised of 638 lecture hours, 748 lab hours, and no internship or practicum hours.

Also a student must receive a passing grade or credit for all required course work and satisfy all portfolio requirements including participation in the Senior Portfolio Show and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for A.A.S. in Graphic Design

Course	Title	Prerequisites and Course Sequences	Credits
Core Courses			
GD105	Survey of Graphic Design		4
GD107	Introduction to Design Applications		4
GD108	Digital Photography for Designers	ART110 and DPH242	4
GD109	Digital Illustration	GD107	4
GD110	Introduction to Typography: Traditional	ART100; ART110	4
GD211	Digital Pre-Press	GD203 and DPH242	4

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GD212	Typography: Hierarchy	GD110	4
GD203	Digital Layout	GD107, GD110 and GD212	4
GD207	Corporate Identity	GD109 and GD212	4
GD302	Portfolio I	Only by Permission of Academic Director	4
GD306	Graphic Design Associate Portfolio Final Review		2
Supporting Courses			
ART100	Design Fundamentals		4
ART102	Observational Drawing		4
ART110	Color Theory		4
DPH242	Image Manipulation	ART110 or FND150	4
WDIM230	Fundamentals of Authoring		4
WDIM110	Designing for Multimedia Display		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking	GEN101 at Chicago, Detroit, and Troy	4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 200-Level Elective	GEN101 and GEN105	4

Design

ILLUSTRATION & DESIGN, Bachelor of Fine Arts Degree Offered at Chicago and Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Illustration & Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/2896
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3544

Program Mission

The Bachelor of Fine Arts in Illustration & Design degree program is designed to produce graduates who develop and produce images for visual communications. Students will have the opportunity to apply skills from communication design and the fine arts and to develop the creative vision necessary to seek an entry-level career in the industry. Graduates will be able to integrate communications goals and visual messages as part of a creative team. The program's curriculum is designed to provide a foundation in drawing, painting and illustration techniques for both traditional and emerging media, as well as a working knowledge of graphic design production.

Desired Student Outcomes

- 1. Technical Skills:** Graduates manipulate a variety of hand tools and art materials to draw, paint, or otherwise render an illustration from concept to finished product. They prepare illustrations for display in a variety of forms including print.
- 2. Design:** Graduates apply the design elements and principles, concepts, media and layouts to their illustrations. They produce illustrations that demonstrate a concrete ability to communicate a clear and powerful idea or message using formal elements. They cultivate a design process that is solution driven, flexible, and well informed.
- 3. Technology:** Graduates demonstrate the capability to produce layouts, scans, mechanicals, color separations, digital files, and other forms as required by a particular project.
- 4. Context:** Graduates examine the broader context of the illustration field including art and design history, literature, and the commercial uses of illustration and how the illustrator functions in diverse environments.
- 5. Planning:** Graduates use self-discipline and clear thinking to set professional goals and work on them without outside direction. They work efficiently and possess the time management skills to meet deadlines.
- 6. Professionalism:** Graduates work effectively as an employee or as an independent contractor, with knowledge of business practices, accounting, legal issues, marketing, and self-promotion.
- 7. Communication:** Graduates communicate their creative vision clearly using graphic and technological means. In addition, they listen effectively and communicate clearly in both oral and written formats.

Program Description

The Bachelor of Fine Arts in Illustration & Design degree program is designed to produce graduates who can develop and produce illustrated images for both print and media using skills from both graphic design and the fine arts. The program is designed to focus on the development of drawing, painting and basic design skills using traditional media and computer methods. The program concentrates on the analysis of issues and development of concepts for illustrated imagery. Graduates of the Bachelor of Fine Arts in Illustration & Design degree program are versed in production, pre-press, and lay-out skills, which are essential to illustration and employability. The illustration program culminates in the student's development of a professional portfolio that demonstrates their expertise and potential for growth.

Design

Graduation Requirements

To receive the Bachelor of Fine Arts degree in Illustration & Design, students must complete a minimum of 180 quarter credit hours with 72 credits in core subject matter, 60 credit hours in general education and 48 credit hours in related courses with a cumulative GPA of 2.0 or higher. The entire program includes 2728 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and 132 internship or practicum hours.

Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for A.A.S. in Illustration & Design

Course	Title	Prerequisites	Credits
Core Courses			
ILD100	Concepts in Illustration	FND105	4
ILD205	Advanced Life Drawing	FND111 and FND110	4
ILD208	Intermediate Drawing	FND110 and FND111	4
ILD209	Fundamentals of Painting	ILD208 and ILD205	4
ILD215	Illustration Studio I	ILD205 and GWDB103	4
ILD235	Conceptual Illustration	ILD205, GWDB103 and ILD215	4
ILD310	Advanced Painting	ILD209 and ILD205	4
ILD320	Commercial Illustration	ILD209 and ILD205	4
ILD330	Advanced Digital Illustration	GWDB103 and ILD235	4
ILD350	History of Illustration	GEN211 and GEN212	4
ILD360	Graphic Novel	ILD205 and ILD235	4
ILD370	The Business of Illustration	Permission of Academic Director	4
ILD380	Illustration Studio II	ILD215 and ILD310	4
ILD390	Book Illustration	ILD360 and ILD330	4
ILD400	Professional Practices in Illustration	ILD370	4
ILD410	Product & License Illustration	ILD380	4
ILD415	Portfolio	Permission of Academic Director	4
ILD420	Digital and Web Portfolio	Permission of Academic Director	4
ILD430	Internship	ILD370 and permission of Academic Director.	4
Supporting Courses			
FND105	Design Fundamentals		4
FND110	Observational Drawing		4
FND111	Life Drawing		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
GWDB103	Digital Illustration		4
GWDB111	Introduction to Layout Design	FND135	4
GWDB112	Typography – Traditional		4
GWDB122	Typography – Hierarchy	GWDB112	4
GWDB213	Timeline Animation & Interaction	FND135	4
GWDB303	Interactive Motion Graphics	GWDB213	4
PHOB101	Principles of Photography		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4

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GEN150	Mathematical Concepts and Connections		4
GEN155	Intro to Financial Mathematics	GEN150	4
GEN211	History of Western Art I	GEN101 and GEN105	4
GEN212	History of Western Art II	GEN101 and GEN105	4
GEN266	Biology and the Human Organism	GEN101 and GEN105	4
GEN337	Creative Writing	GEN101 and GEN102	4
GEN365	Ethical Issues in Science	GEN102, and one course from GEN260-GEN286	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4

Design

INTERIOR DESIGN, Bachelor of Fine Arts Degree Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Interior Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/239
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2483
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1364
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/252
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3009
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3486

Program Mission

The Bachelor of Fine Arts Program in Interior Design program combines theoretical, conceptual, and practical experiences that reinforce the relationship between knowledge and application within the interior design profession. Major concentration courses aim to cultivate a student's skills and talents to provide graduates with the foundation to become versatile and responsible interior designers in this constantly evolving field; to meet the needs of all who utilize space, whether to live, work, play, heal, or learn.

Desired Student Outcomes

- Design Theory:** Graduates solve complex interior design problems using the design process and their knowledge of principles, theories and applications to analyze the client profile and project program, both individually and collaboratively.
- Communication:** Graduates provide interior design services using effective oral, written, and visual communication employing a variety of means, methods and technologies, in both 2- and 3-dimensions.
- Design and problem-solving skills:** Graduates implement the design process using critical and creative thinking to solve problems appropriate to the needs of the users of the space as well as the client.
- Building Systems:** Graduates produce interior design solutions that constructively integrate with available building, environmental, and property management systems, as well as prevailing codes and standards of use, maintenance and sustainability.
- Interior Finish Materials:** Graduates specify and apply to their solutions, finish materials that meet prevailing standards of use, maintenance, sustainability, regulatory compliance, and aesthetics.
- Contextual knowledge:** Graduates have a global view and make design decisions relative to ecological, socio-economic, and cultural contexts.
- Regulations:** Graduates apply building codes, accessibility guidelines, and sustainable practices with consideration given to human factors.
- Professionalism:** Graduates provide professional services based on their body of knowledge with a standard of care that meets both client needs and protects the health, safety, and welfare of the public in an ethical and legal manner.

Program Description

Interior Design students are encouraged to develop unique and comprehensive design solutions; giving consideration to client and user needs, building codes, accessibility guidelines, and sustainability. The sequential program courses foster utilization of the design process. Technical skill-building and studio coursework offer students opportunities to gain understand-

Design

ing of the elements and principles of residential and commercial design, manual and computer-based skills, written, visual, and oral communication skills, and be better informed of industry certification exams and registration. The program offers a stimulating learning environment led by dedicated and professional faculty where committed and talented students can develop their creativity and acquire the skills and knowledge to pursue a career in interior design.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Interior Design, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses with a cumulative GPA of 2.0 or higher. The entire program includes 2728 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and 132 internship or practicum hours.

Also, a student must receive a passing grade or credit for all required course work, meet portfolio requirements and satisfy all financial obligations with The Illinois Institute of Art. Graduating students must pass a required course where a portfolio is produced. The portfolio must demonstrate entry-level employment competencies appropriate to the specific degree program. Each student is required to participate in the Senior Portfolio Show.

Transfer credit

Interior Design students must complete a minimum of 25% of their General Education required coursework and 50% of their core required coursework (Art Foundations or Interior Design) at the location specific to where their degree is ultimately earned, unless deemed otherwise by the Academic Director of Interior Design. Consideration of transfer of credit in the core curriculum, whether from a location, another Art Institute school or another institution, is evaluated with a portfolio review where the Academic Department Director will determine if minimum competencies and standards have been met.

Requirements for B.F.A. in Interior Design

Course	Title	Prerequisites	Credits
Core Courses			
INTB101	Architectural Drafting		4
INTB102	Introduction to Interior Design		4
INTB103	CAD I	INTB101	4
INTB105	Sketching & Ideation	FND120	4
INTB107	History of Architecture, Interiors & Furniture I		4
INTB111	Space Planning	INTB101	4
INTB112	Design Basics 3D	INTB101	4
INTB201	Textiles, Materials & Specifications		4
INTB202	Presentation Techniques	INTB103	4
INTB203	CAD II	INTB103	4
INTB207	History of Architecture, Interiors & Furniture II		4
INTB211	Codes & Regulations		4
INTB212	Residential Design I	INTB111	4
INTB232	Lighting Design	INTB111	4
INTB262	Construction Documents	INTB203	4
INTB302	Residential Design II	INTB212	4
INTB306	Professional Practice	Permission of Academic Director	4
INTB313	Digital Modeling	INTB202	4
INTB322	Interior Detailing & Mechanical Systems	INTB203	4
INTB332	Environmental & Sustainable Design	INTB211	4
INTB342	Commercial Design	INTB211	4

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INTB352	Hospitality Design	INTB342	4
INTB402	Senior Studio I	INTB306	4
INTB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
INTB409	Portfolio I	Permission of Academic Director	4
INTB412	Institutional Design	INTB342	4
INTB422	Senior Studio II	INTB402	4
Supporting Courses			
FND105	Design Fundamentals		4
FND110	Observational Drawing		4
FND120	Perspective Drawing	FND110	4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4
		Total Credits	180

Design

INTERIOR DESIGN, Associate of Applied Science Offered at Cincinnati, and Detroit

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Interior Design:

Location	Gainful Employment URL
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/537
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/2741

Program Mission

The mission of the Associate of Applied Science (A.A.S.) program in Interior Design is to provide graduates industry-relevant knowledge and skills necessary to seek an entry-level position in the interior design profession. The program aims to provide graduates with the foundation to become versatile and socially responsible interior designers in this constantly evolving field, to meet the needs of all who utilize interior space, whether to live, work, play, heal, or learn.

Desired Student Outcomes

1. **Design Theory:** Graduates apply theories and knowledge of design to develop creative solutions to interior design problems.
2. **Codes & Standards:** Graduates solve interior design problems in accordance with applicable codes and industry standards.
3. **Communication:** Graduates demonstrate effective oral, written and visual communication skills needed for success in the interior design field.
4. **Material Use:** Graduates produce effective designs using appropriate materials and products.
5. **Professionalism:** Graduates adhere to ethical and legal standards of the interior design profession as demonstrated in a portfolio of their work.

Program Description

Interior design courses are designed to cultivate a student's competencies and talents. Through their design solutions and utilization of the design process, students are encouraged to consider the needs and wants of the users of the space, building codes, accessibility guidelines, and sustainability. The program's foundation lies in the understanding and application of the principles and elements of design. In addition, students will acquire both hand and computer skills to aid in visually communicating their design ideas to all stakeholders. The program offers a stimulating learning environment led by credentialed, experienced, and dedicated faculty where committed and talented students have the opportunity to develop their creativity and acquire the skills and knowledge to pursue a career in interior design.

Design

Graduation Requirements

To receive an Associate of Applied Science degree in Interior Design, students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education courses and 66 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1386 clock hours, comprised of 638 lecture hours, 748 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all portfolio requirements including participation in the Graduate Portfolio Show and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for A.A.S. in Interior Design

Course	Title	Prerequisites	Credits
Core Courses			
INTB101	Architectural Drafting		4
INTB102	Introduction to Interior Design		4
INTB103	CAD I	INTB101	4
INTB105	Sketching & Ideation	FND120	4
INTB111	Space Planning	INTB101	4
INTB112	Design Basics 3D	INTB101	4
INTB201	Textiles, Materials & Specifications		4
INTB211	Codes & Regulations		4
INTB212	Residential Design I	INTB111	4
INTB232	Lighting Design	INTB111	4
INTB306	Professional Practice	Permission of Academic Director	4
INTB342	Commercial Design	INTB211	4
ID202	Interior Design Associate Portfolio	Permission of Academic Director	2
Supporting Courses			
FND105	Design Fundamentals		4
FND110	Observational Drawing		4
FND120	Perspective Drawing	FND110	4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4

Design

WEB DESIGN & INTERACTIVE MEDIA, Bachelor of Fine Arts Degree Offered at Schaumburg, Detroit, Troy, Cincinnati

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Web Design & Interactive Media:

Location	Gainful Employment URL
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2485
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1363
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/251
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3488

Program Mission

Web Design & Interactive Media is a user centered design program. Program outcomes are focused on creativity, design strategy, and technology solutions across media platforms. Program competencies are those related to interface design, interactivity, visual design, database design, dynamic content design, technology, and information design.

Desired Student Outcomes

- 1. Communication:** Graduates will possess visual, written, and oral communication skills that enable them to create web and media vehicles that effectively deliver messages to intended audiences; the ability to work effectively in teams; the ability to create a coherent storyboard; and the skill to communicate effectively with prospective employers, colleagues, and clients.
- 2. Information technology:** Graduates will have skills in file structure, digital information, logical flow charting, media formats, computer applications, programming language abilities, and knowledge of database design.
- 3. Design:** Graduates will apply the principles, technical skills, and terminology of image manipulation and web design.
- 4. Problem-solving:** Graduates will possess the creative design skills to conceptualize, develop, and evaluate web pages; problem solving skills that result in interface designs appropriate for the target audience and satisfactory to the client; and will understand the process of project management.
- 5. Context:** Graduates will understand web design in relation to education, commerce, entertainment, and will have developed knowledge of marketing, economics, law, and emerging technologies as they relate to media design.
- 6. Professionalism:** Graduates will have developed current professional awareness, a high standard of ethics, an ability to work independently, and a desire for life-long learning and professional growth.

Program Description

The Bachelor of Fine Arts Web Design & Interactive Media program prepares students to seek entry to the field, beginning with a foundation in basic design skills including drawing, perspective, composition and color theory. Coursework continues with techniques of interactive systems development using accepted tools of the industry.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Web Design & Interactive Media, students must complete a minimum of 180 quarter-credits with 60 quarter-credits in general education courses and 120 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2618 clock hours, comprised of 1342 lecture hours, 1276 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work, meet port-

Design

folio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Web Design & Interactive Media

Course	Title	Prerequisites	Credits
Core Courses			
WDIM110	Designing for Multimedia Display		4
WDIM120	Writing for Interactive Media	ART110	4
WDIM130	Fundamentals of Interactive Design	Follows WDIM110	4
WDIM160	Web Scripting	WDIM130	4
WDIM210	Project Management	WDIM110	4
WDIM225	Interactive Authoring I	WDIM110	4
WDIM230	Fundamentals of Authoring		4
WDIM260	Web Animation	WDIM225	4
WDIM265	Advanced Web Scripting	WDIM225	4
WDIM300	Database Management	WDIM225 or Permission of Academic Director	4
WDIM305	E-Learning Design I	WDIM225	4
WDIM315	Interactive Authoring II	WDIM225 or Permission of Academic Director	4
WDIM320	Interactive Motion Graphics	WDIM265 or Permission of Academic Director	4
WDIM350	Web Marketing and E-Commerce Law	WDIM225	4
WDIM355	E-Learning Design II	WDIM305 or Permission of Academic Director	4
WDIM370	Web Design & Interactive Media Production Team	WDIM305 or Permission of Academic Director	4
WDIM415	E-Commerce Site Design	WDIM300	4
WDIM435	Portfolio I	WDIM225 or Permission of Academic Director	4
WDIM480	Portfolio II	WDIM300 and WDIM435	4
Supporting Courses			
ART100	Design Fundamentals		4
ART102	Observational Drawing		4
ART110	Color Theory		4
DFV100	Survey of Film & Video		4
DFV101	Introduction to Digital Filmmaking	ART100 or FND105 or approval of Academic Director	4
DFV120	Fundamentals of Audio		4
DPH242	Image Manipulation		4
DPH252	Advanced Image Manipulation	DPH242 or FND135	4
IC402	Career Development	GEN105 or permission of instructor	4
VFX110	Digital Typography	FND105	4
VFX250	Fundamentals of Motion Graphics	VFX110	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking	GEN101 at Chicago, Detroit, and Troy	4
GEN150	Mathematical Concepts and Connections		4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101 and GEN105	4
	Humanities & Fine Arts 300-Level Elective	GEN102, and one course from GEN205-GEN233	4
	Mathematics Elective		4
	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4

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	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 300-Level Elective	GEN102, and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 300-Level Elective	GEN102, and one course from GEN241-GEN248	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4

Design

WEB DESIGN & INTERACTIVE MEDIA, Associate of Applied Science Offered at Detroit, Cincinnati, Schaumburg,

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Web Design & Interactive Media:

Location	Gainful Employment URL
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/536
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1359
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/1778

Program Mission

The mission of the Associate of Applied Science program in Web Design & Interactive Media is to prepare students to be competent in interface design, visual design, and web technology.

Desired Student Outcomes

1. **Communication:** Graduates will possess visual, written, and oral communication skills that enable them to create web and media vehicles that effectively deliver messages to intended audiences and the skill to communicate effectively with prospective employers, colleagues, and clients.
2. **Information technology:** Graduates will have skills in file structure, digital information, media formats, computer applications, and basic knowledge of database design.
3. **Design:** Graduates will apply the principles, technical skills, and terminology of image manipulation and web design.
4. **Problem-solving:** Graduates will possess the creative design skills to conceptualize, develop, and evaluate web pages and problem solving skills that result in interface designs satisfactory to the client.
5. **Professionalism:** Graduates will have developed professional awareness and a high standard of ethics.

Program Description

The Associate of Applied Science program in Web Design & Interactive Media begins with a foundation in basic design skills including drawing, perspective, composition, color theory, and image manipulation. Coursework continues with techniques of interactive systems development using accepted tools of the industry. At the end of the program, students complete a portfolio that represents their expertise.

Graduation Requirements

To receive an Associate of Applied Science degree in Web Design & Interactive Media, students must complete a minimum of 90 quarter-credits with 24 quarter-credits in general education courses and 66 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1342 clock hours, comprised of 638 lecture hours, 704 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all portfolio requirements including participation in the Senior Portfolio Show and satisfy all financial obligations to The Illinois Institute of Art.

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Requirements for A.A.S. in Web Design & Interactive Media

Course	Title	Prerequisites	Credits
Core Courses			
WDIM110	Designing for Multimedia Display		4
WDIM120	Writing for Interactive Media	ART110	4
WDIM130	Fundamentals of Interactive Design	WDIM110	4
WDIM160	Web Scripting	WDIM130	4
WDIM225	Interactive Authoring I	WDIM110	4
WDIM230	Fundamentals of Authoring		4
WDIM260	Web Animation	WDIM225	4
WDIM265	Advanced Web Scripting	WDIM225	4
WDIM333	Web Design Associate Portfolio Development		2
WDIM435	Portfolio I	WDIM225 or Permission of Academic Director	4
Supporting Courses			
ART100	Design Fundamentals		4
ART102	Observational Drawing		4
ART110	Color Theory		4
DFV101	Introduction to Digital Filmmaking	ART100 or FND105	4
DPH242	Image Manipulation	ART110 or FND150	4
DPH252	Advanced Image Manipulation	DPH242 or FND135	4
VFX110	Digital Typography	FND105	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking	GEN101 at Chicago, Detroit, and Troy	4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 200-Level Elective	GEN101 and GEN105	4

Fashion

FASHION Programs

FASHION DESIGN, Bachelor of Fine Arts Degree Offered at Chicago, Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Fashion Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/231
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/1908

Program Mission

The Fashion Design Bachelor of Fine Arts program aims to provide students with a strong academic and professional foundation through both applied coursework and technological applications. The market driven curriculum aims to teach students to utilize problem solving and critical thinking skills, which meet the expressed needs of the fashion industry.

Desired Student Outcomes

1. **Design:** Graduates integrate the art of fashion design with the knowledge of materials and apparel production.
2. **Production Skills:** Graduates integrate textile knowledge and process skills in the production of garments from concept development to finished product.
3. **Planning and problem-solving:** Graduates demonstrate an ability to analyze, formulate and implement innovative solutions related to designing and producing garments. They demonstrate the ability to deal with problems of supply, the logistics of large-scale production, as well as how do deal with problems in individual fittings and how to adapt patterns for different fabrics.
4. **Technology:** Graduates effectively employ industry software and equipment to design and produce garments and produce garment technical packages.
5. **Context and Critical Thinking:** Graduates evaluate interconnections of historical perspectives, global events, forecasting, design, and color to create products relevant to fashion industry business trends.
6. **Professionalism:** Graduates exemplify professional standards, ethics, and business concepts.
7. **Communication:** Graduates display the ability to professionally communicate their ideas visually and verbally.

Program Description

The Fashion Design program explores industry practices from concept to consumer. Coursework incorporates technical sketching and fashion illustration, flat patternmaking and draping, computer-aided design, garment construction and fit, industry software knowledge, and conceptual and critical thinking. The curriculum offers exposure to global fashion business practices, product development, entrepreneurship and professional presentations.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Fashion Design, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in their specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2662 clock hours, comprised of 1342 lecture hours, 1188 lab hours, and 132 internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements

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including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced.

Requirements for B.F.A. in Fashion Design

Course	Title	Prerequisites	Credits
Core Courses			
FADB101	Elements of Garment Construction		4
FADB102	Fashion Illustration	FND110	4
FADB103	Textile Fundamentals		4
FADB111	Survey of the Fashion Design Industry		4
FADB201	Advanced Construction	FADB101	4
FADB202	Technical Drawing	FADB102	4
FADB203	Patternmaking	FADB201	4
FADB208	Trends & Forecasting	FADB217	4
FADB213	Advanced Patternmaking	FADB203	4
FADB217	Modern History of Fashion		4
FADB223	Computer Patternmaking	FADB203	4
FADB233	Draping & Fit Analysis	FADB213	4
FADB308	Fundamentals of Business		4
FADB312	Sourcing & Technical Design	GWDB103	4
FADB313	Computer Production Systems	FADB223	4
FADB322	Senior Collection Concept	Permission of Academic Director	4
FADB332	Surface Design	FADB103 and FADB203	4
FADB402	Digital Textile Design	FADB202 and FADB332	4
FADB403	Senior Collection Technical	FADB322	4
FADB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
FADB409	Portfolio I	Permission of Academic Director	4
FADB413	Senior Collection Production	FADB403	4
FADB419	Portfolio II	Permission of Academic Director	4
FMMB103	Survey of Manufacturing & Product Development		4
2 Fashion Design electives (8 credit hours), chosen from the following			8
FD311	Design Specialties	FADB103, FADB213, FADB312 and FADB233	
FD231	Specialized Areas in Design	FADB103, FADB213, FADB312 and FADB233	
FADB243	Specialized Sewing Techniques	FADB201	
FMMB203	Event & Fashion Show Production	FND135 and FADB208	
Supporting Courses			
FND105	Design Fundamentals		4
FND110	Observational Drawing		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
GWDB103	Digital Illustration		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4

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GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

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FASHION MARKETING & MANAGEMENT, Bachelor of Arts Degree Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Arts degree in Fashion Marketing & Management:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/232
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/247
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3013
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1362
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3341
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2482

Program Mission

The Fashion Marketing & Management Bachelor of Arts program aims to provide students with a strong academic and professional foundation through both applied coursework and technological applications. The market driven curriculum aims to teach students to utilize problem solving and critical thinking skills, which meet the expressed needs of the fashion industry.

Desired Student Outcomes

- 1. Communication:** Graduates demonstrate professional oral, written, and visual communication skills and organizational skills according to industry expectations.
- 2. Context:** Graduates understand the broader context of their professional knowledge in relation to history, literature, art, mathematics, psychology, economics, culture, U.S. and international law and policies.
- 3. Planning and problem-solving:** Graduates demonstrate the ability to plan and analyze key marketing and management processes, including an ability to analyze, formulate and implement innovative solutions.
- 4. Technology:** Graduates utilize advanced business and design software for marketing, management, publications, social media, communication and visual merchandising.
- 5. Marketing:** Graduates analyze consumer behavior utilizing target markets, demographics, product development, psychographics, and cultural, social and individual variables to influence the buyer decision process.
- 6. Management:** Graduates apply the elements of management processes including personnel, operations, finance, and supply chain distribution.
- 7. Visual Merchandising:** Graduates design and critique visual merchandising as a communication tool to target-market merchandise to the consumer.
- 8. Branding:** Graduates evaluate and assess fashion branding, utilizing product trends, brand identity, and forecasting as related to creating a brand image.
- 9. Professionalism:** Graduates demonstrate professional presentation skills through integrating and articulating appropriate communication skills, knowledge of fashion marketing and management and industry standards, professional practices, and ethics.

Program Description

The program offers experience across disciplines in business, fashion, and design, covering both soft and hard lines. This cross-functional focus allows students the opportunity to expand beyond traditional fashion design positions and choose among options in manufacturing, design and retailing. The curriculum includes fashion industry trends and manufacturing,

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general business, management, operations and compliance, retailing, marketing, advertising, and design. Students will learn how to effectively bridge the gap between designers and the retail market. They will be required to both identify and anticipate fashion trends, as well as to develop the decision-making skills needed to insure that the preferred consumer goods are in stock at the appropriate time.

Graduation Requirements

To receive a Bachelor of Arts in Fashion Marketing & Management, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in their specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2266 clock hours, comprised of 1738 lecture hours, 396 lab hours, and 132 internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced.

Requirements for B.A. in Fashion Marketing & Management

Course	Title	Prerequisites	Credits
Core Courses			
FMMB103	Survey of Manufacturing & Product Development		4
FMMB201	Merchandising Math		4
FMMB202	3D Visual Merchandising	FND135	4
FMMB203	Event & Fashion Show Production	FND135 and FADB208	4
FMMB211	Retail Buying	FMMB201	4
FMMB218	Human Resource Management	FADB308	4
FMMB221	Merchandise Management	FMMB211	4
FMMB301	Elements of Retail Logistics & Distribution	FMMB211	4
FMMB302	Global Marketing	ADVB307	4
FMMB303	Apparel Fit & Construction Evaluation	FADB103	4
FMMB312	Fundamentals of Fashion Styling	FADB217	4
FMMB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
FMMB408	Entrepreneurship	ADVB348	4
FMMB409	Portfolio I	Permission of Academic Director	4
FMMB419	Portfolio & Professional Development	Permission of Academic Director	4
Supporting Courses			
FND105	Design Fundamentals		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
ADVB201	Fundamentals of Marketing		4
ADVB204	Consumer Behavior & Persuasive Sales Techniques	ADVB201	4
ADVB307	Brand Strategy		4
ADVB328	Public Relations		4
ADVB348	Leadership & Organizational Behavior		4
ADVB407	E-Commerce Strategies & Analytics		4
FADB103	Textile Fundamentals		4
FADB111	Survey of the Fashion Design Industry		4
FADB208	Trends & Forecasting	FADB217	4
FADB217	Modern History of Fashion		4

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FADB308	Fundamentals of Business		4
FADB312	Sourcing & Technical Design	GWDB103	4
GWDB103	Digital Illustration		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN244	Psychology	GEN101 and GEN105	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4
	GEN157 Introductory Statistics or GEN257 Applied Statistics	GEN150	4

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FASHION MERCHANDISING, Associate of Applied Science Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Fashion Merchandising:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/233
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3542
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3014
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/1357
The Art Institute of Michigan Troy	http://ge.artinstitutes.edu/programoffering/3489
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/534

Program Mission

The Associate of Applied Science in Fashion Merchandising program aims to provide students with an academic and professional foundation through both applied coursework and technological applications. The market-driven curriculum aims to teach students to utilize problem-solving and critical thinking skills which meet the expressed needs of the fashion industry.

Desired Student Outcomes

1. **Visual Merchandising:** Graduates demonstrate the knowledge of visual merchandising as a communication tool.
2. **Technology:** Graduates demonstrate proficiency in current industry technology and software related to business and marketing.
3. **Marketing:** Graduates demonstrate knowledge of the four elements of marketing: product, place, promotion and price.
4. **Branding:** Graduates demonstrate awareness of product attributes, benefits, and consumer beliefs and values.
5. **Professionalism:** Graduates apply and articulate professional standards and business concepts related to retail and fashion industries.

Program Description

Fashion Merchandising students prepare to seek entry into the field with instruction from industry professionals who impart their knowledge. Through hands-on participation in projects that are creative, technical and similar to those students will face in their chosen fields, the program is built around classroom activities that rely on a philosophy of total personal immersion in the subject. Students study fashion history, famous designers, textiles and display. Simulated buying sessions, marketing seminars and the development of in-house promotional campaigns enable students to acquire hands-on experience.

Graduation Requirements

To receive an Associate of Applied Science in Fashion Merchandising students must complete a minimum of 92 quarter-credits with 24 quarter-credits in general education courses and 66 in their specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1254 clock hours, comprised of 814 lecture hours, 308 lab hours, and 132 internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all financial obligations to The Illinois Institute of Art.

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Requirements for A.A.S. in Fashion Merchandising

Course	Title	Prerequisites	Credits
Core Courses			
FMMB201	Merchandising Math		4
FMMB202	3D Visual Merchandising	FND135	4
FMMB211	Retail Buying	FMMB201	4
FMMB419	Portfolio & Professional Development	Permission of Academic Director	4
FMMB221	Merchandise Management	FMMB211	4
	FMMB406 (Internship) or FMM elective	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
Supporting Courses			
FND105	Design Fundamentals		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
ADVB201	Fundamentals of Marketing		4
ADVB204	Consumer Behavior & Persuasive Sales Techniques	ADVB201	4
FADB103	Textile Fundamentals		4
FADB111	Survey of the Fashion Design Industry		4
FADB208	Trends & Forecasting	FADB217	4
FADB217	Modern History of Fashion		4
FADB308	Fundamentals of Business		4
GWDB103	Digital Illustration		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4

MEDIA Programs

AUDIO PRODUCTION, Bachelor of Science Degree Offered at Chicago, Detroit, Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Science degree in Audio Production:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/2292
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/1907
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/2736

Program Mission

The Audio Production program is designed to prepare graduates to seek entry-level careers in the field of audio engineering and production. Through rigorous study of theoretical concepts, industry practices, and hands-on production techniques, students work to develop the technical skills and aesthetic sensibilities needed to become professional engineers, technicians, producers and business people.

Desired Student Outcomes

1. **Communication:** Graduates have written, oral, and visual communication skills needed to communicate ideas to employers, colleagues, and clients. They effectively use technical language appropriate to audio production and also are able to communicate complex concepts to non-professionals.
2. **Production:** Graduates conceptualize, plan, execute, and deliver quality multitrack recordings and voiceovers, and post-production projects, integrating knowledge and application of audio theory, critical listening skills, and industry standards, using industry-related tools.
3. **Problem Solving:** Graduates can efficiently troubleshoot and solve problems typically encountered by audio professionals.
4. **Editing and Critical Thinking:** Graduates will demonstrate how editing styles, techniques, and approaches affect audience reaction; they can apply peer and professional critique as well as self-evaluation to continuously improve the quality of their work.
5. **Business:** Graduates evaluate and integrate the business and economic principles and practices of the audio industry in production and project management.
6. **Context:** Graduates can explain the scientific and mathematical foundations of acoustics and electronics, the applicability of audio production in a wide range of media, the basic principles of music theory, and the social context in which sound is produced and interpreted.
7. **Professionalism:** Graduates demonstrate an understanding of job responsibilities and industry standards.

Program Description

The tools for recording, editing, and delivery of audio are evolving at a rapid pace. Today's professional audio engineers and producers must constantly stay abreast of current developments in equipment technology and production methods. To do this, they must have a solid foundation in the basic physics of sound and acoustics as well as skills in equipment operation, usage, and design. The Audio Production program aims to meet the needs of graduates seeking entry into the industry by

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offering a curriculum that provides students with a solid background in technology, theory and industry practices. Practical hands-on experience with recording and live production equipment is essential to being prepared for the contemporary market place.

Graduation Requirements

To receive a Bachelor of Science degree in Audio Production, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2728 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and 132 internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements, including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.S. in Audio Production

Course	Title	Prerequisites	Credits
Core Courses			
AUDB101	Fundamentals of Audio		4
AUDB102	Music Theory for Audio Professionals I		4
AUDB103	Audio Technology I		4
AUDB111	Survey of the Audio Industry		4
AUDB113	Digital Audio I - Introduction to the Interface		4
AUDB123	Video Production for Audio		4
AUDB133	Audio Recording I	AUDB103	4
AUDB143	Electronics I	AUDB103	4
AUDB203	Production Sound	AUDB123	4
AUDB205	Listening & Analysis	AUDB113	4
AUDB209	Portfolio I	Permission of Academic Director	4
AUDB213	Audio Technology II	AUDB103	4
AUDB215	Acoustics	AUDB103	4
AUDB223	MIDI Systems	AUDB113	4
AUDB233	Post-Production Sound	AUDB203	4
AUDB243	Digital Audio II-Digital Audio Systems	AUDB113	4
AUDB253	Audio Recording II	AUDB133	4
AUDB263	Live Sound Reinforcement I	AUDB133	4
AUDB273	Electronics II	AUDB143	4
AUDB283	Audio Distribution Technologies		4
AUDB302	Synthesis & Sound Design I	AUDB223	4
AUDB312	Special Topics	AUDB209	4
AUDB313	Digital Audio III-Mixing	AUDB243	4
AUDB323	Advanced Recording Techniques I	AUDB253	4
AUDB333	Sound for Interactive Media	AUDB233	4
AUDB353	Live Sound Reinforcement II	AUDB263	4
AUDB403	Senior Project	Permission of Academic Director	4
AUDB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
AUDB408	Business & Culture of Audio	Permission of Academic Director	4
AUDB409	Portfolio II	AUDB209	4
AUDB418	Media Business Practices		4

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General Education Courses

GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Algebra - GEN256 College Algebra (ILIC) or GEN250 Topics in Mathematics (ILIS)	GEN150	4
	Fine Arts - GEN205-GEN212	GEN101	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physics - GEN279 or GEN286	GEN101, GEN105 and GEN098 or placement	4
	Physical & Life Science 300-Level Elective	GEN102, and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

Media

DIGITAL FILMMAKING & VIDEO PRODUCTION, Bachelor of Fine Arts Degree Offered at Chicago, Schaumburg, Cincinnati

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Digital Filmmaking & Video Production:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/230
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/245
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2484

Program Mission

The mission of the Digital Filmmaking & Video Production program is to prepare students for the next generation of digital production and delivery, and who can meet the needs of corporate communication, television, e-business, and other media outlets for their existing markets. It aims to enable students to create compelling, effective, and aesthetical content to be delivered on CD, DVD, videotape, broadband Internet, and/or other emerging means of technology, and prepares them to seek entry-level employment in the field.

Desired Student Outcomes

1. **Communication:** Graduates integrate the elements of storytelling and collaborate with and direct participants in a project to communicate ideas to an intended audience.
2. **Context:** Graduates evaluate aesthetics and a wide range of stories in various genres and film history and develop research skills to support creative vision and outcome.
3. **Pre-Production:** Graduates conceptualize and create scripts, storyboards, and production development plans.
4. **Production:** Graduates direct and execute successful production plans; identify, anticipate and find solutions to technical, logistical, storytelling, and personnel problems; integrate theory, techniques, and terminology of the field; and apply cinematography, lighting, and audio as components of the storytelling process.
5. **Post-Production:** Graduates integrate technical aptitude, aesthetic decision-making, and an awareness of intended audience through technical proficiency in editing and assembling audio and video elements of a film.
6. **Context:** Graduates are familiar with film history, aesthetics, and a wide range of stories in various genres. They have research skills related to documentary subjects and to ensuring the accuracy of films.
7. **Professionalism:** Graduates present and conduct themselves professionally; demonstrate knowledge of the film industry, including career paths, responsibilities and industry expectations; apply business principles and practices while maintaining legal and ethical standards.

Program Description

Students take advantage of well equipped video and audio studios, computer labs and a wide range of industry-utilized software. Students complete this program with a sophisticated senior project included in their video portfolio of original production work. This portfolio, essential to seeking employment in the industry, demonstrates the student's mastery of design, production and communications skills.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Digital Filmmaking & Video Production, students must complete a minimum of

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180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2596 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Digital Filmmaking & Video Production

Course	Title	Prerequisites	Credits
Core Courses			
DFVB101	Survey of Digital Filmmaking & Video Production		4
DFVB102	Introduction to Filmmaking Applications & Design		4
DFVB103	Fundamentals of Video Production	DFVB111	4
DFVB105	Conceptual Storytelling	DFVB101	4
DFVB107	Fundamentals of Producing & Directing	DFVB103	4
DFVB111	Principles of Cinematography		4
DFVB113	Fundamentals of Editing	DFVB111	4
DFVB133	Lighting for Digital Film		4
DFVB202	Digital Cinematography	DFVB103	4
DFVB203	Editing	DFVB113	4
DFVB204	Acting & Directing	DFVB107	4
DFVB205	History of Film & Media		4
DFVB212	Broadcast Graphics I	DFVB113	4
DFVB213	Studio Production	DFVB202	4
DFVB214	Scriptwriting	DFVB105	4
DFVB222	Broadcast Graphics II	DFVB212	4
DFVB223	Intermediate Audio	AUDB101	4
DFVB233	Electronic Field Production	DFVB213	4
DFVB307	Media Theory & Criticism	DFVB205	4
DFVB308	Media Delivery Systems and Distribution	DFVB353	4
DFVB309	Portfolio I	Permission of Academic Director	4
DFVB313	Sound Design	AUDB101	4
DFVB323	Short Media Production	DFVB103	4
DFVB332	Senior Project Preparation	Permission of Academic Director	4
DFVB333	Senior Project Production	DFVB332	4
DFVB353	Compositing for Digital Film	Permission of Academic Director	4
DFVB409	Portfolio II	DFVB309	4
	DFVB306 (Internship) or DFVB316 (Media Production Workshop)	Permission of Academic Director for internship, DFVB323 for DFVB316	4
Supporting Courses			
AUDB101	Fundamentals of Audio		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4

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GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

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VIDEO PRODUCTION, Associate of Applied Science Offered at Cincinnati

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Associate of Applied Science degree in Video Production:

Location	Gainful Employment URL
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/538

Program Mission

The mission of the Associate of Applied Science program in Video Production is to provide students with basic skills related to digital filmmaking.

Desired Student Outcomes

- 1. Writing & Critical Thinking:** Graduates demonstrate the ability to effectively communicate ideas, stories and expectations in written work. Graduates have an understanding of the historical, cultural and social contexts for moving images.
- 2. Producing & Directing:** Graduates demonstrate the ability to conceptualize, plan and execute different styles of media productions. Graduates demonstrate an understanding of their leadership and collaborative responsibilities in relationship to artistic partners, crews, clients, the wider community and their own personal development.
- 3. Cinematography & Lighting:** Graduates demonstrate control of camera, cinematic and lighting equipment in relation to a given subject.
- 4. Sound:** Graduates demonstrate control of audio recording and sound equipment in a variety of applications. Graduates show ability to create a meaningful relationship between image and sound.
- 5. Editing & Post-Production:** Graduates demonstrate appropriate skill in editing with attention to duration, shot to shot relation, shot to scene and relation to the whole. Graduates demonstrate a basic understanding of design principles in use of typography, motion graphics and animation, as well as compositing and image processing skills (where applicable).
- 6. Professionalism:** Graduates present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations.

Program Description

Students take advantage of well-equipped video and audio studios, up-to-date computer labs and a wide range of industry-utilized software. Students will complete a portfolio that demonstrates their knowledge of design, production and communications skills.

Graduation Requirements

To receive an Associate of Applied Science degree (AAS) in Video Production, students must complete a minimum of 92 quarter-credits with 24 quarter-credits in general education courses and 66 quarter-credits in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 1386 clock hours, comprised of 638 lecture hours, 748 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and satisfy all financial obligations with The Illinois Institute of Art.

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Requirements for A.A.S. in Video Production

Course	Title	Prerequisites	Credits
Core Courses			
DFVB101	Survey of Digital Filmmaking & Video Production		4
DFVB102	Introduction to Filmmaking Applications & Design		4
DFVB103	Fundamentals of Video Production	DFVB111	4
DFVB105	Conceptual Storytelling	DFVB101	4
DFVB107	Fundamentals of Producing & Directing	DFVB103	4
DFVB111	Principles of Cinematography		4
DFVB113	Fundamentals of Editing	DFVB111	4
DFVB133	Lighting for Digital Film		4
DFVB202	Digital Cinematography	DFVB103	4
DFVB212	Broadcast Graphics I	DFVB113	4
DFVB213	Studio Production	DFVB202	4
DFVB214	Scriptwriting	DFVB105	4
DFVB233	Electronic Field Production	DFVB213	4
DFVB309	Portfolio I	Permission of Academic Director	4
Supporting Courses			
AUDB101	Fundamentals of Audio		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Physical & Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Social Science 200-Level Elective	GEN101	4

Media

DIGITAL PHOTOGRAPHY, Bachelor of Fine Arts Degree Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Digital Photography:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/2188
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/246
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3008
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/2375
The Art Insitute of Michigan Troy	http://ge.artinstitutes.edu/programoffering/3340
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3819

Program Mission

The Bachelor of Fine Arts Digital Photography program is designed to prepare graduates who possess the technical skills and a mature design vision needed to produce compelling imagery. Through rigorous study of the principles of photography and hands-on production techniques, students work to develop the technical skills and aesthetic sensibilities needed to become professional photographers and business people.

Desired Student Outcomes

1. **Communication:** Graduates use written, oral, and visual communication skills to convey ideas effectively to employers, colleagues, and clients. They communicate complex concepts to non-professionals.
2. **Visual Communication:** Graduates develop a style and vision conveying a personal point of view using problem solving processes that integrate extraordinary print quality and skillful judgment of aesthetic value.
3. **Critical Thinking:** Graduates assess the historical and social impact of photography and evaluate how their photographs fit within this context.
4. **Lighting:** Graduates exhibit technical excellence in lighting and demonstrate inclusion or exclusion of ambient light sources, placement of main light source, degree of diffusion, control of overall lighting contrast, and separation of subject and background.
5. **Production Processes:** Graduates apply technical skills and use appropriate terminology with respect to photographic tools, lighting techniques, color management, and the storage and electronic presentation of images.
6. **Business:** Graduates conceptualize, plan, and implement marketing strategies to create a successful business model.
7. **Professional Presentation:** Graduates produce a portfolio of original work for current media and multiple platforms, integrating industry standards, personal interest, and career specialization.

Program Description

The Bachelor of Fine Arts degree program in Digital Photography reflects the continued impact of technology in the photography industry and the breadth of skills considered necessary by graduates to maintain and increase marketability upon completion of their degree. Specifically, this program includes areas such as digital color management, digital asset management, lighting, composition, and image manipulation; related skills in web and video; business fundamentals; and an internship in the field.

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Graduation Requirements

To receive a Bachelor of Fine Arts degree in Digital Photography, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2728 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and 132 internship or practicum hours. Also a student must receive a passing grade or credit for all required course work and meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Digital Photography

Course	Title	Prerequisites	Credits
Core Courses			
PHOB101	Principles of Photography		4
PHOB102	Introduction to Photography Applications		4
PHOB103	Digital Image Management		4
PHOB105	Photojournalism		4
PHOB112	Photographic Design	PHOB102	4
PHOB113	Lighting	PHOB102	4
PHOB115	History of Photography	GEN101	4
PHOB122	View Camera Theory		4
PHOB123	Color Management & Printing	FND135	4
PHOB202	Studio Photography	PHOB122	4
PHOB203	Photographic Post-Production		4
PHOB205	Advertising / Art Direction	PHOB223	4
PHOB208	Business of Photography		4
PHOB209	Portfolio I		4
PHOB213	Time-Based Media I	PHOB102	4
PHOB222	Web Design for Non-Majors	PHOB102	4
PHOB223	Advanced Lighting	PHOB202	4
PHOB232	Portraiture	PHOB202	4
PHOB233	Advanced Photographic Post-Production	PHOB203	4
PHOB242	Editorial Photography	PHOB105	4
PHOB302	Location Photography	PHOB223	4
PHOB303	Time-Based Media II	PHOB213	4
PHOB307	Photographic Essay	PHOB303	4
PHOB317	Photography Criticism	PHOB115	4
PHOB406	Internship	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
PHOB408	Photography Marketing & Portfolio Package	PHOB209	4
PHOB419	Portfolio II	Permission of Academic Director	4
DPH340	Special Topics	Permission of Academic Director	4
Supporting Courses			
FND110	Observational Drawing		4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4

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GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

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GAME ART & DESIGN, Bachelor of Fine Arts Degree Offered at Chicago, Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Game Art & Design:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/235
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/248

Program Mission

The mission of the Bachelor of Fine Arts Game Art & Design program is to teach students art foundation skills, 3-D modeling, low-polygon art, game-level design, digital video and audio, and animation to help them create and design games. We seek to produce graduates who are skilled visual communicators and who combine artistic talent with technical competency. The program aims to prepare graduates to seek careers in the game and other industries such as 2D and 3D artists, texture mappers, and project managers; with experience and advancement some graduates may become game and level designers. Graduates may work as members of development teams to produce digital games, interactive entertainment, and educational and training software products.

Desired Student Outcomes

- 1. Communication:** Graduates are skilled visual communicators, effectively collaborate with other artists and designers on a team, can tell a story visually, and possess written and oral skills that enable them to communicate effectively with prospective employers, colleagues, and clients.
- 2. Problem Solving:** Graduates possess the creative design skills to conceptualize, develop, and evaluate a game; and problem solving skills that result in game design solutions, modeling and animation appropriate for a client and/or target audience; and understand the process of project management.
- 3. Core Design Skills:** Graduates demonstrate the ability to apply design and art skills, both traditional and digital, towards game related projects.
- 4. Principles of Gaming:** Graduates employ the principles of gaming, to plan, design, and create environments, level play, background stories, and characters.
- 5. Technology and Production:** Graduates demonstrate the ability to apply the skills necessary to create quality game-ready assets using industry standard techniques and tools.
- 6. Context:** Graduates understand game art and design in social, cultural, and historical contexts; have the research skills needed to develop game elements; apply mathematical concepts; the principles of acting and staging; and possess an ability to apply real world observations to animation.
- 7. Industry Readiness:** Graduates demonstrate the requisite skills in presentation, interviewing, networking, resume-building and game business knowledge critical to seeking an entry-level artist and/or designer position in the industry.
- 8. Professional Practice:** Graduates demonstrate knowledge of the managerial and developmental aspects of the game production pipeline and demonstrate knowledge of planning, budgeting, specifications, constraints, scope, teamwork, problem solving, and deadlines that go into making a market-ready game.

Program Description

In pursuing the bachelor's degree in Game Art & Design, students are encouraged to master traditional skills through a rich variety of fundamental art courses while learning to use 2D and 3D design tools to create characters, backgrounds,

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animations, and textures used in producing digital games and related interactive media. In addition, they acquire a level of awareness and knowledge of the terminology used in programming and scripting to be able to converse intelligently with programmers. The bachelor's degree program also provides a unique learning opportunity in the management of projects and game development teams. Anticipated assignments and projects include designing gameplay and back stories; creating characters and related environments; employing 3D modeling and animation software to create game art; employing 2D image software to create backgrounds and 3D textures; and applying knowledge of games to evaluate game products.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Game Art & Design, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2662 clock hours, comprised of 1298 lecture hours, 1364 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work as well as meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Game Art & Design

Course	Title	Prerequisites	Credits
Core Courses			
GADB101	Introduction to Game Development		4
GADB102	Interactive Storytelling	GEN101	4
GADB202	Game Design & Game Play	GADB101	4
GADB205	Concept Design & Illustration	MAAB202	4
GADB212	Level Design	GADB202	4
GADB213	Game Modeling	MAAB213	4
GADB222	Advanced Level Design	GADB212	4
GADB223	Advanced Hard Surface & Organic Modeling	MAAB223	4
GADB253	Environmental Modeling	MAAB243	4
GADB302	Programming for Mobile & Social Games	MAAB232	4
GADB303	Game Prototyping	GADB212	4
GADB312	Game Animation	MAAB232	4
GADB313	Advanced Game Prototyping	GADB303	4
GADB333	Team Production I	GADB222	4
GADB403	Team Production II	GADB333	4
GADB409	Portfolio I	Permission of Academic Director	4
GADB419	Portfolio II	GADB409	4
Supporting Courses			
FND105	Design Fundamentals		4
FND110	Observational Drawing		4
FND120	Perspective Drawing	FND110	4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
MAAB102	Life Drawing & Gesture	FND110	4
MAAB111	Animation Principles	MAAB102	4
MAAB202	Character & Object Design	MAAB102	4
MAAB213	3D Modeling	FND150	4
MAAB223	Hard Surface & Organic Modeling	MAAB213	4
MAAB232	3D Animation	MAAB213	4

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MAAB242	Character & Technical Modeling	MAAB223	4
MAAB243	Material & Lighting	MAAB223	4
MAAB303	3D Character Rigging	MAAB223	4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

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MEDIA ARTS & ANIMATION, Bachelor of Fine Arts Degree Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Media Arts & Animation:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/240
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/253
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3010
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3047
The Art Institute of Michigan Troy	http://ge.artinstitutes.edu/programoffering/3487
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/2486

Program Mission

The Bachelor of Fine Arts in Media Arts & Animation program aims to provide graduates with the relevant career skills needed to seek and develop careers in the animation industry. The goal is accomplished through a focused curriculum based on industry referenced program exit competencies. Instructors who possess industry experience and content expertise as well as appropriate resources support the curriculum.

Desired Student Outcomes

1. **Communication:** Graduates are skilled visual communicators, tell a story visually, and possess written and oral skills that enable them to communicate effectively with prospective employers, colleagues, and clients.
2. **Collaboration:** Graduates demonstrate the ability to work on team-based projects
3. **Design:** Graduates demonstrate application of learned concepts from foundation level art courses. These include: drawing, color, form, design, composition and foundation level digital art skills.
4. **Animation:** Graduates demonstrate a practical understanding and application in the principles of animation, acting and movement, and cinematic storytelling as it relates to 2D and 3D animation.
5. **Problem Solving:** Graduates possess the creative design skills to conceptualize, and develop an animation; critiquing skills that lead to evaluation and editing; problem-solving skills to resolve unsatisfactory elements of an animation; graduates understand the process of project management.
6. **Conceptual:** Graduates demonstrate the ability to conceptualize, plan, execute, and deliver quality animation projects.
7. **Technical:** Graduates demonstrate an applied technical knowledge of animation tools and software according to current industry standards.
8. **Context:** Graduates possess an ability to apply real world observations to animation, an understanding of the human figure; understand the principles of acting and staging; understand animation in social, cultural, and historical contexts; and have the research skills needed to develop animation elements.
9. **Professionalism:** Graduates demonstrate professionalism, through the creation and presentation of a demo-reel and self-promotion package, according to current industry standards.

Program Description

The Media Arts & Animation curriculum aims to provide students with a substantial foundation in drawing skills, color

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theory, design concepts, audio/video techniques and basic computer applications. From this foundation, degree candidates develop advanced skills in various aspects of computer graphics and animation. Students explore the various tools used in computer animation including operating systems, 3-D modeling and animation software, 2-D animation techniques and desktop video production. These tools and concepts aim to enhance our student's versatility and creativity and enable them to produce a digital portfolio that demonstrates their practical and technical abilities to employers.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Media Arts & Animation, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2728 clock hours, comprised of 1276 lecture hours, 1320 lab hours, and 132 internship or practicum hours if the internship option is taken; otherwise, 2662 clock hours, comprised of 1298 lecture hours, 1364 lab hours, and no internship hours. Also a student must receive a passing grade or credit for all required course work, meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Media Arts & Animation

Course	Title	Prerequisites	Credits
Core Courses			
MAAB101	Language of Animation & Film		4
MAAB102	Life Drawing & Gesture	FND110	4
MAAB111	Animation Principles	MAAB102	4
MAAB112	Short Format Storytelling		4
MAAB202	Character & Object Design	MAAB102	4
MAAB204	Acting & Movement for Animators	MAAB111	4
MAAB213	3D Modeling	FND150	4
MAAB222	Storyboarding & Animatics	MAAB112	4
MAAB223	Hard Surface & Organic Modeling	MAAB213	4
MAAB232	3D Animation	MAAB213	4
MAAB233	Motion Graphics	FND135	4
MAAB242	Character & Technical Modeling	MAAB223	4
MAAB243	Material & Lighting	MAAB223	4
MAAB302	3D Character Animation	MAAB242	4
MAAB303	3D Character Rigging	MAAB223	4
MAAB312	Animation Studio	MAAB302	4
MAAB313	Advanced Lighting & Texturing	MAAB243	4
MAAB323	Emerging Technologies for Animation	MAAB232	4
MAAB333	Dynamics and Simulation	MAAB232	4
MAAB343	Pre-Production Team	Permission of Academic Director	4
MAAB363	Advanced Illustration for Production	FND135	4
MAAB403	Production Team	MAAB343	4
	MAAB406 (Internship) or alternative program-relevant course	Permission of Academic Director; International Students must receive permission from International Student Advisor.	4
MAAB409	Portfolio Production	Permission of Academic Director	4
MAAB419	Portfolio Presentation	MAAB409	4
Supporting Courses			
DFVB353	Compositing for Digital Film	Permission of Academic Director	4
FND105	Design Fundamentals		4

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FND110	Observational Drawing		4
FND120	Perspective Drawing	FND110	4
FND135	Image Manipulation		4
FND150	Digital Color Theory		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4
	Fine Arts - GEN205-GEN212	GEN101	4
	Humanities & Fine Arts 200-Level Elective	GEN101	4
	Humanities & Fine Arts 300-Level Elective	GEN102 and one course from GEN205-GEN233	4
	Mathematics Elective	GEN150	4
	Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical or Life Science 200-Level Elective	GEN101, GEN105 and GEN150	4
	Physical & Life Science 300-Level Elective	GEN102 and one course from GEN260-GEN286	4
	Social Science 200-Level Elective	GEN101	4
	Social Science 300-Level Elective	GEN102 and one course from GEN241-GEN248	4

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VISUAL EFFECTS & MOTION GRAPHICS, Bachelor of Fine Arts Degree Offered at Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Bachelor of Fine Arts degree in Visual Effects & Motion Graphics:

Location	Gainful Employment URL
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/255

Program Mission

The mission of the Bachelor of Fine Arts in Visual Effects & Motion Graphics program is to prepare students to seek entry into the field of visual effects and motion graphics.

Desired Student Outcomes

- 1. Communication:** Graduates demonstrate elements of effectively telling a story to an audience; apply principles of visual communication to their work; have oral and written presentation skills appropriate to working with employers, colleagues, and clients.
- 2. Collaboration:** Graduates demonstrate the ability to work on team-based projects.
- 3. Design Skills -** Graduates demonstrate the ability to use traditional design skills in the production of digital art projects.
- 4. Technical:** Graduates demonstrate an applied technical knowledge of compositing, effects, animation tools and software according to current industry standards.
- 5. Visual effects:** Graduates apply visual effects and motion graphics skills to meet the needs of corporate communication, television, motion picture, video production, and other media outlets.
- 6. Planning and problem solving:** Graduates demonstrate the ability to conceptualize, plan, execute, and deliver quality visual effects and motion graphics projects.
- 7. Audio:** Graduates produce and assemble necessary audio elements, including voice, sound effects and music and apply them effectively to motion graphic and visual projects.
- 8. Professionalism:** Graduates demonstrate professionalism through the creation and presentation of a demo-reel and self-promotion package, according to current industry standards.

Program Description

The Visual Effects & Motion Graphics program aims to prepare graduates with the knowledge, skills and attitudes necessary to seek entry and maintain a career as a visual effects artist, digital compositor, or motion graphics artist. As a consequence, the Visual Effects & Motion Graphics program is a fluid program that is aligned with the current needs of the television and film industry. The program focuses on 2D and 3D graphics, digital compositing, effects production and motion graphics for use in television and film production.

Graduation Requirements

To receive a Bachelor of Fine Arts degree in Visual Effects & Motion Graphics, students must complete a minimum of 180 quarter-credits with 56 quarter-credits in general education courses and 124 in the specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2618 clock hours, comprised of 1342 lecture hours, 1276 lab hours, and no internship or practicum hours. Also a student must receive a passing grade or credit for all required course work as well as meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required

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course in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.

Requirements for B.F.A. in Visual Effects & Motion Graphics

Course	Title	Prerequisites and Course Sequences	Credits
Core Courses			
DFV101	Introduction to Digital Filmmaking	ART100 or FND105 or approval of Academic Director	4
DFV120	Fundamentals of Audio		4
DFV225	Fundamentals of Editing		4
DFV230	Fundamentals of Lighting		4
DFV300	Directing & Pre-Production	MAA221	4
DFV305	Media Compositing	VFX250	4
DFV320	Production Audio	DFV120	4
VFX110	Digital Typography	ART100 or FND105	4
VFX210	Advanced Image Manipulation	FND135	4
VFX250	Fundamentals of Motion Graphics		4
VFX307	Visual Effects	MAA228 or MAAB232	4
VFX333	Visual Effects Career Development		4
VFX350	Broadcast Motion Graphics	MAA221 or MAAB222; VFX250	4
VFX403	Portfolio I	MAA228 or MAAB232	4
VFX407	Advanced Visual Effects	VFX307	4
VFX410	Advanced Motion Graphics	MAA228 or MAAB232	4
VFX415	Portfolio II	VFX403	4
VFX420	Art Direction	DFV300	4
VFX440	Studio Production	VFX307	4
	Elective		4
Supporting Courses			
ART100	Design Fundamentals		4
ART102	Observational Drawing		4
ART110	Color Theory		4
ART111	Life Drawing	ART100 or FND105; ART110 or FND150	4
DPH242	Image Manipulation	ART110	4
MAA217	3D Modeling	DPH242 or FND135	4
MAA221	Storyboarding		4
MAA227	Materials & Lighting	MAA217	4
MAA228	3D Animation		4
MAA336	3D Visual Effects & Compositing		4
MAA337	Hard Surface & Organic Modeling		4
General Education Courses			
GEN101	English I	GEN095 or placement	4
GEN102	English II	GEN101	4
GEN105	Effective Speaking		4
GEN150	Mathematical Concepts and Connections		4
	Fine Arts - GEN205-GEN212	GEN101 and GEN105	4
	Humanities & Fine Arts 200-Level Elective	GEN101 and GEN105	4
	Humanities & Fine Arts 300-Level Elective	GEN102, and one course from GEN205-GEN233	4
	Mathematics Elective		4
	Life Science 200-Level Elective	GEN101 and GEN105	4

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	Physical or Life Science 200-Level Elective	GEN101 and GEN105	4
	Physical & Life Science 300-Level Elective	GEN102, and one course from GEN260- GEN286	4
	Social Science 200-Level Elective	GEN101 and GEN105	4
	Social Science 300-Level Elective	GEN102, and one course from GEN241- GEN248	4
GEN399	General Education Capstone	All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382	4

Diploma Programs

Diploma Programs

Diploma programs are intended for students with specific career plans that do not require associate or bachelor's degrees. Some are designed to provide advanced training for students with partial or completed college degrees; others may be taken by students with high school diplomas seeking career training. The programs include courses offered to undergraduate students in various departments.

Additional Admissions Criteria for Diploma Programs

Culinary Arts and Baking and Pastry. All students admitted to the institution are eligible to enroll in Culinary Arts or Baking & Pastry.

Digital Image Management. This program is intended for students who have a career or formal educational experience with digital photography or a related field and who have developed a rudimentary aesthetic sensitivity and critical analysis capability as applied to digital photography. Students may demonstrate their preparation for the program by submitting a college transcript showing relevant courses, by submitting a portfolio, or by writing a brief essay (250 words) on an assigned topic.

Fashion Retailing. This program is intended for students who have career or formal educational experience in fashion retailing or in a related field and who have developed a rudimentary aesthetic sensitivity and critical analysis capability as applied to fashion retailing. Students may demonstrate their preparation for the program by submitting a college transcript showing relevant courses, by submitting a portfolio, or by writing a brief essay on an assigned topic.

Web Design & Development. This program is intended for students who have career or formal educational experience in web design and development or in a related field and who have developed a rudimentary aesthetic sensitivity and critical analysis capability as applied to web design and development. Students may demonstrate their preparation for the program by submitting a college transcript showing relevant courses, by submitting a portfolio, or by writing a brief essay (250 words) on an assigned topic.

Web Design & Interactive Communications. This program is intended for students who have career experience designing and developing web sites. Students will be asked to demonstrate that they have developed skills in Image Manipulation, Fundamentals of Web Scripting, and User-Centered Design. Students may demonstrate skills in these areas through previous courses, or work experience, or a portfolio.

Digital Design and Residential Planning. A prospective student interested in these diploma programs must be an adult learner with an associate's degree or similar art degree and one year of full-time related work experience within the last two years who seeks to update his/her professional skills. In addition, a person must be a high school graduate or hold a General Educational Development (GED) Certificate. Success in this program is dependent on the student having some prior proficiency in design software.

Diploma Programs

BAKING & PASTRY, Diploma Offered at Chicago, Cincinnati, Detroit

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Baking & Pastry:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/3293
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3441
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3288

Mission Statement

The mission of the Baking & Pastry diploma program is to provide an environment for students to become learners who possess the skills, knowledge, creativity and ethical values necessary in the rapidly changing, culturally diverse culinary professions. Overall, the intent of the program is to have experienced industry professionals impart their knowledge and technical acumen to the students. The approach to education relies heavily on actually participating in projects that are practical and technical in scope. Students will have the opportunity to learn a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.

Program Description

This program aims to provide students with culinary skills combined with a focus on baking and pastry. This combination skill set and basic food service management skills aim to enhance each graduate's ability to meet the challenges of an increasingly demanding and rapidly changing field. Two strengths of the program of study are an emphasis on culinary skills, as well as the core baking and pastry courses and basic food service management skills.

Program Requirements

The Diploma in Baking & Pastry requires a total of 51 credit hours. The entire program includes 891 clock hours, comprised of 176 lecture hours, 715 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- Safety and sanitation:** Graduates demonstrate the ability to establish and maintain safety and sanitation procedures.
- Cooking:** Graduates demonstrate the ability to prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.
- Cuisines:** Graduates demonstrate the ability to produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.
- Problem solving:** Graduates demonstrate the ability to design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.

Requirements for Diploma in Baking & Pastry

Course	Title	Prerequisites	Credits
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6

Diploma Programs

CULB108	Sustainable Purchasing & Controlling Costs		4
CULB112	Latin Cuisine	CULB101 and CULB103	2
CULB113	American Regional Cuisine	CULB101 and CULB103	6
CULB123	Introduction to Baking and Pastry Techniques	Must have completed TAP Series for Food Safety Managers Certification Program	6
CULB212	Asian Cuisine	CULB101 and CULB103	2
BAPB102	European Cakes & Tortes	CULB123	4
BAPB202	Advanced Patisserie & Display Cakes	CULB123	4
BAPB203	Artisan Breads & Baking Production		4
CULB208	Management, Supervision & Career Development		4
BAPB212	Chocolate, Confections & Centerpieces	CULB123	4

Diploma Programs

CULINARY ARTS, Diploma Offered at Chicago, Cincinnati, Detroit

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Culinary Arts:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/3294
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3442
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3287

Mission Statement

The mission of the Culinary Arts diploma program is to provide an environment for students to become learners who possess the skills, knowledge, creativity and ethical values necessary in the rapidly changing, culturally diverse culinary professions. Overall the intent of the program is to have experienced industry professionals impart their knowledge and technical acumen to the students. The approach to education relies heavily on actually participating in projects that are practical and technical in scope. Students will have the opportunity to prepare a variety of international recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards.

Program Description

The Culinary Arts diploma program provides students with fundamentals in culinary techniques, food production skills and critical thinking skills. Students will study the fundamentals of cooking, baking and pastry, as well as the art of the cold kitchen. Food production skills are complimented with basic food service management skills.

Program Requirements

The Diploma in Culinary Arts requires a total of 53 credit hours. The entire program includes 979 clock hours, comprised of 242 lecture hours and 737 lab hours.

Desired Student Outcomes

- 1. Safety and sanitation:** Graduates demonstrate the ability to establish and maintain safety and sanitation procedures.
- 2. Cooking:** Graduates demonstrate the ability to prepare standardized recipes using a variety of cooking techniques which meet industry quality standards.
- 3. Cuisines:** Graduates demonstrate the ability to prepare a variety of recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards.
- 4. Professionalism:** Graduates define and articulate the core values of the culinary professional.

Requirements for Diploma in Culinary Arts

Course	Title	Prerequisites	Credits
CULA210	Nutrition		3
CULB101	Concepts & Theories of Culinary Techniques	Must be currently enrolled in TAP Series for Food Safety Managers Certification Program	2
CULB103	Fundamentals of Classical Techniques	Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program	6
CULB108	Sustainable Purchasing & Controlling Costs		4
CULB112	Latin Cuisine	CULB101 and CULB103	2

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CULB113	American Regional Cuisine	CULB101 and CULB103	6
CULB122	World Cuisine	CULB101 and CULB103	2
CULB123	Introduction to Baking and Pastry Techniques	Must have completed TAP Series for Food Safety Managers Certification Program	6
CULB203	Garde Manger	CULB101 and CULB103	6
CULB206	Food and Beverage Operations Management		4
CULB208	Management, Supervision & Career Development		4
CULB212	Asian Cuisine	CULB101 and CULB103	2
CULB213	A la Carte Kitchen	CULB103, CULB113, CULB123, CULB203 and CULB206	6

Diploma Programs

RESIDENTIAL PLANNING, Diploma Offered at Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Residential Planning:

Location	Gainful Employment URL
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/254

Mission

The mission of the Residential Planning diploma program is to prepare students to seek entry to the field by providing a foundation in interior design and decoration including:

- The evolution of architecture, furniture, and design;
- Space planning to maximize the efficiency of interiors;
- Textiles, materials and resources for residential space;
- Architectural drafting to envision, plan, and communicate projects; and
- Principles governing the business of interior design.

Program Description

The Residential Planning diploma program is designed for students who want to learn the basics of interior design and space planning as well as the use of fixtures and furnishings. In addition to these design elements, students will focus on effective communication and the professional practices necessary in the field. A prospective student interested in the Residential Planning diploma program must be an adult learner with one year of full-time related work experience within the last two years who seeks to update his/her professional skills. In addition, a person must be a high school graduate or hold a General Educational Development (GED) Certificate. Success in this program is dependent on the student having some prior proficiency in design software. In the last quarter of the program, students will develop an individualized portfolio to help them seek employment in the field within the residential interiors industry, such as furniture, fabric, or flooring showrooms, major department stores, resource room maintenance, and more.

Program Requirements

The Diploma in Residential Planning requires a total of 36 credit hours. The entire program includes 594 clock hours, comprised of 198 lecture hours, 396 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- Knowledge of the field:** Graduates demonstrate the creative and technical skills employers in the residential planning field require which include architectural drafting, space planning, architectural and furniture history, textiles, materials, and resources, and business principles.
- Professionalism:** Graduates demonstrate the professional skills necessary to seek employment.

Requirements for Diploma in Residential Design

Course	Title	Prerequisites	Credits
INTB101	Architectural Drafting		4
INTB102	Introduction to Interior Design		4
INTB107	History of Architecture, Interiors & Furniture I		4

Diploma Programs

INTB111	Space Planning	INTB101	4
INTB201	Textiles, Materials & Specifications		4
INTB207	History of Architecture, Interiors & Furniture II		4
INTB306	Professional Practice	Permission of Academic Director	4
INTB409	Portfolio I	Permission of Academic Director	4
FND105	Design Fundamentals		4

Diploma Programs

DIGITAL DESIGN, Diploma Offered at Schaumburg

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Digital Design:

Location	Gainful Employment URL
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/244

Mission

The mission of the Digital Design diploma program is to prepare students to seek entry into the field by providing a foundation in digital design including:

- Design fundamentals and typography principles;
- Concept development and digital illustration;
- Color composites and renderings using digital image manipulation;
- High-quality page layouts and designs;
- Print production procedures;
- Production of digital print artwork;
- Extensive software knowledge on MAC and PC platforms;
- Digital grid systems; and
- Portfolio and presentation skills.

Program Description

The Digital Design Diploma program provides students the opportunity to gain a foundation in digital layout and design, concept development, typography, pre-press production, photo manipulation, and basic graphic design fundamentals. A prospective student interested in the Digital Design Diploma program must be an adult learner with one year of full-time related work experience within the last two years who seeks to update his/her professional skills. In addition, a person must be a high school graduate or hold a General Educational Development (GED) Certificate. Success in this program is dependent on the student having some prior proficiency in design software. In the last quarter of the program, students will develop an individualized portfolio to help them seek employment in the field within printing companies, digital service bureaus, and in-house communications departments.

Program Requirements

The Diploma in Digital Design program requires a total of 36 credit hours. The entire program includes 594 clock hours, comprised of 198 lecture hours, 396 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- Graphic design principles and skills:** Graduates demonstrate the creative and technical skills employers in the digital design field require, which include a) design principles, b) layout skills, c) production skills.
- Professionalism:** Graduates demonstrate the professional skills necessary to seek employment.

Requirements for Diploma in Digital Design

Course	Title	Prerequisites	Credits
GWDB105	Concept Design	GWDB111	4

Diploma Programs

GWDB111	Introduction to Layout Design	FND135	4
GWDB112	Typography – Traditional		4
GWDB122	Typography – Hierarchy	GWDB112	4
GWDB209	Portfolio I	Permission of Academic Department Director	4
PHOB102	Introduction to Photography Applications		4
PHOB203	Photographic Post-Production		4
PHOB222	Web Design for Non-Majors	PHOB102	4
PHOB233	Advanced Photographic Post-Production	PHOB203	4

Diploma Programs

FASHION RETAILING, Diploma Offered at All Campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Fashion Retailing:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/3279
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3284
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3313
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3290
The Art Institute of Michigan Troy	http://ge.artinstitutes.edu/programoffering/3491
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3306

Mission

The mission of the Diploma program in Fashion Retailing is to prepare students to seek positions in the field of fashion retailing. The program is intended for students who have a background in fashion and are interested in developing retail management and business skills, or who are preparing for a career in fashion retailing in boutiques, specialty stores, national department stores, and discount chains. Students primarily focus on retail sales, management, operations, fashion trends, and promotion.

Program Description

The Fashion Retailing Diploma program aims to teach students how to use their combined creative and business skills to display, market, and sell fashion merchandise. The trained student will be able to effectively understand and meet the customer's needs, and ultimately encourage sales. This is accomplished by having a keen awareness to the changing needs of the consumer, learning how to identify and predict new style trends, and by being able to conceptualize and promote fashion displays and sales campaigns. Individuals in fashion retailing will learn how to evaluate apparel construction, identify appropriate characteristics and uses of different textiles. They will also have the opportunity to gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Program Requirements

The Diploma in Fashion Retailing program requires a total of 48 credit hours. The entire program includes 550 clock hours, comprised of 506 lecture hours, 44 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- 1. Planning and problem-solving:** Graduates demonstrate the ability to combine creative and business skills to display, market, and sell fashion merchandise.
- 2. Marketing:** Graduates demonstrate the ability to understand and meet the customer's needs, and ultimately encourage sales.
- 3. Trends:** Graduates demonstrate an awareness of the changing needs of the consumer, identify and predict new style trends, and use this information to conceptualize and promote fashion displays and sales campaigns.
- 4. Critical thinking:** Graduates demonstrate the ability to evaluate apparel construction and identify appropriate characteristics and uses of different textiles.
- 5. Industry knowledge:** Graduates demonstrate knowledge of consumer behavior, retail operations, visual merchandising,

Diploma Programs

the larger marketplace, and business skills.

Requirements for Diploma in Fashion Retailing

Course	Title	Prerequisites	Credits
Core Courses			
FMMB201	Merchandising Math		4
FMMB202	3D Visual Merchandising	FND135	4
FMMB211	Retail Buying	FMMB201	4
FMMB218	Human Resource Management	FADB308	4
FMMB221	Merchandise Management	FMMB211	4
FMMB301	Elements of Retail Logistics & Distribution	FMMB211	4
Supporting Courses			
ADVB201	Fundamentals of Marketing		4
ADVB204	Consumer Behavior & Persuasive Sales Techniques	ADVB201	4
ADVB407	E-Commerce Strategies & Analytics		4
FADB103	Textile Fundamentals		4
FADB111	Survey of the Fashion Design Industry		4
FADB308	Fundamentals of Business		4

Diploma Programs

DIGITAL IMAGE MANAGEMENT, Diploma Offered at all campuses

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Digital Image Management:

Location	Gainful Employment URL
The Illinois Institute of Art Chicago	http://ge.artinstitutes.edu/programoffering/3282
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3283
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3311
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3289
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3490
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3305

Mission

The mission of the Diploma program in Digital Image Management is to prepare students to seek positions in their chosen field and function as assistants for a professional photographer. Students are primarily focused on the creation of digital photographs and videos, the development of websites, publishing electronic images for print and the web and basic business principles.

Program Description

Students will have the opportunity to gain knowledge in the key functions of digital photography and video; this involves the basics of how to produce digital photographs and videos that effectively communicate their ideas, the techniques of digital editing, asset management, and publishing and printing of digital files. Students will be taught business principles including how to keep financial records, market their work, and the basic knowledge of licensing, copyright laws, contracts, and negotiation. Student will have the opportunity to develop an online portfolio that demonstrates their skills learned to effectively transition them into the workplace.

Program Requirements

The Diploma in Digital Image Management requires a total of 48 credit hours. The entire program includes 792 clock hours, comprised of 264 lecture hours, 528 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- 1. Production processes:** Demonstrate knowledge and control of the photographic process, including image manipulation, photo retouching, color management, printing, network use and digital asset management.
- 2. Business knowledge:** Demonstrate knowledge of the workings of a large, multi-functional commercial photographic studio, its business and operations, including key concepts of business plans, competitive business strategies, human resources, database management, and financial principles.
- 3. Marketing:** Create advanced market research including branding, competitive analysis, and direct marketing.

Requirements for Diploma in Digital Image Management

Course	Title	Prerequisites	Credits
Core Courses			
PHOB101	Principles of Photography		4
PHOB102	Introduction to Photography Applications		4

Diploma Programs

PHOB103	Digital Image Management		4
PHOB123	Color Management & Printing	FND135	4
PHOB203	Photographic Post-Production		4
PHOB208	Business of Photography		4
PHOB209	Portfolio I		4
PHOB213	Time-Based Media I	PHOB102	4
PHOB222	Web Design for Non-Majors	PHOB102	4
PHOB233	Advanced Photographic Post-Production	PHOB203	4
Supporting Courses			
FND135	Image Manipulation		4
FND150	Digital Color Theory		4

Diploma Programs

WEB DESIGN & INTERACTIVE COMMUNICATIONS, Diploma Offered at Cincinnati, Detroit, Troy, Schaumburg, and Tinley Park

Please visit the following Gainful Employment links for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important info on the Diploma in Web Design & Interactive Communications:

Location	Gainful Employment URL
The Illinois Institute of Art Schaumburg	http://ge.artinstitutes.edu/programoffering/3286
The Illinois Institute of Art Tinley Park	http://ge.artinstitutes.edu/programoffering/3312
The Art Institute of Michigan	http://ge.artinstitutes.edu/programoffering/3291
The Art Institute of Michigan-Troy	http://ge.artinstitutes.edu/programoffering/3493
The Art Institute of Ohio-Cincinnati	http://ge.artinstitutes.edu/programoffering/3309

Program Mission

The mission of the Diploma Web Design & Interactive Communications program is to prepare students to seek positions in their field and function as trained professionals. Students are primarily focused on the efficient and effective design, development and deployment of Web sites and mobile device applications in order to best convey the transmission and sharing of information through the Web.

Program Description

The Web Design & Interactive Communications diploma program aims to teach students how to create the look, feel and functionality of World Wide Web pages for client Web sites with a specific emphasis on professional standards and practical deployment. This course of study extends foundation principles in visual communications and interactive media as related to dynamic delivery through multiple channels including mobile technologies. Students will have the opportunity to develop abilities in computer languages, usability principles and information architecture in a team oriented environment that prepares them for the professional world. Students will also be trained in current web technologies and in project management on assignments that will enhance their personal portfolio.

Program Requirements

The Diploma in Web Design & Interactive Communications requires a total of 48 credit hours. The entire program includes 792 clock hours, comprised of 264 lecture hours, 528 lab hours, and no internship or practicum hours.

Desired Student Outcomes

- 1. Visual communication:** Graduates demonstrate the use of appropriate visual elements and visual communication skills for interactive media.
- 2. Web applications:** Graduates create applications that solve specified problems through a variety of scripting techniques.
- 3. Critical thinking:** Graduates critique and evaluate appropriate design solutions.
- 4. Business knowledge:** Graduates design and develop media marketing and business plans

Requirements for Deiploma in Web Design & Interactive Communications

Course	Title	Prerequisites	Credits
FND135	Image Manipulation		4
GWDB103	Digital Illustration		4
GWDB111	Introduction to Layout Design	FND135	4
GWDB113	Fundamentals of Web Page Scripting		4

Diploma Programs

GWDB123	Programming Logic		4
GWDB201	Audio and Video	GWDB233	4
GWDB209	Portfolio I	Permission of Academic Department Director.	4
GWDB213	Timeline Animation & Interaction	FND135	4
GWDB223	Intermediate Web Page Scripting	GWDB113	4
GWDB233	Advanced Web Page Scripting	GWDB223	4
GWDB303	Interactive Motion Graphics	GWDB213	4
GWDB432	Digital Typography		4

Policies Related to Diploma Programs

Transfer Policies

Students entering diploma programs may be awarded proficiency credit for up to 8 quarter credits. Transfer credit will not be accepted for diploma programs. All students enrolled in diploma programs will be required to register with their Academic Advisor in order to ensure appropriate course sequencing and availability. Students who have graduated from a diploma program will be awarded residency credit for courses that pertain to their new program (with the exception of portfolio classes). Grades used in the CGPA of the previous program will be applied to the student's new program CGPA calculation.

Graduation Requirements

To receive a diploma, students must complete between 36 and 53 quarter-credits in the specialty area with a cumulative GPA of 2.0 or higher, depending on the program; exact program requirements are listed for each diploma. Graduating students must satisfy all financial obligations to The Illinois Institute of Art.

Course Descriptions

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes. Where no prerequisite information is listed, none are required.

ADVB101 Fundamentals of Advertising (4)

Examines various methods, objectives and types of advertising and marketing communications in the context of current and emerging trends and cultural influences necessary to produce a variety of advertising campaigns.

ADVB201 Fundamentals of Marketing (4)

The fundamental concepts and principles of marketing. The overview of marketing provided here will help students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.

ADVB204 Consumer Behavior & Persuasive Sales Techniques (4)

Examine the cultural, social, psychological and individual variables involved in consumer behavior. Review marketing practices that influence buyer decisions. Focus on the essential skills and persuasive techniques to affect a sales cycle. (Prerequisite: ADVB201)

ADVB205 History of Advertising (4)

Examines the origins and evolution of advertising and how it has changed over time; its history, potential, limitations and impact on current culture and emerging trends.

ADVB207 Creative & Strategic Planning (4)

Translate marketing objectives into advertising strategy. Take the business challenge the client has presented and translate it into a creative strategy with specific deliverables. (Prerequisite: ADVB201)

ADVB208 Principles of Market Research (4)

Marketing research as a tool for developing strategies. The source of data, sampling procedures, questionnaire design, data collection and analysis.

ADVB214 Advertising Copywriting (4)

Developing effective advertising strategies and copy executions that underlie and enable creative marketing and advertising campaigns and cultivate clear, logical, and creative copywriting skills. The unique characteristics of digital media and the creation of copy for digital media will be explored. (Prerequisite: GEN101)

ADVB215 Advertising Storyboarding & Scriptwriting (4)

Basic storyboard layouts and techniques are examined and practiced. Students write scripts that convey messages in a clear, effective style that communicates to specific audiences. Emphasis is placed on developing concepts and researching, planning and writing scripts for broadcast commercials, public service announcements and interactive media communications.

ADVB302 Introduction to Ad Campaigns (4)

Students create an integrated advertising campaign consisting of multiple media executions of a single, unified theme or concept. (Prerequisite: ADVB214)

ADVB303 Interactive Advertising (4)

Students compare and contrast traditional and interactive outlets in order to develop a clear understanding of the demand for advertising and marketing on-line. Students discover and apply new methodologies in developing and working with interactive e-commerce. Students learn the unique characteristics and techniques of media writing and apply them to interactive media production. (Prerequisite: ADVB214)

ADVB304 Writing for Interactive Media (4)

This is a specialized writing course for interactive design production. Students identify the requirements of different types of writing and the unique characteristics and techniques of interactive media writing. Students examine how various forms of media work together to reach audiences. Students further explore how to use interactive media to express ideas. These techniques are then applied to various forms of media and creating an interactive resume.

ADVB307 Brand Strategy (4)

The role of branding and brand identity. Examines brand value, framework and positioning and their importance to building strong, enduring brands.

ADVB308 Account Planning (4)

The account planner represents the consumer focus in an advertising agency. Inside the agency, an account planner helps choose and integrate research and considers proposed advertising decisions from the perspective of consumer behavior. The planner integrates the marketing research, creative and account management perspectives into the development of the creative brief as the foundation for advertising creative development. (Prerequisite: ADVB101)

ADVB322 Digital Media Campaigns (4)

Students design and implement advanced marketing campaigns utilizing emerging digital media concepts,

Course Descriptions

paradigms, and business models. Students combine and integrate interactive business models using both online and offline media. Students integrate knowledge of e-commerce and interactive media to include emerging technologies such as mobile marketing, social media marketing (SMM), viral advertising, and video and user generated content (UGC).

ADVB328 Public Relations (4)

Examines the role of public relations, showing the principles, methods and means of influencing public opinion.

ADVB338 Media Planning (4)

Review of advertising channel options in delivery of the marketing message. Budgeting advertising buys, creating media proposals and articulating return on investment. Creating media sales opportunities. (Prerequisite: ADVB101)

ADVB348 Leadership & Organizational Behavior (4)

Examine human relations theory and individual, group and organizational performance in relation to the structure of a business. Explore the dynamics of successfully leading a diverse workforce through organizational change.

ADVB402 Advanced Advertising Campaigns (4)

Students research and develop a fully integrated advertising/promotional campaign. Value is placed on the importance of deadline, budget, client relationship and presentation as they relate to the creative process. Final project should document, support and argue the rationale and effectiveness of the campaign. Students prepare, present and defend a graduate project suitable for a professional audience. (Prerequisite: ADVB302)

ADVB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

ADVB407 E-Commerce Strategies & Analytics (4)

Explore various metrics and analytics tools for tracking the social and consumer behaviors of online visitors. Students will apply these tools by selecting appropriate key performance indicators (KPIs) for a campaign, identifying and responding to trends in real time, and generating and evaluating reports to determine campaign success.

Students will formulate appropriate recommendations and data-driven decisions to optimize online activities.

ADVB409 Portfolio Presentation (4)

Students will demonstrate their conceptual, design, craftsmanship and other skills as they assemble and refine portfolio elements in preparation for the transition into the professional world. Working individually with an instructor, each student will select representative pieces, showcasing work that reflects their personal style. Particular emphasis is placed on identifying short- and long-term professional employment goals, as well as related strategies and resources. Elements of the digital portfolio are developed. (Prerequisite: Permission of Academic Director)

ADVB419 Portfolio II (4)

This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding. (Prerequisite: ADVB409)

ART100 Design Fundamentals (4 credits)

This hands-on course introduces the elements and principles of design. Students develop working skills with layout and organization of design elements for a variety of visual effects. The course emphasis is on design as a means of communication. Only for students in Graphic Design, Web Design, and Visual Effects.

ART102 Observational Drawing (4 credits)

This course explores the process by which three-dimensional forms and space are transformed into two-dimensional drawings. The learning sequence progresses from simple forms and skill levels toward more complex constructions and compositions. Emphasis is placed on developing line sensitivity, skill at light and dark modeling, and accurate perspective rendering. Only for students in Graphic Design, Web Design, and Visual Effects.

ART110 Color Theory (4 credits)

This fundamental course provides an introduction to the principles of color and an exploration of color theory as it relates to design. Students investigate color schemes and properties and their relationship to composition in making appropriate design decisions. The psychological, cultural and symbolic aspects of color will also be examined in relationship to visual communication. Only for students in Graphic Design, Web Design, and Visual Effects.

ART111 Life Drawing (4 credits)

This course explores the fundamentals of drawing the human figure. Students develop observation and rendering techniques and focus on depicting gesture and motion, rendering anatomy accurately, capturing the essence of movement and form in space, and creating effective

Course Descriptions

compositions. Only for students in Graphic Design, Web Design, and Visual Effects. (Prerequisite: ART100 or FND105; ART110 or FND150)

AUDB101 Fundamentals of Audio (4)

This course covers the principles of recording sound and study of sound characteristics, basic acoustics, ergonomics, and basic techniques for field recording. The role of sound in media production is explained and exemplified.

AUDB102 Music Theory for Audio Professionals I (4)

This course is an introduction to the rudiments of music theory. Students learn to identify notes and common scales as well as the notation of notes, scales and simple rhythms. The concept and structure of the lead sheet will be introduced. An ear-training component will develop the students skill in identifying and transcribing simple chords, melodies, and rhythms.

AUDB103 Audio Technology I (4)

This course examines the principles of audio signals and the equipment used to record, process, and distribute audio content. Students will begin to develop an understanding of signal flow of audio systems using block diagrams. A survey of audio transmission, manipulation, and delivery systems including cables, connectors, basic stereo mixers, microphones, amplifiers, and loudspeakers will be presented.

AUDB111 Survey of the Audio Industry (4)

This course explores the audio industry and its constituent sectors. There will be special emphasis on strategies for networking and utilizing industry organization.

AUDB113 Digital Audio I - Introduction to the Interface (4)

This course introduces the theories, practices, and tools used in digital audio production and techniques of non-linear digital audio editing, focusing on the fundamental theories and concepts behind various types of digital audio tools. Students develop knowledge and skills needed to operate non-linear audio workstations.

AUDB123 Video Production for Audio (4)

This course introduces students to the technical terms, equipment and techniques of video production.

AUDB133 Audio Recording I (4)

This course covers theoretical foundations presented in Audio Technology I and are reinforced in this course through practical, hands-on applications. Students learn the operational techniques of basic audio systems with an emphasis on mixdown of prerecorded multitrack sessions. (Prerequisite: AUDB103)

AUDB143 Electronics I (4)

Students are introduced to the fundamental concepts of electronics as they relate to audio production. Topics include Ohms Law, AC and DC circuits, basic troubleshooting for audio equipment, AC line voltage and filtered DC voltage, etc. (Prerequisite: AUDB103)

AUDB203 Production Sound (4)

This course is an introduction to the science and art of production sound. Students learn how to use microphones, field mixers and digital sound equipment to record dialogue and sound effects in a variety of settings. The fundamentals of sound editing and mixing are introduced. (Prerequisite: AUDB123)

AUDB205 Listening & Analysis (4)

This course covers ear-training and critical listening from the perspective of the audio engineer and contemporary production techniques. The student will learn to aurally analyze and identify typical contemporary popular song forms and the production techniques used to create them. (Prerequisite: AUDB113)

AUDB209 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate sound design, sound organization, presentation, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Director)

AUDB213 Audio Technology II (4)

Continue to study the principles of audio signals and the equipment used to record, process, and distribute audio content. Sound in acoustical form is discussed in relation to studio acoustics. Students expand their understanding of signal flow of advanced audio systems by creating and reading complex block diagrams. (Prerequisite: AUDB103)

AUDB215 Acoustics (4)

This course examines the physical behavior of sound indoors and outdoors. Topics include human hearing and the principles of psychoacoustics, sound propagation, transmission, reflection, diffraction, diffusion, noise reduction, basic studio and room acoustics, and sound isolation. (Prerequisite: AUDB103)

Course Descriptions

AUDB223 MIDI Systems (4)

Students develop a working theoretical and skills-based knowledge of the multi-timbral synthesizer and the sequencing environment within the context of the contemporary MIDI production studio. (Prerequisite: AUDB113)

AUDB233 Post-Production Sound (4)

This course focuses on the artistic and technical problems of preparing sound in relation to picture. Students will learn the terminology and techniques of editing, mixing, and sound design. (Prerequisite: AUDB203)

AUDB243 Digital Audio II-Digital Audio Systems (4)

Students learn the concepts and production techniques used with Pro Tools integrated into a digital audio workstation. Topics include computer based digital audio workstations, sound design, field recording, digital audio transfer protocols, software-based effects plug-ins, and online automation. (Prerequisite: AUDB113)

AUDB253 Audio Recording II (4)

Students expand and develop audio skills through multi-track recording projects. The course focuses on recording techniques used in music production. Emphasis is placed on signal flow for basic tracks, mixdown, and overdubs. Other topics include close and distant microphone techniques, recording session management, analog tape recorders, studio documentation, signal processing, and moving fader automation systems. (Prerequisite: AUDB133)

AUDB263 Live Sound Reinforcement I (4)

Students learn to set up and operate various audio equipments for a typical live sound reinforcement. Topics include reading block diagrams of audio systems, wiring speakers, connecting powers, testing and adjusting microphones, troubleshooting sound systems, and fine-tune reinforcement effects. (Prerequisite: AUDB133)

AUDB273 Electronics II (4)

Explores the concepts, building, and application of transformers and filters and learn to read, interpret, and utilize data from more advanced schematic circuit diagrams. Emphasis is placed upon applying these electronic devices to the operation and troubleshooting of audio equipment. (Prerequisite: AUDB143)

AUDB283 Audio Distribution Technologies (4)

This course addresses the end part of media production delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationships between delivery systems and distribution methods and evaluate the relative efficiency, cost and effectiveness of each.

AUDB302 Synthesis & Sound Design I (4)

In this course students develop advanced skills using synthesizers and samplers. Students study the elements of sound and how they apply to simple and complex waveforms, envelopes, LFOs, filters, and keyboard architecture. Theory and practice with sampling and subtractive synthesis using software and hardware sound sources. (Prerequisite: AUDB223)

AUDB312 Special Topics (4)

This course addresses emerging technologies and techniques in the field of Audio Production. The course will also provide an intense examination of issues relevant to the Audio industry in a specific geographic region or sector of the Audio industry (Broadcast, Live Sound Reinforcement, Recording Techniques, etc.) (Prerequisite: AUDB209)

AUDB313 Digital Audio III-Mixing (4)

This course covers digital audio theory and interacts with analog consoles, digital recorders, external DSP, software signal routing, interfacing equipment, and synchronizing digital audio streams. Topics include analog-to-digital/digital-to-analog conversion, dithering, error correction and concealment, digital storage media, encoding methods involving data compression, digital audio interface standards, DAW interchange standards and synchronization methods. (Prerequisite: AUDB243)

AUDB323 Advanced Recording Techniques I (4)

This course provides the student a greater understanding of SSL consoles and VCA automation systems. Students use SMPTE Time Code for synchronization to a variety of multitrack formats, use digital audio sampling for sound replacement, and integrate software and MIDI sequencers into the analog studio mixing environment. Critical listening skills and critical analysis of master tapes are emphasized. Students participate in in-class recording sessions and engineer recording projects during and out of class hours, which may be included in their portfolio. (Prerequisite: AUDB253)

AUDB333 Sound for Interactive Media (4)

Students learn the techniques of recording, mixing, and mastering for various interactive media such as CD-ROM, DVD, and the internet. The unique challenges of memory allocation and optimization are examined with a focus on quality differences between different formats. In addition, students examine coding and compression techniques. (Prerequisite: AUDB233)

AUDB353 Live Sound Reinforcement II (4)

This course presents students with more sophisticated and complex situations for live sound reinforcement. Through studio settings or real world events, students learn to

Course Descriptions

operate large format analogue and digital mixing consoles and solve signal manipulation problems with transformers. Students also learn professional protocols in live sound reinforcement settings. (Prerequisite: AUSB263)

AUSB403 Senior Project (4)

This course initiates a two-quarter long comprehensive project which will be integral to students' final portfolios. Students will employ their cumulative skills to pre-produce a significant, sophisticated, multi-track digital audio work. Committee and/or faculty will approve the project content and type of the audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor. (Prerequisite: Permission of Academic Director)

AUSB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

AUSB408 Business & Culture of Audio (4)

In this course students look at the industry from a non-technical perspective and examine the business side of the production facility as well as its role in a changing market and the impact that emerging technologies have on them. Issues of personality and attitude as they relate to working in the culture of an audio environment will also be covered as this class serves as a prerequisite to the Internship process. (Prerequisite: Permission of Academic Director)

AUSB409 Portfolio II (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an audio production portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, sound design, sound organization, presentation, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: AUSB209)

AUSB418 Media Business Practices (4)

This course covers basic business theory and practices for

the media professional, as well as key legal requirements for artistic industries are addressed in this course.

BAPB102 European Cakes & Tortes (4)

Students will build on competencies previously learned and apply those skills into new products to create more elaborate tortes and cakes using complex finishing methods by applying glazes, using decorative sponges, and building multi-component cakes. Topics to be covered include comparison of classical and modern preparations, classical cakes; glazed, iced, molded, and cream filled cakes, and bombes. (Prerequisite: CULB123)

BAPB202 Advanced Patisserie & Display Cakes (4)

This course explores the techniques of plated desserts and the theory behind building edible art for A la Carte service, competition or banquet functions. Methods and procedures for producing high quality specialty decorated cakes, as well as the design, assembly, and decorating of wedding cakes will be introduced. (Prerequisite: CULB123)

BAPB203 Artisan Breads & Baking Production (4)

Students are introduced to the fundamental skills, concepts and techniques of artisan bread baking. Special emphasis is placed upon the study of ingredients and their effect on the bread baking process. Use of sponges, wild yeast, bigas and poolish are incorporated in making authentic rustic bread.

BAPB212 Chocolate, Confections & Centerpieces (4)

Students are introduced to the fundamental concepts, skills and techniques of chocolates and confections. Students are introduced to the basic techniques used in forming simple centerpieces. Lectures and demonstrations teach chocolate tempering, candy production and the rules that apply when creating centerpieces. (Prerequisite: CULB123)

CULA210 Nutrition (3)

This course centers on an explanation of the basic principles of nutrition and their relationship to health. The structure, functions and source nutrients including proteins, carbohydrates, fats, vitamins, minerals and water are discussed. Current issues in nutrition are reviewed including dietary guidelines, energy balance, vitamin supplements and food fads.

CULB101 Concepts & Theories of Culinary Techniques (2)

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients and cooking theories. Lectures teach organization skills in the kitchen and work coordination. The basics of stocks, soups, sauces, vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying.

Course Descriptions

(Prerequisite: Must be currently enrolled in TAP Series for Food Safety Managers Certification Program)

CULB102 Management by Menu (3)

This course provides fundamental principles in menu construction, formulation and analysis techniques. The students study different menu types, key menu components and apply in-depth concepts through the creation and presentation of a food service concept.

CULB103 Fundamentals of Classical Techniques (6)

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach organization skills in the kitchen, work coordination, and knife skills. The basics of vegetable cookery, starch cookery, meat and poultry are covered. Emphasis is given to basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques. (Prerequisite: Co-requisite CULB101; must be currently enrolled in TAP Series for Food Safety Managers Certification Program)

CULB108 Sustainable Purchasing & Controlling Costs (4)

This course introduces the student to the methodologies and tools used to control costs and purchase supplies. This course helps the student value the purchasing, planning, and control processes in the food and beverage industry. Primary focus is on supplier selection, planning, and controlling costs, with an introduction the study of sustainable products and approaches. Topics include planning and controlling costs using budgeting techniques, standard costing, standardized recipes, performance measurements, and food, beverage, and labor cost controls. This course is open only to diploma students.

CULB112 Latin Cuisine (2)

This course reinforces the basic knowledge and skills developed in preceding culinary classes. During this course, the student learns to develop an understanding of the authentic flavors and techniques associated with Latin cuisine and culture. The cuisines of Mexico, South America, and The New World will be emphasized. Specific focus is placed on utilizing indigenous ingredients and understanding traditional flavor profiles. (Prerequisite: CULB101, CULB103)

CULB113 American Regional Cuisine (6)

This course builds on and reinforces the basic knowledge and skill development of the beginning culinary

classes. Focusing on the preparation of traditional and contemporary American specialties with an emphasis on protein and sauce production. The concepts of mise en place, plate presentation, team work and sanitation are emphasized. (Prerequisite: CULB101, CULB103)

CULB122 World Cuisine (2)

This course reinforces the basic knowledge and skills developed in preceding culinary classes. During this course, the student learns to develop an understanding of the authentic flavors and techniques associated with a variety of world cuisines. Emphasis is placed on utilizing indigenous ingredients, understanding traditional flavor profiles and the application of these cultural influences in the contemporary kitchen. (Prerequisite: CULB101, CULB103)

CULB123 Introduction to Baking and Pastry Techniques (6)

This course is a combination of theory, lecture, demonstration, and hands-on production to provide an introduction to baking and pastry techniques for use in a commercial kitchen. Special focus is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking and pastry techniques. Instruction is provided on the preparation of yeast-raised dough mixing methods, roll-in doughs, pie doughs, basic cake mixing methods, fillings, icings, pastry cream, and finishing techniques. Emphasis is also placed on dessert plating and presentation. Students must pass a practical exam. (Prerequisite: Must have completed TAP Series for Food Safety Managers Certification Program)

CULB202 Classical European Cuisine (2)

Students execute variations on classic preparations involving creation of menu concepts, use of classical sauces and delivery of products with a classical haute cuisine menu system. (Prerequisite: CULB101, CULB103)

CULB203 Garde Manger (6)

This course teaches the student about methods related to cold food preparation, hors d'oeuvres, display platters, charcuterie, and culinary centerpieces. Students enhance skills through production, presentation and service. (Prerequisite: CULB101, CULB103)

CULB206 Food and Beverage Operations Management (4)

This course provides the student with the foundation necessary to understand and appreciate the role food and beverages play within the restaurant and how they interact with one another. The study of wine, beer and spirits are presented through lectures and formal wine and beer tastings.

Course Descriptions

CULB208 Management, Supervision & Career Development (4)

This is a multifaceted course that focuses on managing people from the hospitality supervisor's viewpoint, and developing job search skills. The management emphasis is on techniques for increasing productivity, controlling labor costs, time management, and managing change. It also stresses effective communication and explains the responsibilities of a supervisor in the food service industry. Students develop techniques and strategies for marketing themselves in their chosen fields. Emphasis will be placed on students assessing their marketable skills, developing a network of contacts, generating interviews, writing a cover letter and resume, preparing for their employment interview, presenting a professional appearance, and interview follow-up.

CULB209 Culinary Capstone (4)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project. (Prerequisite: Permission of Academic Director)

CULB212 Asian Cuisine (2)

The student experiences authentic regional Asian cuisines of Japan, China, India, Korea, Thailand, Vietnam and the Spice Islands. Emphasis is placed on traditional ingredients, flavor profiles, preparation and techniques. (Prerequisite: CULB101, CULB103)

CULB213 A la Carte Kitchen (6)

This course introduces students to the A la Carte kitchen with emphasis on both the à la minute method of food preparation and dining room service standards. In addition, by the end of this course, students must submit proof that they have satisfied an Institute requirement of a minimum of 90 hours of field experience in food production outside of The Institute. During this course, emphasis will be placed on industry terminology, correct application of culinary skills, plate presentation, organization, and timing in producing items off both fixed-price and à la carte menus. The principles of dining room service are practiced and emphasized. The philosophy of food is further explored and examined in light of today's understanding of food,

nutrition and presentation. Students will be required to submit documentation that they have completed at least 90 hours of either prior or concurrent field experience in the food service industry. Students are responsible to secure this experience on their own, and may seek assistance in finding suitable opportunities from The Institute. The goal of this field experience is to demonstrate professionalism, competence in performing the job, and the establishment of positive work relations. Appropriate documentation proving that the student has completed the minimum requirement of 90 hours of on-the-job work experience must be submitted by the final week of this course. (Prerequisite: CULB103, CULB113, CULB123, CULB203, CULB206)

CULB222 Art Culinaire (4)

This course will celebrate the culinary styles, restaurants, restaurateur and chefs who are in the current industry spotlight. Their style, substance and quality will be discussed and examined. During the hands-on production aspect of the class, students will have the opportunity to be exposed to specialty produce and products. (Prerequisite: CULB103, CULB113, CULB123, CULB203, CULB206)

CULB304 Human Resource Management (4)

This course is designed to provide an overview and foundation for all facets of the human resource element in the food service industry. Emphasis will include development of job descriptions, recruitment, hiring, training and termination of employees. (Prerequisite: CULB208)

CULB306 Legal Issues & Ethics for Culinaricians (4)

The course is designed to give the student an overview of legal issues arising in the foodservice environment. The students will examine laws pertinent to the hospitality/food service industry and will investigate the relationship of these laws to the administration of a service organization. This course also identifies common ethical dilemmas encountered by culinarians; introduces the student to the foundations, purpose, and content of ethical codes and approaches to ethical decision making. (Prerequisite: CULB208)

CULB307 Facilities Management & Design (4)

This course provides students with information related to hospitality facility design and maintenance. Food service layout and design is related to operating issues, new building construction, and renovations. Planning and design of facilities including equipment, space and functional relationships, cost and operating efficiencies; emphasis on maintenance programs, safety regulations, building code requirements and energy conservation.

Course Descriptions

CULB308 Foodservice Technology & Information (4)

This class explores the multitude of programs and processes used in various food service establishments as they apply to improving quality controls, labor and costs. Students also develop their own systems based on the best existing systems. Implementation of company-specific software programs is used.

CULB311 Exploring Wines & the Culinary Arts (4)

This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varieties that are used to make wine. Through lectures, research and tasting, students are exposed to different types, styles and quality levels of wine. Students will become familiar with the world's most important wine regions and learn the common criteria by which wines from these different regions are evaluated. This course is designed to teach students the applied approach to matching wine and food, using flavors, textures, and components present in food and wine as complementing strategies. The course emphasizes menu planning, preparation of foods, cooking methods, and tasting wines with food. (Prerequisite: CULB206)

CULB316 Leadership & Organizational Development (4)

Students examine leadership, organizational management and culture, focuses on the role of the managers as facilitators of change within the organizations. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture. Examination of leadership styles, development of strategic plans, and critical problem solving in the hospitality industry are covered in the course. (Prerequisite: CULB208)

CULB318 Hospitality Marketing (4)

This course is an introduction to service marketing as applied to the Hospitality industry. This course will cover application of basic marketing concepts and research methods. Design and delivery of marketing components for a hospitality business will be covered. Topics included but not limited to: unique attributes of service marketing; consumer orientation; consumer behavior; market segmentation principles; target marketing; product planning; promotion planning; market research; and competitor analysis.

CULB338 Foodservice Financial Management (4)

This class gives the students the working knowledge of finance that is increasingly demanded of all hospitality managers. Easy-to-understand theories and applications show the students how to make business decisions and obtain critical information by analyzing financial statements. (Prerequisite: CULB108, CULB209)

CULB404 Quality Service Management & Training (4)

This class will examine the role of service in the food service industry and explore how to give quality customer service. Service systems and training programs in quality operations will be examined through the use of case studies and hypothetical scenarios. The course will cover employee training and development from both a strategic and operational perspective. The class will culminate by examining Charlie Trotter's service standards in what is often the best-rated restaurant in the United States. (Prerequisite: CULB206)

CULB406 Management Externship (4)

An externship is a monitored program where students work part-time in a professional workplace approved by their department, applying their knowledge, skills and professionalism in a program-related environment. In the culinary management externship, students apply their technical knowledge in a working kitchen. Students have the opportunity to observe and participate in an operation related to their field of study gaining practical work experience prior to graduation. Culinary Management students focus on kitchen management related duties. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

CULB407 Senior Culinary Practicum (2)

This course is intended to be a practical capstone for the culinary management curriculum. It will draw on the majority of disciplines presented earlier in the program. In this class students will plan, organize, and execute functions that will be booked and/or sold to the public. Students in effect, will experience the necessary functions of opening their own restaurant. (Prerequisite: Permission of the Academic Director)

CULB408 Innovation & Entrepreneurship (4)

This course provides an introductory overview to the knowledge and skills needed for entrepreneurship. The course offers a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial opportunities that can be applied to a student's own interests. (Prerequisite: Permission of Academic Director)

CULB409 Senior Project – Capstone (4)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The

Course Descriptions

course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project. (Prerequisite: Permission of Academic Director)

CULB418 Global Management & Operations in the Hospitality Industry (4)

This course provides students with an introduction to the dimensions and nature of the international hospitality industry. It is designed to review the principles of management and to apply management theory to the global marketplace. Students examine the social, cultural, political and economic environments within which international hospitality operators compete for survival and growth. Topics emphasized include cultural dimensions of management, international management strategy, international marketing and international human resource management. (Prerequisite: Permission of Academic Director)

DFV100 Survey of Film & Video (4 credits)

Students receive an introduction to the digital filmmaking and video production industries, the types of career paths available and the variety of positions held. In addition, students are exposed to a historical overview of films and television programming to obtain a perspective of the art form as a whole.

DFV101 Introduction to Digital Filmmaking (4 credits)

This course introduces students to the fundamental terminology, concepts and techniques of creating moving images and of being a visual storyteller. Instruction is given in basic operation of a digital video camera including its set-up and operation. Using locations, actors, storytelling and other techniques for overall thematic and visual effect, students create a simple, short digital movie. Students demonstrate knowledge of the technical terms of video production and basic video production techniques. Only for students in VFX program. (Prerequisite: ART100 or FND105 or approval of Academic Director)

DFV120 Fundamentals of Audio (4 credits)

This course investigates the principles of digital sound and music recording. An introduction to sound includes the study of sound characteristics, basic acoustics, ergonomics and basic techniques for field recording. Waveform physics and psychoacoustics are also covered. The role of sound and music in video production is explained and exemplified. Techniques to integrate digital audio for animation, video, CD-ROM and Web applications are explored. Only for students in VFX program.

DFV225 Fundamentals of Editing (4 credits)

This course introduces students to the editing of video and sound. The course covers the process of digital non-linear editing using contemporary software tools as well as the

techniques employed in the profession of post-production editing for movies and television. Only for students in VFX program.

DFV230 Fundamentals of Lighting (4 credits)

In this introductory lighting class, the student is introduced to basic lighting concepts and terminology and how they specifically relate to media productions. The student learns to identify and use various types of lighting instruments and applications. Only for students in VFX program.

DFV300 Directing & Pre-Production (4 credits)

This course presents lectures and exercises on advanced pre-production and production techniques, including directing actors, dramatic/comedic effect, pre-production management documentation, production planning documents, location issues, crew management, running an efficient production and more. Only for students in VFX program. (Prerequisite: MAA221)

DFV305 Media Compositing (4 credits)

Focused on concepts and techniques of compositing and integration, this course enables students to assemble digital video and graphical elements to achieve an overall design and prepare the final product for delivery. Students learn to shoot subjects against a green or blue screen and apply post-production effects to the layered composite digital video materials to create a short video.

DFV320 Production Audio (4 credits)

This course introduces students to the equipment, techniques, protocols, and procedures used in on-site recording for film and television. Topics include power requirements and electrical noise, acoustic isolation, location mixing, audio post-production tools and processes, field and post synchronization, sampling sounds and environments, microphone placement, wireless microphones, and communication and audio processing in the field. Only for students in VFX program. (Prerequisite: DFV120)

DFVB101 Survey of Digital Filmmaking & Video Production (4)

A survey of the digital filmmaking and video production field within the larger framework traditional mass media and emerging communication technologies.

DFVB102 Introduction to Filmmaking Applications & Design (4)

Introduction to professional software applications used for the creation and design of digital filmmaking and video production.

DFVB103 Fundamentals of Video Production (4)

Students begin the implementation of fundamental terminology, concepts, equipment and techniques of video production. (Prerequisite: DFVB111)

Course Descriptions

DFVB105 Conceptual Storytelling (4)

Introduces students to storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard. (Prerequisite: DFVB101)

DFVB107 Fundamentals of Producing & Directing (4)

Focuses on the production processes from the perspectives of a producer and director. (Prerequisite: DFVB103)

DFVB111 Principles of Cinematography (4)

Introduction of the history and principles of visual design for motion pictures through the use of a camera.

DFVB113 Fundamentals of Editing (4)

Introduces the student to the editing of visuals and sound using non linear editing software. (Prerequisite: DFVB111)

DFVB133 Lighting for Digital Film (4)

Students will be introduced to the basic concepts and principles of lighting for cinematography. Fundamentals of utilizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photograph.

DFVB202 Digital Cinematography (4)

Explores various cameras, lighting techniques and styles used in digital filmmaking and video production. Discussions will cover advanced concepts and principles of camera operation, camera movement, use of lenses, composition and lighting techniques. (Prerequisite: DFVB103)

DFVB203 Editing (4)

Using advanced editing methods; this course focuses on processing audio and video elements in media content and organizing such content for total effect and final delivery. (Prerequisite: DFVB113)

DFVB204 Acting & Directing (4)

Develops students understanding of the role and responsibilities of a director and their role in helping actors bring characters to life. (Prerequisite: DFVB107)

DFVB205 History of Film & Media (4)

Focuses on the history of film and media, with the goal of delivering a clear outline and analysis of its key developments and innovations.

DFVB212 Broadcast Graphics I (4)

Students study the nature and attributes of motion and broadcast graphics and learn to generate, select, and manipulate still and motion graphics for broadcast and other media delivery. (Prerequisite: DFVB113)

DFVB213 Studio Production (4)

Focuses on broadcast studio operation, live production, studio management, lighting, crew, and sound. Students will also explore the theoretical basis of the electronics behind the equipment needed for studio production. (Prerequisite: DFVB202)

DFVB214 Scriptwriting (4)

Students explore the writing and creative elements needed to create scripts. They will also acquire knowledge of all elements from research to proposal to treatment to script. (Prerequisite: DFVB105)

DFVB222 Broadcast Graphics II (4)

Reinforces compositing concepts, techniques and vocabulary acquired in Broadcast Graphics I and introduces more sophisticated tools and techniques. (Prerequisite: DFVB212)

DFVB223 Intermediate Audio (4)

Explores the various methods and techniques for digital sound composition and design. Students will focus on using digital sound systems and manipulating sound elements for intended effects in media content. (Prerequisite: AUSB101)

DFVB233 Electronic Field Production (4)

Students will learn video field production in two styles: Electronic News Gathering and Electronic Field Production. (Prerequisite: DFVB213)

DFVB306 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of a successful business. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

DFVB307 Media Theory & Criticism (4)

Introduce students to the major theories used to analyze various media, including film, television and audio. (Prerequisite: DFVB205)

DFVB308 Media Delivery Systems and Distribution (4)

Addresses the end part of digital filmmaking and video production delivery and distribution. Students will study a variety of delivery methods and systems and determine the advantages and limitations of each. They will also examine the relationship between delivery systems and distribution methods and evaluate the relative efficiency, cost, and effectiveness of each. (Prerequisite: DFVB353)

Course Descriptions

DFVB309 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Director)

DFVB313 Sound Design (4)

Explores the various methods and techniques for digital sound composition and design in film and video. (Prerequisite: AUSB101)

DFVB316 Media Production Workshop (4)

Working in production teams, students in this workshop class will deal with real clients, typically representatives of non-profit organizations. Guided by a faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system. (Prerequisite: DFVB323)

DFVB323 Short Media Production (4)

Discusses short form as a genre of media production and its features in subject matter and style. Students learn to produce short-form news, information, or dramatic content for multiple delivery platforms. (Prerequisite: DFVB103)

DFVB332 Senior Project Preparation (4)

Initiates a multi-quarter, comprehensive project which will be integral to students' final portfolios. With department approval, students will employ their cumulative skills to pre-produce a digital film in a chosen genre. (Prerequisite: Permission of Academic Director)

DFVB333 Senior Project Production (4)

This course continues the three-quarter long comprehensive project begun in Senior Project Preparation. Students will employ cumulative skills to produce a significant, sophisticated, digital film in a chosen genre. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor. (Prerequisite: DFVB332)

DFVB353 Compositing for Digital Film (4)

Students in this course learn the concepts, techniques, and vocabulary of compositing. Students apply rotoscoping, match moving, keying, and layering to finalize their multiple-source projects. (Prerequisite: Permission of Academic Director)

DFVB409 Portfolio II (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: DFVB309)

DPH242 Image Manipulation (4 credits)

Using drawing and composition abilities, students will explore raster-based software. Compositing, editing, scanning and retouching will be an integral part of the course. Digital cameras and basic photographic techniques will be introduced. Only for students in VFX program.

DPH340 Special Topics (4)

This course focuses on a selected theme or photographic specialty. (Prerequisite: Permission of Academic Director)

DPH252 Advanced Image Manipulation (4 credits)

This course is designed to further enhance the skills acquired in previous image manipulation and technology based classes. Emphasis will be placed on advanced applications and the appropriate selection of variables for the required task. Students will study the possibilities and constraints of image transport and display over the Internet. Interface design is studied in an application – oriented approach. (Prerequisite: DPH242)

FADB101 Elements of Garment Construction (4)

This course introduces the student to apparel industry sewing standards and techniques. Through the completion of samples and the construction of basic garments, students learn the processes of measuring, cutting, sewing, and sequence of assembly; and apply fundamental garment construction skills utilizing industrial equipment.

FADB102 Fashion Illustration (4)

Student utilize basic and advanced techniques in rendering the fashion figure, garments, details, and textiles using various media with a focus on application of color and texture. Students will begin to develop a personal illustrative style. (Prerequisite: FND110)

FADB103 Textile Fundamentals (4)

Students study textiles exploring natural and manufactured fibers, structure, production, uses, and characteristics.

Course Descriptions

FADB111 Survey of the Fashion Design Industry (4)

This course is an overview of the fashion industry, examining how garments are designed, created, produced and marketed.

FADB201 Advanced Construction (4)

In this course students study advanced industrial construction techniques to further refine construction skills and apply to structured garments. (Prerequisite: FADB101)

FADB202 Technical Drawing (4)

Development of presentation boards and technical illustrations manually and by computer aided design technology. (Prerequisite: FADB102)

FADB203 Patternmaking (4)

This course is an introduction to the principles of patternmaking through drafting basic block and pattern manipulation. Working from the flat pattern students will apply these techniques to the creation of a garment design. (Prerequisite: FADB201)

FADB208 Trends & Forecasting (4)

The course focuses on the study of trends, trend forecasting, demographics and social issues that affect fashion. (Prerequisite: FADB217)

FADB213 Advanced Patternmaking (4)

Students study advanced patternmaking and construction techniques in accordance with garment trade practices. Emphasis will be on the manipulation of patterns for more complex designs and development of stretch fabric blocks for garment creation. (Prerequisite: FADB203)

FADB217 Modern History of Fashion (4)

Students study evolution of garments and accessories from the French Revolution to the present.

FADB223 Computer Patternmaking (4)

This course will focus on the use of Computer Aided Design in patternmaking. Students will utilize industry software and hardware to engineer patterns from original designs in a laboratory setting. Work will be initiated for presentation in the final portfolio of student work. (Prerequisite: FADB203)

FADB233 Draping & Fit Analysis (4)

The course is an introduction to the principles and techniques of draping and translating the fit of garments on a body. Proportion, line, grain and fit are analyzed. Students demonstrate understanding by translating changes back to a flat pattern. (Prerequisite: FADB213)

FADB243 Specialized Sewing Techniques (4)

This course explores tailoring, advanced sewing, and finishing techniques. Students learn appropriate fabric

selection, proper cutting and marking, and inner construction methods. (Prerequisite: FADB201)

FADB308 Fundamentals of Business (4)

This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

FADB312 Sourcing & Technical Design (4)

Through a variety of in-depth research and analysis, students create computer generated production packages consisting of costing analysis, size specification, construction standards, sourcing materials and production methods, detailed front and back flats. Students will also learn to apply relevant regulations and laws to the apparel industry. Students will develop a further understanding of the end uses and application of textiles. (Prerequisite: GWDB103)

FADB313 Computer Production Systems (4)

This course covers industrial application of patternmaking through the creation of production ready patterns including grading and marker making. (Prerequisite: FADB223)

FADB322 Senior Collection Concept (4)

Students develop a final collection beginning with market research, development of concepts, illustrations, and the sourcing of materials. (Prerequisite: Permission of Academic Director)

FADB332 Surface Design (4)

Students utilize manual surface design applications of colors, prints, and motifs on a variety of fabrications. (Prerequisite: FADB103, FADB203)

FADB402 Digital Textile Design (4)

Using pixel and vector based software students explore applied and structural techniques for textile print design and fabric development exploring applied and structural techniques using pixel and vector based software. (Prerequisite: FADB202, FADB332)

FADB403 Senior Collection Technical (4)

Students continue developing final collection through completion of technical drawings, specifications, patternmaking and fit. (Prerequisite: FADB322)

FADB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The

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main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

FADB409 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Director)

FADB413 Senior Collection Production (4)

Students complete the final development phase of their senior collection including specification package. Emphasis placed on finished construction and presentation of original line. (Prerequisite: FADB403)

FADB419 Portfolio II (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a digital publishing portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: Permission of Academic Director)

FD311 Design Specialties (4)

In a laboratory setting, students design and construct apparel for the women's market. All specialty areas are analyzed. (Prerequisite: FADB103, FADB213, FADB312, FADB233)

FD321 Specialized Areas in Design (4)

Students design and construct apparel in focused areas such as men's or children's wear, or a particular theme, style, fabric, or mode of production. Problem solving skills

are used to develop product prototypes. (Prerequisite: FADB103, FADB213, FADB312, FADB233)

FMMB103 Survey of Manufacturing & Product Development (4)

This course introduces students to manufacturing processes. Students develop a working knowledge of terms, methods, and an understanding of production operations. By the end of the course, students are able to apply these concepts to their own uses. Students study various production-time and quality-assurance methods. Participation facilitates students in generating decisions in production operations.

FMMB201 Merchandising Math (4)

A survey of quantitative skills necessary for merchandise planning in the wholesale and retail business environment.

FMMB202 3D Visual Merchandising (4)

This course will provide you with an introduction to concepts relating to basic space planning. Through a combination of lectures, real world case study analysis, and hands-on exercises using virtual 3D space planning software, you will complete the course having a solid foundation of space planning fundamentals. (Prerequisite: FND135)

FMMB203 Event & Fashion Show Production (4)

The student will be introduced to a range of skills needed to produce a successful store event or fashion show. During this course, the student will gain insight into the role of creative and technical experts involved with the runway, backdrop, special effects and lighting, music, models and choreography, hair and make-up and video teams. (Prerequisite: FND135, FADB208)

FMMB211 Retail Buying (4)

This course provides a foundation for the study of retail buying. Theories are analyzed through the study of merchandise classifications and the calculation of open-to-buys. (Prerequisite: FMMB201)

FMMB218 Human Resource Management (4)

This course is designed to provide an overview and foundation for all facets of human resource management. Topics will include job design, labor relations, recruitment, selection and development of employees, compensation administration, employee appraisal, and government regulations involved with equal employment opportunity, affirmative action, accommodations, Fair Labor Standards Act, and workplace safety. The strategic aspect of human resource management will be explored in depth. (Prerequisite: FADB308)

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FMMB221 Merchandise Management (4)

An advanced course in the study of stock control and managing open-to-buys which provides a practicum in buying, utilizing computer spreadsheets for data analysis. (Prerequisite: FMMB211)

FMMB301 Elements of Retail Logistics & Distribution (4)

This course will explore the process of strategically managing the procurement, movement and storage of materials, parts and finished inventory (and the related information flows) through the organization and its marketing channels with the goal of balancing cost and service requirements in anticipation of demand. (Prerequisite: FMMB211)

FMMB302 Global Marketing (4)

Students will gain an understanding of global marketing opportunities, problems and strategies that impact the international environment. In addition, students will become knowledgeable about international marketing concepts; cross-cultural sensitivities, political and legal influences, and economic considerations and how these concepts relate to decision making in an international environment. (Prerequisite: ADVB307)

FMMB303 Apparel Fit & Construction Evaluation (4)

This course is designed for fashion management students to evaluate the equation between quality and cost in garments as well as understanding body measurement points, fit and silhouette analysis. Students should be able to measure garments and identify components and textiles as well as analyze quality of trims, fabrics and construction in relationship to price point. (Prerequisite: FADB103)

FMMB312 Fundamentals of Fashion Styling (4)

Through visual examples, assignments, and critiques this course introduces students to the field of fashion styling and its relationship to the fashion industry. Through completion of location and studio projects, students develop basic requirements to produce contemporary fashion imagery. Students gain experience in how to source clothing and accessories necessary for styling, and they learn to create, to manipulate, and to rework concepts in order to communicate through images. (Prerequisite: FADB217)

FMMB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of

Academic Director; International Students must receive permission from International Student Advisor.)

FMMB408 Entrepreneurship (4)

Studies explore innovation and rapid change as they relate to the entrepreneur. Discussion includes issues regarding financial, behavioral, organizational, and marketing challenges facing emerging enterprises. Students create a business plan for the start-up of a new fashion-related company, product, or service. Special emphasis is placed on the disciplines of planning that are vital to entrepreneurial success. (Prerequisite: ADVB348)

FMMB409 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Director)

FMMB419 Portfolio & Professional Development (4)

This course will guide students through the process of compiling their work into a final interactive portfolio. It will also stress the importance of professional development and help students complete their initial job search requirements including personal branding. (Prerequisite: Permission of Academic Director)

FND105 Design Fundamentals (4)

This introductory course will explore the principles of design, and introduce and develop the creative process. Design elements and relationships will be identified and employed to establish a basis for aesthetic sensitivity and critical analysis. Design will be presented as a tool of communication.

FND110 Observational Drawing (4)

Involves the observation and translation of three-dimensional form into two-dimensional drawings. Starting with simple shapes and progressing to more complex organic forms, students will build skill levels in composition, line quality, through the use of tone light and shadow.

FND111 Life Drawing (4)

This course explores the fundamentals of drawing the human figure. Students develop observation and rendering techniques and focus on depicting gesture and motion,

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rendering anatomy accurately, capturing the essence of movement and form in space, and creating effective compositions.

FND120 Perspective Drawing (4)

This course is a fundamental drawing course where the students will explore various art and media and learn to use a variety of drawing tools with an emphasis on perspective, where the students will draw three-dimensional objects in one-, two-, and three-point perspective. (Prerequisite: FND110)

FND135 Image Manipulation (4)

In this introduction to raster-based digital image manipulation, students become acquainted with the concepts, hardware, and software, related to digital image acquisition, image editing, manipulation, color management basics, masking, layering, retouching, scanning and output.

FND150 Digital Color Theory (4)

Introduction to the principles of color and an exploration of color theory as it relates to media.

GADB101 Introduction to Game Development (4)

This course introduces students to the game industries. Specifically, it will focus on entry-level employment opportunities and responsibilities, career paths, industry products, and their characteristics. Students explore the production pipeline and industry standard software associated with game development.

GADB102 Interactive Storytelling (4)

This course will focus on storytelling including multi-threaded stories with fully realized characters and well developed plots, while considering the audience and thematic elements. Narrative scripting techniques will be used to emphasize characterization and plot. Students will utilize decision trees to create interactive content that supports the storyline. (Prerequisite: GEN101)

GADB202 Game Design & Game Play (4)

This course focuses on creating a game design document. Emphasis is on research, brainstorming techniques, critical thinking, drafting and the revision of design documentation. (Prerequisite: GADB101)

GADB205 Concept Design & Illustration (4)

This course focuses on concept art for games. Students explore the concept design and development process to create several drawings from thumbnail sketches to fully rendered images. (Prerequisite: MAAB202)

GADB212 Level Design (4)

Building on concepts from previous courses, students

analyze and extract level design needs. Students develop early stage block tests through finished level. (Prerequisite: GADB202)

GADB213 Game Modeling (4)

In this course students will create 3D models for use in a real time environment, emphasizing game specific techniques using industry-standard 3D software. (Prerequisite: MAAB213)

GADB222 Advanced Level Design (4)

In this course students create advanced level designs using complex assets including: scripts, environments, characters, audio, artificial intelligence, flow, interaction, and game optimization techniques. (Prerequisite: GADB212)

GADB223 Advanced Hard Surface & Organic Modeling (4)

This course explores advanced modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects. (Prerequisite: MAAB223)

GADB253 Environmental Modeling (4)

In this course students will create 3D environments for game integration. Topics in this course will include principles of lighting, architectural elements and using industry standard techniques for asset creation. (Prerequisite: MAAB243)

GADB302 Programming for Mobile & Social Games (4)

This course introduces basic scripting to extend the capabilities of the artist working within mobile and social games. Students will be introduced to data structures, constructs, methods, classes, and high level scripting languages as it relates to game development. Functional mobile and social game components will be produced utilizing a scripting language. (Prerequisite: MAAB232)

GADB303 Game Prototyping (4)

In this course, students will perform individually or as members of a team to create functional game projects within an existing engine. Industry standard tools will be used for rapid prototyping of various electronic game genres. (Prerequisite: GADB212)

GADB312 Game Animation (4)

Students explore game specific animation and how it is applied in interactive environments. This course will also evaluate creative solutions to handle limitations unique to individual game engines. (Prerequisite: MAAB232)

GADB313 Advanced Game Prototyping (4)

In this course, students will perform as members of a team to create a game level within an existing engine. Students will continue to develop a project that began in

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the Game Prototyping class. The course will conclude with the delivery of a complete project. Students will present game and associated marketing materials. (Prerequisite: GADB303)

GADB333 Team Production I (4)

This course will build upon the Team Project Planning course. Students will assume a specific role on the production team and, acting in a professional capacity, ensure that the game project is completed by deadline. Teams of students will create and refine the game production document, level designs, basic 2D art and 3D models to be combined into a playable Game Demo in Production Team II. (Prerequisite: GADB222)

GADB403 Team Production II (4)

This course will build upon the Team Production I course. Students will maintain their role on the production team and, acting in a professional capacity, ensure that the game project is completed. Teams of students will complete the game and all ancillary materials. Post-mortem will be presented upon conclusion of the course and students will create a personal archive of assets. (Prerequisite: GADB333)

GADB409 Portfolio I (4)

This course prepares students for the transition to the professional world. Students will demonstrate their conceptual, design and technical skills as they assemble and refine their assets. Working individually with an instructor, each student will select representative work that reflects their unique style. Students will learn the basic tools for designing a website and placing their work on the Internet. Emphasis is also placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Director)

GADB419 Portfolio II (4)

This course continues to prepare students for the transition to the professional world. Working individually with an instructor, each student will continue to refine their selected assets to reflect their unique style. Students will also continue to enhance their web presence and professional resources. (Prerequisite: GADB409)

GD105 Survey of Graphic Design (4 credits)

An introduction to the history, principles, elements and vocabulary of graphic design. Methods are explored to help identify design objectives and improve graphic communication skills, while exposing students to the process of graphic design through exercises, projects, written assignments and critiques.

GD107 Introduction to Design Applications (4 credits)

This course is designed to provide an introduction to the industry-related graphic software applications currently used in the design professions. Students will be introduced to basic skills and technical devices for electronic production of visual communication. The three areas of concentration are digital illustration, image/photographic manipulation, and page layout.

GD108 Digital Photography for Designers (4 credits)

This course introduces students to the fundamental terminology, concepts, and techniques of digital image acquisition, image archiving, manipulation, and output. This course focuses on the principles of using color, composition, lighting, and other techniques for overall thematic and visual effects of photographic images. (Prerequisite: ART110, and DPH242)

GD109 Digital Illustration (4 credits)

This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results. Sequence: follows GD107 for Graphic Design and Illustration programs; ADV106 for Advertising program.

GD110 Introduction to Typography: Traditional (4 credits)

This course is an introduction of lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology. (Prerequisite: ART100, and ART110; permission of Academic Director for Digital Design diploma students)

GD203 Digital Layout (4 credits)

This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software. (Prerequisite: GD107, GD110 and GD212; or ADV108 for Advertising majors)

GD204 History of Graphic Design (4 credits)

Examines the places, people, events; historical and cultural factors; and technological innovations that have influenced the development of graphic design as practiced in the 21st Century. (Prerequisite: GD302)

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GD207 Corporate Identity (4 credits)

The role of communication design in creating comprehensive corporate identity systems is the focus of this course. An analysis of corporate objectives and practical applications will be the basis for developing a structured corporate identity system, including logo design, color, symbols, and branding. Other business collateral may also apply (stationery, business cards, signage and packaging vehicles). Students will study and analyze effective Corporate Identity systems through case studies. Project solutions will require innovative thinking and alternative design approaches with creative, intense use of otherwise traditional media output. (Prerequisite: GD109, and GD212)

GD211 Digital Pre-Press (4 credits)

Students complete multiple-page electronic pre-press documents that include scanned and edited images, object-defined graphics and text through the integration of a variety of file types. The place of electronic page make-up in modern print production is studied. Sequence: follows GD203, and DPH242 for Graphic Design majors.

GD212 Typography: Hierarchy (4 credits)

This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills. (Prerequisite: GD110)

GD300 Conceptual Imagery (4 credits)

This course concentrates on image concepts, content, symbolism, and narrative potential for advanced portfolio applications and provocative expression. Students will develop the techniques and abilities to create personal, conceptual, and experimental imagery to enhance design projects while increasing their flexibility as an artist and designer. Issues of style, consistency, content, and presentation will help students develop a wider range of communication resources. (Prerequisite: GD302)

GD301 Package Design (4 credits)

Exploration of the design process in package design and the challenges of adapting 2D designs to 3D forms, both simple and complex. Projects will explore materials, structure, aesthetics, production methods, marketing objectives and budgetary constraints. (Prerequisite: GD108, GD211, and GD203)

GD302 Portfolio I (4 credits)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio

projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Only by Permission of Academic Director)

GD303 Typography: Expressive & Experimental (4 credits)

Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools. (Prerequisite: GD212)

GD304 Publication Design (4 credits)

Publication design is a mainstay in the study of graphic design. This class will focus on creating an advanced publication using hierarchy, grid, page sequence and spreads. The publication will be typographically-oriented using a combination of images, color and texture as well as a typographical relationship to the subject of the publication. (Prerequisite: GD211, GD300 and GD303)

GD305 Media Business Law (4 credits)

The role of communication design in creating comprehensive corporate identity systems is the focus of this course. An analysis of corporate objectives and practical applications will be the basis for developing a structured corporate identity system, including logo design, color, symbols, and branding. Other business collateral may also apply (stationery, business cards, signage and packaging vehicles). Students will study and analyze effective Corporate Identity systems through case studies. Project solutions will require innovative thinking and alternative design approaches with creative, intense use of otherwise traditional media output. (Prerequisite: GD207)

GD306 Graphic Design Associate Portfolio Final Review (2 credits)

In this course each student assembles a portfolio that demonstrates conceptual design, craftsmanship, and other skills. The student selects and refines representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short and long term professional employment goals and strategies and resources for achieving them.

GD401 Art Direction (4 credits)

This course will examine the role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students' leadership, communications and negotiation skills. (Prerequisite: Only by Permission of Academic Director)

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GD403 Portfolio II (4 credits)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Graphic Designers present portfolios of their work to prospective employers and clients to showcase their conceptual, technical and business abilities. Working with the instructor, students compile an entry-level portfolio to prepare for their job search. All graduating students are required to present their final portfolio to employers at the Student Portfolio Show. (Prerequisite: Only by Permission of Academic Director)

GD404 Professional Development for Graphic Design (4 credits)

This course prepares students for the business environment and the transition into an applied arts program. It emphasizes the concepts of professionalism and an overall understanding of self-marketing in the field. Professional development tools are presented including resume and cover letter writing, networking and interviewing skills. (Prerequisite: Only by Permission of Academic Director)

GD405 Graphic Design Internship (4 credits)

An internship is a monitored program where students work part-time in a professional workplace approved by their department, applying their knowledge, skills and professionalism in a program-related environment. The internship allows the student an opportunity to observe and participate in the operation of an industry-related organization and produce work that meets professional requirements. (Prerequisite: Only by Permission of Academic Director)

GD406 Sustainable Design Issues & Topics (4 credits)

This course will address the fundamental issues of sustainable design and introduce a broad range of frameworks and concepts for tackling the fundamental changes that are required in how a company approaches design and manufacturing. Drawing from a wide range of sources and case studies, we will discuss the key issues framing sustainable design, how it can be initiated in an organization, and how it impacts on choices of product planning, production partners, brand and marketing. (Prerequisite: GD404)

GD407 Senior Project (4 credits)

Students will develop an independent project. Developing a long-term assignment and extending the skills learned in previous studio classes are emphasized. (Prerequisite: Only by Permission of Academic Director)

GEN101 English I (4)

This course introduces students to the research process and to college-level writing as a process of developing and supporting a thesis in an organized essay. It emphasizes the use of a variety of rhetorical modes, appropriate diction

and language, reading and responding to the writing of others and observing the conventions of Standard English including spelling, punctuation, grammar, citing sources and preparing a bibliography. (Prerequisite: GEN095 or placement)

GEN102 English II (4)

This course builds upon the foundation developed in English I with an emphasis on literary language and the interpretation of a variety of texts. Students gain additional experience in reading, thinking, and writing critically. It further develops the methods of research and documentation conventions; students select, evaluate, and integrate a variety of sources to support a thesis in an organized research essay. (Prerequisite: GEN101)

GEN105 Effective Speaking (4)

This course teaches oral communication skills with emphasis on both theory and practice. Students are taught how to conduct responsible research, compose coherent messages adapted to a specific audience and situation, and to develop and polish their presentation skills. Students also develop critical thinking and listening skills, as well as ethical communication behaviors.

GEN150 Mathematical Concepts and Connections (4)

This course emphasizes the development of the student's ability to reason mathematically and solve problems in settings the college graduate may encounter in personal and professional endeavors. Topics include one or more of the following: algebra, number theory, the math of finance, set theory, mathematical modeling, and diverse geometric disciplines such as fractal geometry and chaos theory applied to the arts.

GEN153 Geometry in Art & Nature (4)

Students learn about geometric shapes and structures and how to analyze their characteristics and relationships. Students compare and classify two- and three-dimensional shapes and analyze their characteristics and properties through a variety of visual representations, including constructions and coordinate representations. This class also provides students an opportunity to explore geometric ideas within the natural world and within their major fields of study. (Prerequisite: GEN150)

GEN155 Intro to Financial Mathematics (4)

The course develops three main areas of applied mathematics. The first part examines simple financial applications such as compounding and discounting. The second part develops the most commonly used technique for optimization. The third part introduces students to the basic notions and applications of descriptive statistics. (Prerequisite: GEN150)

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GEN157 Introductory Statistics (4)

Statistics introduces students to the study of descriptive and inferential statistics. Topics include the collection, presentation and analysis of data and the statistical theories used to make predictions. Simulated and real-life research data will be used, and students will explore creative presentations of statistical information. (Prerequisite: GEN150)

GEN201 Spanish I (4)

The first of two courses introduces students to the Spanish language through written materials and oral exercises. Students explore the fundamentals of grammar and begin to develop the listening and speaking skills necessary for conversation. Students are also introduced to the interrelationship of language and culture. (Prerequisite: GEN101, GEN105)

GEN202 Spanish II (4)

Spanish II builds on the knowledge gained from Spanish I. Students continue to study grammar with an emphasis on vocabulary acquisition and the extension of their conversational skills. Students converse in and write Spanish regularly expanding their appreciation for the interrelationship of language and culture. (Prerequisite: GEN101, GEN105, GEN201)

GEN205 Music Appreciation (4)

Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various musical forms and periods, and great composers and performers. (Prerequisite: GEN101, GEN105)

GEN211 History of Western Art I (4)

This course explores the historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society beginning with Prehistoric Art through the Renaissance, approximately 15,000 B.C. to 1600 C.E. It focuses on major political, religious and cultural themes and examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. (Prerequisite: GEN101, GEN105)

GEN212 History of Western Art II (4)

This course explores the historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society beginning with the Renaissance and ending with the Post-Modern Period. It focuses on major political, religious and cultural themes and examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. (Prerequisite: GEN101, GEN105)

GEN223 United States History I (4)

This course provides a historical account of the main ideas and events that have shaped today's society from their beginnings in colonial times through the end of the reconstruction period. It traces the course of social, political, economic, intellectual, and cultural events in the United States as they created today's unique and diverse society. (Prerequisite: GEN101, GEN105)

GEN225 United States History II (4)

This course provides a historical account of the main ideas and events that have shaped today's society from the end of the Reconstruction period to the present. It traces the course of social, political, economic, intellectual, and cultural events in the United States as they created today's unique and diverse society. (Prerequisite: GEN101, GEN105)

GEN226 Critical Thinking (4)

This course explores the nature of effective thinking. Topics include meaning and analysis, language and thought, understanding and communication, reason and feeling, and personal and objective perspectives. Consideration will be given to the significance of the principles of logical validity, the role of care and empathy, and the nature and importance of creativity in thinking and problem-solving processes. (Prerequisite: GEN101)

GEN228 Philosophy & Ethics (4)

This course explores fundamental questions of human life through the study of philosophy. Topics include philosophical theories about free will, the nature of reality, the nature and possibility of knowledge, and the nature of human existence. This course also examines philosophical approaches to discovering and applying ethical principles that guide individual and group behavior. (Prerequisite: GEN101, GEN105)

GEN230 Survey of Western Civilization I: Before 1600s (4)

This course provides a historical account of the development of the fundamental ideas and events that shaped western civilization from their beginnings in the ancient world through the early modern period. It traces the course of social, political, economic, intellectual, and cultural developments in western societies as they shaped a uniquely "western" outlook on the world. (Prerequisite: GEN101, GEN105)

GEN231 Survey of Western Civilization II: 1600s to Present (4)

This course provides a historical account of the fundamental ideas and events that shaped modern western civilization. It traces the course of social, political, economic, intellectual, and cultural developments in Western societies as they shaped the world today. (Prerequisite: GEN101, GEN105)

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GEN233 Non-Western Civilization (4)

This course explores major trends and events in the non-Western world starting with the ancient Far East but focusing on the phenomenon of globalization. Throughout the twentieth century national and regional economies, politics and cultures became increasingly interrelated. This course helps students understand the economic, political and cultural transformations of the global society in which they live. (Prerequisite: GEN101, GEN105)

GEN241 Economics (4)

This course provides insights into forces that shape today's economy, including major types of economic resources and the mechanisms affecting their distribution. Students examine the theory and practice of open economies and how open economies are influenced by political and strategic interests. Students also consider critical socio-economic issues such as unemployment, welfare and the national debt. (Prerequisite: GEN101, GEN105)

GEN244 Psychology (4)

This course introduces students to psychological principles, theories and methods of scientifically studying human behavior. Major topics include: sensation and perception, consciousness, memory, motivation, intelligence, personality, mental disorders, and psychotherapy. (Prerequisite: GEN101, GEN105)

GEN247 Sociology (4)

This course explores the concepts and theories necessary for a systematic understanding of social worlds. Topics include considering sociology as science, the nature of large and small-scale groups, social interactions, ideologies, conformity and social deviance, and/or social stratification. (Prerequisite: GEN101, GEN105)

GEN248 Anthropology (4)

Students learn about culture and ethnographic research and writing. By combining study in the classroom and fieldwork within the multicultural city of Chicago, students choose a cultural scene to investigate, identify informants, conduct interviews and write an ethnographical study. (Prerequisite: GEN101, GEN105)

GEN250 Topics In Mathematics (4)

This course helps build on students' previous math experience to explore more advanced topics. (Prerequisite: GEN150)

GEN253 Mathematical Models In Art and Nature (4)

This course focuses on mathematical reasoning by examining relationships between mathematics and the arts, architecture, and nature. This course is designed to enable students to make these connections and to generate

enthusiasm for mathematics in a creative manner. Topics will be selected from fractal geometry, symmetry, tilings and tessellations, the golden ratio, the Fibonacci sequence, and the logarithmic spiral. (Prerequisite: GEN150)

GEN256 College Algebra (4)

This course develops the student's ability to reason abstractly, emphasizing mathematical/logical skills and techniques for analyzing and solving problems. Topics include exponential, logarithmic, and trigonometric functions and equations. Special attention will be given to the intricate connection between mathematics and the arts. (Prerequisite: GEN150)

GEN257 Applied Statistics (4)

This course instructs students in the study of descriptive and inferential statistics. Topics include hypothesis testing, experimental design, collection, presentation, and analysis of data, and the statistical theories used to make predictions. Simulated and real-life data are used to learn these concepts. Students apply this knowledge to design and conduct a statistical study which includes research, analysis of their data, a written report, and presentation of their results. (Prerequisite: GEN150)

GEN260 Environmental Biology (4)

This course examines ecological principles in relation to environmental problems. Emphasis is on current environmental issues and possible solutions and courses of action. (Prerequisite: GEN101, GEN105)

GEN264 Biological Design (4)

Examines aspects of scientific inquiry through selected concepts of general biological study including organization, heredity, energy, evolution, ecology and human population concerns. Biological issues with personal and social implications are introduced to enable students to make informed decisions about selected biological issues. (Prerequisite: GEN101, GEN105)

GEN266 Biology and the Human Organism (4)

Explores the biological, anatomical and physiological complexities of the human organism. Connections are made between human biology and its relevance to society and the individual. Concepts include principles of body structure, interaction and integration, control, motion and metabolism as they pertain to heredity, growth and development. (Prerequisite: GEN101, GEN105)

GEN273 Applied Chemistry (4)

Explores scientific research methods and principles of chemistry as they apply to our everyday world. Students study thermal, microwave and other forces and how these forces affect proteins, nutrients, carbohydrates and fat.

Course Descriptions

Students work in teams to conduct laboratory experiments and write reports that analyze their experimental results. Lab coat or chef's jacket required. (Prerequisite: GEN101, GEN105, GEN150)

GEN275 Intro to College Chemistry (4)

This course introduces students to the fundamental principles and theories of general chemistry with an emphasis on atomic theory. Nomenclature, thermochemistry, chemical kinetics, equilibrium, inter- and intramolecular forces are among the fields of chemistry studied. (Prerequisite: GEN101, GEN105, GEN150)

GEN276 Environmental Science (4)

Examines the relationships between urban socioeconomic problems and environmental concerns such as resource consumption, population, pollution, and solid waste management. There is also an exploration of cutting-edge environmental technologies such as green design, hydrogen economics and urban ecology. (Prerequisite: GEN101, GEN105, GEN150)

GEN277 Chemistry & Society (4)

Examines the influence of chemistry on society through the study of contemporary issues such as health and environment. Armed with a basic knowledge of chemistry, this course allows the student to explore and understand special topics in biochemistry and organic chemistry as they pertain to everyday life. (Prerequisite: GEN150)

GEN279 Introduction to College Physics (4)

This course is an algebra-based exploration of basic principles and laws of classical mechanics and electromagnetism. Through the scientific method, students develop an understanding of concepts and ideas necessary to explain everyday phenomena. Students explore connections between physics and other disciplines. (Prerequisite: GEN101, GEN105, GEN150)

GEN282 Physics & Society (4)

Physics and Society introduces the methods and concepts of physics with an emphasis on topics selected from mechanics, heat, acoustics and waves, lights and optics, and modern physics. The relationship of physics to scientific and non-scientific disciplines is explored from a historical, social, cultural and philosophical perspective. (Prerequisite: GEN101, GEN105, GEN150)

GEN286 Physics With Lab (4)

This course includes a brief review of mechanics. Topics are selected from fluid mechanics, electromagnetism, and modern physics. Connections between physics and other disciplines are explored. This course includes both a lecture and laboratory section. (Prerequisite: GEN101, GEN105, GEN150)

GEN310 Seminar In Fine Arts (4)

This course provides students with the opportunity to build on their previous fine arts experience to explore more advanced topics. (Prerequisite: GEN102, and either GEN211 or GEN212)

GEN312 Trends in Contemporary Art (4)

Students in this course will participate in in-depth investigations of major trends in the fine and commercial arts from around 1920 through today. By way of lectures, discussions, readings, and written assignments, students will endeavor to understand some of the difficult issues explored in modern and postmodern visual culture, and will attempt to contextualize their own artistic practice in relationship to those issues. (Prerequisite: GEN102, and either GEN211 or GEN212)

GEN315 Beyond Western Art (4)

This survey in the visual arts examines major canonical works from Asia, sub-Saharan Africa, Oceania and pre-Columbian American civilizations. An in-depth approach utilizing cultural, religious and political systems will be employed to better understand the non-western visual arts within their proper contexts. The course requires readings from secondary sources and a term paper due at the end of the quarter. (Prerequisite: GEN102, and either GEN211 or GEN212)

GEN325 World Literature (4)

This course emphasizes the study of the literary, cultural, and human significance of selected works of the Western and non-Western literary traditions. Students explore issues of aesthetics, cultural context, and creative expression within literary forms, including fiction, poetry, and drama. (Prerequisite: GEN 102, and one course from GEN205-GEN233)

GEN327 Genres in Literature (4)

Emphasizes the reading and analysis of short stories and/or novels and related texts. This course focuses on a special genre of fiction and the themes, structural patterns and historical impact of the genre. Students research historical, philosophical, religious and cultural information to help increase their understanding and appreciation of the works. Students will also further develop their critical thinking and writing skills through required course work. (Prerequisite: GEN102, and one course from GEN205-GEN233)

GEN329 Seminar in Humanities (4)

This course examines artistic developments in the use, function and style of various texts and media through a range of historical contexts. This course emphasizes issues of aesthetics, cultural context and creative expression. A

Course Descriptions

variety of media including literature, film and other visual arts is explored. (Prerequisite: GEN102, and one course from GEN205-GEN233)

GEN331 Seminar in Western Civilization from Ancient Origins through the Renaissance (4)

This course explores the evolution of the ideas that shaped western civilization from their beginnings in the ancient Near East to early modern Europe. Through the study of primary sources – the record left by people who lived history – students will explore the interaction between how we think and how we live. (Prerequisite: GEN102, and one course from GEN205-GEN233)

GEN333 Seminar in Western Civilization from the Renaissance to World War II (4)

This course explores the evolution of ideas that shape the modern world from the revolution in scientific thought in early modern Europe through the Second World War. Through the study of primary sources – the record left by people from the past – students will explore the interaction between how we think and how we live. (Prerequisite: GEN102, and one course from GEN205-GEN233)

GEN335 20th Century World History (4)

This course explores major trends and events in the twentieth-century world focusing on the phenomenon of globalization. Throughout the twentieth century national and regional economies, politics and cultures became increasingly interrelated. This course helps students understand the economic, political and cultural transformations of the global society in which they live. (Prerequisite: GEN102, and one course from GEN205-GEN233)

GEN337 Creative Writing (4)

This introductory creative writing course will guide students through a progression of writing exercises and assignments. Students will be asked to complete a number of finished pieces, which will promote experimentation with a variety of genres, including poetry, the short story, playwriting, and creative non-fiction. Students will also be encouraged to collaborate and to experiment with hybrid forms as well as to learn to respond both critically and creatively to each other's work. (Prerequisite: GEN101, GEN102)

GEN340 Social Psychology (4)

This course examines the ways that people think, feel and behave in social situations. It involves understanding how people influence others and how they are influenced by others around them. Connections between social contexts and individual behavior are studied in relation to the following topics: social cognition and perception, the

development of "self," conformity and deviance, attitude formation and change, interpersonal attraction, group interaction, altruism, aggression, and collective behavior. (Prerequisite: GEN102, and one course from GEN241-GEN248)

GEN344 Group Dynamics (4)

This class explores the scientific study of social groups and provides students opportunities for experiential learning. Students learn about the dynamics of working in groups, particularly the group as a force for socialization. Students interact in various groups to explore the dynamics of individual and group behavior, small and large group organization and leadership. (Prerequisite: GEN102, and one course from GEN241-GEN248)

GEN345 Seminar In Social Sciences (4)

This course examines social interactions in human relationships focusing on the application of theory and research. Students explore and analyze social relationships and apply theoretical concepts to analyze in various contexts. (Prerequisite: GEN102, and one course from GEN241-GEN248)

GEN347 Topics in Human Relations (4)

Topics in Human Relations examines social interactions in human relationships focusing on the application of theory and research. Students explore and analyze social relationships and apply theoretical concepts to analyze in various contexts, including but not limited to culture, gender, religion and media. (Prerequisite: GEN102, and one course from GEN241-GEN248)

GEN360 Seminar In Life Science (4)

This course provides students with the opportunity to build on their previous science experience to explore more advanced topics. Topics are chosen from important or current events as they develop in the fields of biological and environmental sciences. Students are exposed to in depth analysis of the subjects, including biological processes and how they are affected. (Prerequisite: GEN102, and one course from GEN260-GEN286)

GEN365 Ethical Issues in Science (4)

In this research-based course, students apply basic ethical principles to analysis of current societal concerns and controversies in science. They learn about ethical dilemmas and how they arise from recent research. (Prerequisite: GEN102, and one course from GEN260-GEN286)

GEN380 Seminar In Physical Science (4)

This course provides students with the opportunity to build on their previous science experience to explore more advanced topics. (Prerequisite: GEN102, and one course from GEN260-GEN286)

Course Descriptions

GEN382 Acoustics (4)

This course examines the physical behavior of sound indoors and outdoors. Topics include human hearing and the principles of psychoacoustics, sound propagation, transmission, reflection, diffraction, diffusion, noise reduction, basic studio and room acoustics, and sound isolation. Concepts will be presented through lectures and case studies. (Prerequisite: GEN102, and GEN256, GEN279)

GEN399 General Education Capstone (4)

This course bridges the general education and major programs. Students apply knowledge and skills developed in general education courses to the investigation of topics relevant to their majors. Students engage in research, writing, discussions, and presentations. (Required of all bachelors degree students.)(Prerequisite: All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382)

GWDB101 Applications & Industry (4)

Web design and graphic design applications, tools, and industry practices. Includes file management practices, basics of markup language and styling. Introduction to illustration and image manipulation software relevant to the web design and graphic design industries.

GWDB102 Rapid Visualization (4)

This course introduces the philosophy behind illustration, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas. It also highlights the uses of illustration in the graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and function.

GWDB103 Digital Illustration (4)

This course advances the students understanding of the computer as an artist tool. Building on previous courses in drawing, concept development and introductory computer aided design; students will be asked to generate a number of expressive solutions that address specific illustrative problems, both technical and creative. As part of this course, students will be given the opportunity to develop their digital illustration skills by exploring numerous tools and techniques to obtain desired results.

GWDB105 Concept Design (4)

This course will emphasize the conceptualization process of design and its function in solving given problems. The student will use creative problem solving and research techniques, specifically: problem identification, analysis, brainstorming and idea refinement. (Prerequisite: GWDB111)

GWDB111 Introduction to Layout Design (4)

This class will concentrate on utilizing design principles and theories in problem solving, focusing on the importance of layout composition. Emphasis will be on the process of design development from thumbnails to comprehensives, layout, and the use of grid systems for multi-component layouts. (Prerequisite: FND135)

GWDB112 Typography – Traditional (4)

This course is an introduction of lettering skills and the history and foundation of letterforms. The placement of display and text type in a formatted space, and the relationship between the appearance and readability of letterforms, are also studied. Students will work in a traditional context of hand-rendering type and also be introduced to contemporary typesetting technology.

GWDB113 Fundamentals of Web Page Scripting (4)

An introduction to the terms, technologies, trends, and best practices of the interactive design industry. Students design, develop, and upload a simple web site using HTML and basic CSS. The importance of writing valid and semantic code is emphasized. Basic web site production stages and requirements such as naming conventions, file organization, project development life cycle, and image optimization are also covered.

GWDB122 Typography – Hierarchy (4)

This course is a continuation of the study of traditional typography. Exercises and projects focus on the hierarchical qualities of typography. The development of marketable, original, and creative problem solving solutions will also be examined with an emphasis on creative techniques. Industry standard software will be used in the development of digital typography and hierarchal skills. (Prerequisite: GWDB112)

GWDB123 Programming Logic (4)

Fundamentals of programming logic. Introductory concepts, structure, decision-making, looping, array manipulation, calling methods, and an introduction to object-oriented programming. Students combine experience design concepts with advanced programming solutions. Emphasis placed on learning object-oriented approaches to developing dynamic/reusable rich media modules combined with data applications.

GWDB201 Audio and Video (4)

Develop editing skills while communicating messages and telling stories through the introduction of various media and technology. (Prerequisite: GWDB233)

GWDB202 Interface Design (4)

Course Descriptions

An exploration of the synthesis of visual and information design principles. This course will examine the conceptual and practical design of interfaces. (Prerequisite: GWDB111)

GWDB207 Design History (4)

Examines the places, people, events; historical and cultural factors; and technological innovations that have influenced the development of graphic design as practiced in the 21st Century. (Prerequisite: GWDB222)

GWDB209 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies. (Prerequisite: Permission of Academic Department Director.)

GWDB212 Typography – Expressive & Experimental (4)

Emphasis is placed on the expressive potential of typography. How the form of the written letter affects meaning is studied experimentally. The emphasis is on design elements from the perspective of history, psychology, and artistic interpretation executed with digital tools. (Prerequisite: GWDB122)

GWDB213 Timeline Animation & Interaction (4)

Use timeline animation in the development of interactive interfaces and experiences. Concept development and storyboarding. (Prerequisite: FND135)

GWDB222 Intermediate Layout Design (4)

This advanced layout course enhances and reflects skills developed in fundamental design courses. Critical analysis will be applied through the usage of type and layout to create clear, communicative design. Portfolio-quality projects will be developed as part of this process. (Prerequisite: GWDB111)

GWDB223 Intermediate Web Page Scripting (4)

An exploration of methods for styling websites and creating various page layouts. This course will examine the practical application of styling web page content. (Prerequisite: GWDB113)

GWDB233 Advanced Web Page Scripting (4)

An exploration of advanced methods for styling websites and creating page layouts. This course will examine

the practical application of styling web page content, understanding cross-browser compatibility, and creating designs that display effectively on various devices. (Prerequisite: GWDB223)

GWDB252 Advanced Layout Design (4)

This course will explore various means of indicating, placing and manipulating visual elements in page design, systematically developing strong and creative layout solutions by means of a cumulative, conceptual design process. The ability to effectively integrate photographs, illustrations, and display and text type will be developed using page composition software. (Prerequisite: GWDB222)

GWDB262 Package Design (4)

Form and Space involves the formal understanding and manipulation of the basic-organizing principals of the 3 dimensional worlds. Point, line, plane, mass, volume, density and form are discussed. Students learn to create and discuss 3-D situations using basic hand tools and readily available materials. Form and Space also involves the relationship of perceptual issues to manipulate the 3-D situation. (Prerequisite: GWDB252)

GWDB272 Corporate Identity (4)

This course examines the importance of graphic symbols in design. Logos and other symbolic images will be examined in historic and contemporary contexts. Graphic elements including typography, simplified imagery, and abstract shapes will then be utilized to create individual logo designs and other symbolic images. (Prerequisite: GWDB111)

GWDB302 Information Design (4)

In this course we will explore the role of visual communication design (graphic design) in communicating information in visual form. Emphasis is placed on competency in research, production, and presentation of advanced-level projects that encompass the use of information design in graphic visual communication. (Prerequisite: GWDB105)

GWDB303 Interactive Motion Graphics (4)

An introduction to the narrative structure in a time based environment. (Prerequisite: GWDB213)

GWDB305 Art Direction (4)

The role of the art director in producing multi-faceted design projects. Working in teams, students will coordinate their creative efforts, from concept to finished output. By encouraging a team approach, the course will further enhance students leadership, communications and negotiation skills.

Course Descriptions

GWDB308 Business of Graphic Design (4)

This course is structured to investigate the wide ranges of both traditional and emerging business topics and considerations, preparing students as they transition into a media and design profession. Concepts of professionalism, expected business needs, an understanding of self-marketing, proposals and project management, and intellectual property and contractual issues will be addressed.

GWDB312 Publication Design (4)

Focus on creating a publication: hierarchy, grid, page sequence and spreads. The publication will integrate images, color, texture and typography relative to the subject of the publication. (Prerequisite: GWDB222)

GWDB315 Contemporary Typography (4)

The use of typographic techniques inspired by contemporary type designers will also be explored. (Prerequisite: GWDB352)

GWDB352 History of Typography (4)

An exploration of the historical typographic styles from the sixteenth through the twentieth century. (Prerequisite: GWDB212)

GWDB362 Font Design (4)

An exploration and creation of typographic form. (Prerequisite: GWDB352)

GWDB403 Motion Graphics (4)

An examination of advanced typographic structures and their relation to time based media. (Prerequisite: GWDB112)

GWDB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

GWDB409 Graphic Design Capstone (4)

Students in this course present a comprehensive understanding of their academic experience. Proficiency will be demonstrated in both studio and general education courses through a written, oral, and visual presentation. (Prerequisite: GWDB312)

GWDB419 Portfolio II (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: GWDB209; Permission of Academic Department Director)

GWDB422 Hand Lettering (4)

Various media will be utilized to create market-specific hand-drawn word mark families. (Prerequisite: GWDB352)

GWDB432 Digital Typography (4)

An examination of typographic structures for visual communication.

HM113 Intro to Hospitality Operations (4)

This course is designed to provide students with a general overview of the hospitality industry. Throughout the course, students will develop a basic understanding of the size and scope of the hospitality industry with a specific emphasis on food and beverage and lodging operations. In addition, students will explore many related topics, such as historical perspective and current market trends, as introduced by today's industry leaders. (Prerequisite: GEN095 or placement by exam)

HM117 Diversity & Ethics in Hospitality (4)

This course focuses on many of the current issues associated with ethics and diversity in today's hospitality industry. Topics include decision making, problem solving, and effective organizational communication. Students are asked to assess their own behaviors and beliefs, while learning to develop strategies for building successful teams within hospitality organizations. (Prerequisite: HM113)

HM124 Hospitality Law (4)

This course introduces students to the fundamentals of hospitality law, as applicable to negligence, obligation and liability. Topics include an introduction to contract, licensing, and franchising laws, employer/employee relationships, and specific applications as they relate to the lodging, food and beverage, meeting, convention, and exposition management industries.

Course Descriptions

HM224 Catering and Event Planning (4)

This course introduces students to the fundamentals of catering, special events and sales in the hospitality industry. The course focuses on understanding the catering's role within the hospitality industry and the various catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation. This course is project driven which requires significant creative and independent work. (Prerequisite: CULB102)

HM226 Hospitality Sales & Marketing (4)

This course addresses the fundamental concepts and principles of sales and marketing within the hospitality industry. Emphasis will be placed on advertising, sales promotion, merchandising, market research, public relations, and marketing plan development. Students will gain insight into industry specific market demographics and segmentations. (Prerequisite: HM124)

HM229 Training & Development in Hospitality (4)

This class examines the role of service in the hospitality industry. Students will gain experience and insight into the training and management functions of a variety of hospitality operations. Emphasis will be placed on the development, design, and implementation of quality customer service based training programs. In addition, students will analyze industry specific case studies. (Prerequisite: HM226)

HM255 Bar and Beverage Management (4)

This class will explore the role of the management of beverage services in bars, clubs, casinos, restaurants, resorts and hotels. Particular attention will be given to the management of people in this fast-paced setting and the inherent liability associated with alcoholic beverage service. A module on the increasing popularity of coffee and tea service will be presented, with a potential career focus on this rapidly growing market. (Prerequisite: CULB208, HM224, CULB206)

HM260 Hospitality Internship (4)

An internship is a monitored program where students work part-time in a professional workplace approved by their department, applying their knowledge, skills and professionalism in a program-related environment. In the hospitality management externship, students apply their technical knowledge in a working hospitality operation. Students have the opportunity to observe and participate in an operation related to their field of study gaining practical work experience prior to graduation. Hospitality Management students focus on management related duties. Students work in a supervised and

structured industry facility to gain practical management work experience. Internship requires a signed learning agreement between both the student and employer prior to internship. The student must work a minimum of 132 hours to be eligible for course completion. (Prerequisite: HM224, HM226, HM229)

HM313 Emerging Hospitality Segments (4)

The continued growth of the hospitality industry has brought with it significant changes to the face of the industry both in new segments and the expansion of other segments. This course will focus attention on the management of new hospitality segments and trends including, e-rooms, new variety resorts, sporting venues, and entertainment and theater based segments. Additionally, this course will review the management and marketing of wellness center/retirement community operations, corporate and industrial feeding, club management, and casino and cruise line segments. (Prerequisite: Approval of Academic Director)

HM342 Oenology and Viticulture (4)

This course is an extensive study of wine and the science of winemaking from the cultivation of the vines to the harvest of the grape and the subsequent chemical and biological components of wine during crushing, stemming, fermenting, aging, bottling, packaging and shipping. Geographical, climatic and cultural impacts on the types of wines produced are emphasized. Included in this course are tasting and pairings of wine with food. Field trips are used to research technique and witness first-hand the wine making process from local vineyards. (Prerequisite: HM260, CULB206)

HM349 Multi-Unit/Chain/Franchise Operations (4)

This class will discuss the relationship of the individual property to the parent organization. A discussion of small chain vs. large chain, local, regional, national and international organizations will provide the student with a global perspective on corporate hospitality operations. The role of the franchise organization will be explored, and the place of the property manager as owner's representative in a franchise location. Several different franchise models will be presented, as well as a discussion of the cost/benefit relationship of a franchise vs. independent property. (Prerequisite: HM260)

HM350 Casino/Club Management (4)

This Casino Operations Management course provides a guide to the management of gaming operations and the management of casino personnel. Moreover, this course focuses on the business side of the casino industry to ensure profits and to avoid losses. This course offers

Course Descriptions

exposure to all the critical skills and knowledge to equip gaming and casino operators with the knowledge needed for the management office, cage operations, and table game and slot operations. Additionally, this course provides detailed coverage of: current high-roller marketing tactics and their effect on profitability; the effect of popular money management systems on casino profits; and the initial development process of an Indian casino. This course also reviews studies designed to identify the patronage motives of gamblers, including those of riverboat customers Slot club design: player rating issues, point accumulation schemes, and more principles of casino floor design: managing table game and slot location.

HM440 Lodging Operations (4)

This course will represent an overview of the various types of lodging operations in the industry. The guest cycle will be examined, as well as the role of front office operations. The housekeeping and building maintenance functions will be discussed in detail, and students will be expected to produce a management flowchart and detail the inter-relationship of the various departments in a lodging operation. (Prerequisite: HM260)

HM442 Hospitality Accounting (4)

This class will build on the knowledge gained in the accounting principles class, with a focus on the unique requirements of the hospitality operation. Forecasting, budgeting and adherence modules will be included, as well as an in-depth examination of the profit and loss statement as a management tool. The POS and property management software interface will be included, with discussions on the cost of inventory, inventory procedures and proper food and variable costing practices. A section on hospitality finance will explore the purchase, sale and capitalization requirements of sample properties in the industry. (Prerequisite: HM260)

HM444 Introduction to Travel & Tourism (4)

This class will provide an overview of the national and international travel market. The evolving role of travel agents will be discussed, as well as the emergence of the internet as a planning tool. The importance of tourism to the world economy will be discussed, with a consideration of the effect of terrorism on world markets. The airline, cruise, rail and automobile industries will be examined, correlating their influence on the hospitality industry.

HM446 Entrepreneurship (4)

This course provides an introductory overview to the knowledge and skills needed for entrepreneurship. The course offers a chance to gain new knowledge and skills about how to identify and pursue entrepreneurial

opportunities that can be applied to a student's own interests. Topics include: how entrepreneurs find, screen, and evaluate ideas and new business opportunities.

HM448 Hospitality Capstone (4)

Through competencies developed with previous related studies course work, students will develop a business plan for a minimum one hundred-seat restaurant. The project will include: Market Analysis and Marketing Strategy, Operating Budget, Sales Projections, Opening Inventories, Capital Equipment, Standardized Recipes and Costing for all standardized recipes, Menu and Facilities Design. The course covers the components of a business plan as well as techniques for developing and presenting sections of the plan. Business related competencies are reviewed and tutored as necessary for completion of the project. (Prerequisite: Approval of Academic Director)

HM450 Management Externship (4)

Through the management externship experience, students apply their technical knowledge, managerial skills and professionalism within a hospitality operation. Students have the opportunity to observe and participate in a hospitality operation related to their field of study, gaining practical work experience prior to graduation. (Prerequisite: Approval of Academic Director)

IC402 Career Development (4 credits)

Career Development prepares students to conduct a job search in their chosen field students examine career paths, assess their experience and exploring methods to further develop their skills and marketability. Students will gain practical experience by writing business correspondence and by interviewing. (Prerequisite: GEN105 or permission of instructor)

ID202 Interior Design Associate Portfolio (2)

In this course each student assembles a portfolio that demonstrates conceptual design, craftsmanship, and other skills. The student selects and refines representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short and long term professional employment goals and strategies and resources for achieving them. (Prerequisite: Permission of Academic Director)

ILD100 Concepts in Illustration (4)

Using variety of media, students will explore how to articulate an idea or concept through innovation in the creation of conceptual images. Students will be exposed to ideation through the research and study of the creative process as it relates to illustration. Students will recognize and express feeling and emotion through visual language.

Course Descriptions

(Prerequisite: FND105)

ILD205 Advanced Life Drawing (4)

This course builds upon the competencies obtained in the FND111: Life Drawing course. Using nude models, students refine their observation and rendering techniques and focus on depicting gesture and motion, rendering anatomy accurately, capturing the essence of movement and form in space, and creating effective compositions in a variety of environments and situations. A variety of tools for drawing will be explored, including graphic and wet media. The emotive qualities of mark making will be explored. (Prerequisite: FND111, FND110)

ILD208 Intermediate Drawing (4)

This intermediate level drawing course extends practice drawing from direct observation, and also introduces new idea generating approaches and processes. Throughout the quarter students will expand their drawing repertoire, both in terms of media and materials usage, and in terms of combining direct observation with visual ideas taken from other sources, to create more conceptually complex imagery. (Prerequisite: FND110, FND111)

ILD209 Fundamentals of Painting (4)

In this introductory course to painting, students will learn to make the transition from drawing to painting while combining wet and dry media. Students learn about the use of paint media to represent form, value, and color. They explore a variety of painting techniques such as but not limited to washes, dry brushing, glazing and techniques for mixing wet and dry media. (Prerequisite: ILD208, ILD205)

ILD215 Illustration Studio I (4)

This course is an introduction to the philosophy behind illustration and its use in the industry. Assignments will focus on black and white and color techniques, using contrast, value, composition and function. Students will produce illustrations that explore the various markets in illustration using a combination of traditional and digital media. (Prerequisite: ILD205, GWDB103)

ILD235 Conceptual Illustration (4)

In this course students will research current evolving cultures, both domestic and international. They will synthesize this research in the creation of original illustrations in the genre of fantasy, humor, cartoons, and editorial commentary, developing creative original concepts in a variety of styles. (Prerequisite: ILD205, GWDB103, ILD215)

ILD310 Advanced Painting (4)

This course continues to develop painting skills and further explores various painting media and techniques. Students

are encouraged to begin developing an individual style appropriate for illustration applications. (Prerequisite: ILD209, ILD205)

ILD320 Commercial Illustration (4)

In this course, students translate text into visual images and concepts and apply illustrative solutions to design formats and page layouts. Students use research and personal references, along with an exploration of appropriate media, imagery, and style, to support the interpretation of the author's message. (Prerequisite: ILD209, ILD205)

ILD330 Advanced Digital Illustration (4)

Using digital illustration software students will create illustrative solutions using computer technology. They will develop a marketable illustration style, study current illustration trends using digital illustration, evaluate technical and aesthetic needs of illustrations, and justify illustrative solutions to problems. (Prerequisite: GWDB103, ILD235)

ILD350 History of Illustration (4)

This course will examine the influences of societal trends, historical events, technological developments and the fine arts on contemporary illustration and design trends in general. Through lectures, supplied visual examples, independent research and design assignments, the student will gain insight into a variety of major design influences. (Prerequisite: GEN211, GEN212)

ILD360 Graphic Novel (4)

This course examines visual development of narrative as it relates to storytelling. Students will research methods of illustration related to contemporary graphic novels, zines, and book illustration. Social and historic contexts of various genres will also be explored. (Prerequisite: ILD205, ILD235)

ILD370 The Business of Illustration (4)

Students will examine pertinent legal issues as they relate to the field of illustration, including contracts, copyright and the operation of an illustration studio. Students will research and identify the various career paths available to illustrators. (Prerequisite: Permission of Academic Director)

ILD380 Illustration Studio II (4)

Students create illustrations using traditional media and develop a marketable illustration style. Topics include evaluating technical and aesthetic needs of illustrations, justifying illustration solutions to problems, and studying current illustration trends within the industry. (Prerequisite: ILD215, ILD310)

ILD390 Book Illustration (4)

Students will research and identify current movements in book illustration. Using a combination of traditional and

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digital illustration techniques, students will produce a quarter-long book illustration project. (Prerequisite: ILD360, ILD330)

ILD400 Professional Practices in Illustration (4)

Students develop professional skills in client interaction and begin to create a database of professional organizations and contacts. The course emphasizes the concepts of professionalism and an overall understanding of self-marketing in the field. Professional development tools are presented including the appropriate use of social media in self-marketing, resume and cover letter writing, networking and interviewing skills. Students will begin to identify work appropriate for their Portfolio class. (Prerequisite: ILD370)

ILD410 Product & License Illustration (4)

Students will research, design, and execute illustrations applied to manufactured, marketable, and licensed products. They will develop surface illustrations for 3-D forms, evaluate appropriate production technology, and justify decisions based on marketing criteria. (Prerequisite: ILD380)

ILD415 Portfolio (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an illustration & design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, illustration, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on portfolio development and presentation strategies. (Prerequisite: Permission of Academic Director)

ILD420 Digital and Web Portfolio (4)

Students will create a web-based presence showcasing their illustration portfolio work. Students will work with faculty to select representative projects that represent their unique style and demonstrates overall conceptual abilities. (Prerequisite: Permission of Academic Director)

ILD430 Internship (4)

This monitored program gives upper-level students the opportunity to work part-time with cooperating employers relating to the field of Illustration. Students are required to keep a log, communicate weekly with faculty, and maintain attendance requirements. (Prerequisite: ILD370 and permission of Academic Director.)

INTB101 Architectural Drafting (4)

This course is an introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and

elevation construction with an emphasis on proper line weight, quality, and scale.

INTB102 Introduction to Interior Design (4)

Students are introduced to the responsibilities of today's interior design professional. Assignments require the application of the elements and principles of design for interior spaces to create aesthetic solutions. Basic lessons in ergonomics, space planning, and human factors introduce the skills used to make functional and purposeful design decisions.

INTB103 CAD I (4)

This course is an introduction to the principles and operation of computer-aided drafting to produce floor plans, elevations and other components of construction drawings. (Prerequisite: INTB101)

INTB105 Sketching & Ideation (4)

Students visually conceptualize design solutions through rapid sketching in this course. (Prerequisite: FND120)

INTB107 History of Architecture, Interiors & Furniture I (4)

This course covers the evolution of architecture, interiors, furniture, and design from the ancient world to the mid 19th Century. The cultural, political, social, and/or economic conditions of the times are included.

INTB111 Space Planning (4)

This course begins the design series by introducing the interior design process including programming, schematics, design development, space planning and alternate design solutions. (Prerequisite: INTB101)

INTB112 Design Basics 3D (4)

This course explores the basic elements and principles of three-dimensional design. Students will use traditional and /or digital tools to help them visualize their designs volumetrically and apply 3D design elements to the spatial envelope. (Prerequisite: INTB101)

INTB201 Textiles, Materials & Specifications (4)

This course explores materials and finishes utilized in interior applications through lecture, demonstrations, and/or field trips. Various methods of specification and estimation are covered. Students research and assess performance criteria including aesthetics, function, and environmental factors.

INTB202 Presentation Techniques (4)

This course explores alternate methods of creating and producing interior design presentations. Combining a variety of software, reproduction methods, and digital rendering techniques, students explore ways to manipulate images into a cohesive graphic presentation. (Prerequisite: INTB103)

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INTB203 CAD II (4)

Students will enhance their CAD skills while increasing their speed and problem solving capabilities. Students will gain proficiency in computer-assisted drafting through progressively complex applications. (Prerequisite: INTB103)

INTB207 History of Architecture, Interiors & Furniture II (4)

This course covers the development of architecture, interiors, furniture, and design from the Industrial Revolution to the present. The cultural, political, social, and/or economic conditions of the times are included. Assignments provide opportunities to recognize how the styles of the past continue to influence design today.

INTB211 Codes & Regulations (4)

This course studies the principles, policies, and practices required by regulatory bodies and jurisdictions having authority over interior construction building, fire codes and ADA regulations as they apply to interior design projects.

INTB212 Residential Design I (4)

This course explores the design of residential interiors as a problem solving process, with applications to a variety of residential interiors. Areas of study include concept development, human factors, programming and space planning, color, furniture and finish selection as well as concepts of universal design and sustainability. (Prerequisite: INTB111)

INTB232 Lighting Design (4)

This course covers a comprehensive study of the various natural and artificial lighting techniques as they apply to interior environments. (Prerequisite: INTB111)

INTB262 Construction Documents (4)

This course explores the contract document process for interior spaces. Students produce an advanced set of design drawings to support their Graduate Project. (Prerequisite: INTB203)

INTB302 Residential Design II (4)

This course is the design and presentation of a complex residential project with an emphasis on historic precedent. (Prerequisite: INTB212)

INTB306 Professional Practice (4)

This course presents the principles governing the business, legal, and contractual aspects of the interior design profession. (Prerequisite: Permission of Academic Director)

INTB313 Digital Modeling (4)

This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process. Students will also apply camera and lighting techniques as they apply to interior environments. (Prerequisite: INTB202)

INTB322 Interior Detailing & Mechanical Systems (4)

This course is a study of the materials, principles and sustainable concepts utilized in basic construction, building, and mechanical systems for interiors. (Prerequisite: INTB203)

INTB332 Environmental & Sustainable Design (4)

This course covers the principles and practices of sustainable and environmental design as applied to a design project. (Prerequisite: INTB211)

INTB342 Commercial Design (4)

This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design as well as the workplace environment. (Prerequisite: INTB211)

INTB352 Hospitality Design (4)

This course is the design and presentation of a team-based hospitality project with emphasis on innovation and creativity. (Prerequisite: INTB342)

INTB402 Senior Studio I (4)

Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation and information gathering. Ultimately a design program and schematic solution are prepared that will be further developed into a complete design solution in Senior Studio II for an interior environment that will better support the psychological and physiological health, safety and welfare of the public. (Prerequisite: INTB306)

INTB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

INTB409 Portfolio I (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of an interior design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and

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assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: Permission of Academic Director)

INTB412 Institutional Design (4)

This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior. (Prerequisite: INTB342)

INTB422 Senior Studio II (4)

In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices. (Prerequisite: INTB402)

MAA217 3D Modeling (4 credits)

Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction. Only for students in VFX program. (Prerequisite: DPH242 or FND135)

MAA221 Storyboarding (4 credits)

This course focuses on applying industry-standard storyboarding and scripting techniques to animation. Contents to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script. Only for students in VFX program.

MAA227 Materials & Lighting (4 credits)

In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures. Only for students in VFX program.

MAA228 3D Animation (4 credits)

Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation. Only for students in VFX program.

MAA336 3D Visual Effects & Compositing (4 credits)

Effects animation takes students through the basics of making special effects. Students will be using such tools as particles, soft bodies, dynamics and expressions to create several scenes. Only for students in VFX program.

MAA337 Hard Surface & Organic Modeling (4 credits)

This course covers advanced modeling techniques used for building organic and hard surface objects and environments. Only for students in VFX program.

MAAB101 Language of Animation & Film (4)

Students explore fundamentals of animation through a historical survey. This course will consider trends and genres of animated film in a variety of media.

MAAB102 Life Drawing & Gesture (4)

In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course. (Prerequisite: FND110)

MAAB111 Animation Principles (4)

Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life. (Prerequisite: MAAB102)

MAAB112 Short Format Storytelling (4)

This course introduces students to short format storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.

MAAB202 Character & Object Design (4)

This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media. (Prerequisite: MAAB102)

MAAB204 Acting & Movement for Animators (4)

The course is an introduction of acting as a tool of research through studies of animated movement. Characters' personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media. (Prerequisite: MAAB111)

MAAB213 3D Modeling (4)

Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction. (Prerequisite: FND150)

MAAB222 Storyboarding & Animatics (4)

This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology,

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and concepts used in the creation of storyboards and animatics with audio. (Prerequisite: MAAB112)

MAAB223 Hard Surface & Organic Modeling (4)

This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects. (Prerequisite: MAAB213)

MAAB232 3D Animation (4)

Students are introduced to basic 3D animation techniques. Topics to be covered include hierarchical linking, keyframing, function curves, animated modifiers, basic morphing, animated cameras, and an introduction to character animation. (Prerequisite: MAAB213)

MAAB233 Motion Graphics (4)

This course is an introduction to timeline based compositing for both creative and technical processes. (Prerequisite: FND135)

MAAB242 Character & Technical Modeling (4)

In this course students will use advanced modeling techniques to create 3D characters and detailed visualizations of engineered objects and spaces. Students will research and create models based on anatomy and technical reference materials using industry standard techniques. Students also illustrate the physical effects of lighting, textures, and movement for animation and visualizations. (Prerequisite: MAAB223)

MAAB243 Material & Lighting (4)

In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures. (Prerequisite: MAAB223)

MAAB302 3D Character Animation (4)

This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters. (Prerequisite: MAAB242)

MAAB303 3D Character Rigging (4)

This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model. (Prerequisite: MAAB223)

MAAB312 Animation Studio (4)

Students will use advanced animation techniques to create, design, produce and edit a fully realized concept. (Prerequisite: MAAB302)

MAAB313 Advanced Lighting & Texturing (4)

In this class students will continue their exploration of and expand on their knowledge of materials, textures, lighting and rendering strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures. (Prerequisite: MAAB243)

MAAB323 Emerging Technologies for Animation (4)

This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods. Assets will be generated and delivered based on given technical requirements for mobile and other platforms. (Prerequisite: MAAB232)

MAAB333 Dynamics and Simulation (4)

This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real world phenomena. (Prerequisite: MAAB232)

MAAB343 Pre-Production Team (4)

This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production. (Prerequisite: Permission of Academic Director)

MAAB363 Advanced Illustration for Production (4)

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course. (Prerequisite: FND135)

MAAB403 Production Team (4)

In this course students will work in a studio environment and will focus on the production and post production of an animated short. (Prerequisite: MAAB343)

MAAB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of

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Academic Director; International Students must receive permission from International Student Advisor.)

MAAB409 Portfolio Production (4)

This course prepares students for entry-level employment within the industry by assisting them with the development and presentation of a professional portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas such as conceptual thinking, design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: Permission of Academic Director)

MAAB419 Portfolio Presentation (4)

In this class students complete the portfolio process. Students assemble portfolios, web sites, resumes, marketing and self-promotion materials into a comprehensive presentation. Students participate in a thesis exhibition. (Prerequisite: MAAB409)

PHOB101 Principles of Photography (4)

Students will identify basic photographic tools and their intended purposes, including the proper use of aperture, shutter speed, ISO, focal length, and light metering. Students will analyze photographs and produce their own visually compelling images by employing professional photographic techniques and digital workflow.

PHOB102 Introduction to Photography Applications (4)

Introduces the student to an overview of vector, raster, and time-based software tools used in the digital media industry. It sets expectations for future classes regarding standards for files, their construction and delivery within the classroom and professional studio.

PHOB103 Digital Image Management (4)

Introduces digital photographic workflow and asset management. Students become acquainted with the terms, concepts and processes of photographic editing. Areas of instruction include image acquisition, management, global and local adjustments and modes for output.

PHOB105 Photojournalism (4)

Addresses the photography as a narrative or illustrative medium used in support of the text content of publications. Students are shown examples of photojournalism and will be required to produce their own renditions.

PHOB112 Photographic Design (4)

Students demonstrate their ability to define and solve advanced design problems. Students will analyze the

characteristics and purposes of various problems and then offer clear and creative solutions for each. The students are expected to communicate ideas using symbolism appropriately. (Prerequisite: PHOB102)

PHOB113 Lighting (4)

Students will be introduced to the basic concepts and principles of lighting for photography. Fundamentals of recognizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image. (Prerequisite: PHOB102)

PHOB115 History of Photography (4)

The history of photography through the discussion of recognized photographers and their influences on society and provides a framework for critically considering photographs through describing, interpreting, evaluating and theorizing. Students are expected to write papers and review exhibitions. (Prerequisite: GEN101)

PHOB122 View Camera Theory (4)

Working individually and in teams, students will utilize large format cameras both in the studio and on location, working with various light sources. Students will develop a frame of reference for their own work by examining the effective and ineffective characteristics in various examples of art and design.

PHOB123 Color Management & Printing (4)

Students learn and apply the techniques of digital color management including building and applying color profiles. The course covers the calibration of devices to produce consistent, predictable color. Students will refine printing skills and theory to create a benchmark for quality digital output. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection and soft-proofing techniques. (Prerequisite: FND135)

PHOB202 Studio Photography (4)

Students will develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving. (Prerequisite: PHOB122)

PHOB203 Photographic Post-Production (4)

Students research, develop concepts, and execute digital montage methods to produce creative and surrealistic imagery not possible in the camera moment. Students will apply channels, masks, blending modes, vector tools, selections, filters and layers to photographs. In addition

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the course will cover post-production techniques, including retouching and compositing.

PHOB205 Advertising / Art Direction (4)

Students will learn photographic techniques directed toward contemporary advertising. In this production-driven class, students will explore various client scenarios to produce studio and on-location images. (Prerequisite: PHOB223)

PHOB208 Business of Photography (4)

An overview of current trends and an assessment of the skills and materials necessary for a student to comprehend small business operations and/or make themselves a productive member of a commercially viable team.

PHOB209 Portfolio I (4)

This course prepares students for the transition to the professional world. This course will prepare students for the industry by helping them compile a portfolio. Students will demonstrate their conceptual, design, craftsmanship, and other skills as they assemble and refine their portfolio projects. Working individually with an instructor, each student will select representative projects showcasing work that reflects a unique style and developing them further as needed. Particular emphasis is placed on identifying short- and long-term professional employment goals, industry and professional related resources and portfolio development strategies.

PHOB213 Time-Based Media I (4)

Introduces students to the technical components integral to time-based media and its relationship to photography. Students expand their knowledge of capturing, downloading, editing, and outputting digital audio and image files using time-based media software. (Prerequisite: PHOB102)

PHOB222 Web Design for Non-Majors (4)

Introduces some of the techniques, tools, software applications, and technologies associated with web development and interactive design for web. Students learn how to build a basic website using current HTML standards while incorporating an object-oriented programming language, various multimedia, or other interactive solutions. (Prerequisite: PHOB102)

PHOB223 Advanced Lighting (4)

Synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on the creative application of lighting technique and style. (Prerequisite: PHOB202)

PHOB232 Portraiture (4)

Students learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Emphasis is placed on creating the visual narrative through the effective use of portraiture techniques. (Prerequisite: PHOB202)

PHOB233 Advanced Photographic Post-Production (4)

Students continue to develop and refine concepts to create images using advanced digital montage methods. Through planning and research students will apply advanced compositing techniques in order to create a series of digital illustrations exemplary of contemporary creative photography. (Prerequisite: PHOB203)

PHOB242 Editorial Photography (4)

Editorial photography is an exploration of the non-fiction narrative delivered through a variety of media. The class is devoted to subject research and creative photography. Emphasis is placed on storytelling, the production process and contemporary media output methods. (Prerequisite: PHOB105)

PHOB302 Location Photography (4)

Explores the special needs of location photography. The tools and logistics of shooting on location are covered. Students develop photographic problem solving skills. (Prerequisite: PHOB223)

PHOB303 Time-Based Media II (4)

Focuses on conceptual development, visual communication and storytelling through the use of time-based media. (Prerequisite: PHOB213)

PHOB307 Photographic Essay (4)

Students will develop an extended photographic narrative. Students produce a set of imagery that conveys a story or idea that has written narrative support. Photographs will be analyzed not only for their stand-alone creative content, but also for their ability to introduce transition and conclude an essay with maximum visual effect. Multiple delivery platforms are considered. (Prerequisite: PHOB303)

PHOB317 Photography Criticism (4)

Offers an in depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography. (Prerequisite: PHOB115)

PHOB406 Internship (4)

Through a field internship experience, students will be able to apply their skills in a real and practical situation. The

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main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful businesses related to their fields of study. The students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission of Academic Director; International Students must receive permission from International Student Advisor.)

PHOB408 Photography Marketing & Portfolio Package (4)

Students will finalize a complete self-promotional and marketing package incorporating the knowledge acquired during the program. The developed materials will target a specific market in alignment with their career goals. (Prerequisite: PHOB209)

PHOB419 Portfolio II (4)

This course aims to prepare students for entry-level employment within the industry by assisting them with the development and presentation of a graphic design portfolio that reflects the stated exit competencies. Students will demonstrate an advanced skill-set in areas as process, conceptual thinking, design, web design, craftsmanship, and other skills, as projects are refined and assembled into a cohesive, comprehensive body of work. Particular emphasis will be placed on identifying short- and long-term professional employment goals, industry and professional related resources and standards, portfolio development and presentation strategies. (Prerequisite: Permission of Academic Director)

VFX110 Digital Typography (4)

This course studies the construction, function, terminology and application of typography as an element of design for various forms of still and moving media communications such as print, interactive design and motion graphics. The course surveys the history of letterforms, anatomy and classifications of type and clarifications of screen and bitmap fonts. Effective use of type in layout of various forms of electronic display is emphasized. Exercises and projects are designed to develop skills in utilizing type as a communication tool for print, interactive and motion graphics media. Examples of typography used as a design tool for various media are emphasized. (Prerequisite: FND105)

VFX210 Advanced Image Manipulation (4)

This course is designed to further enhance the skills acquired in previous image manipulation and technology-based classes. Emphasis is placed on advanced applications and the appropriate selection of variables for the required task. Students will study the possibilities and constraints of image transport and display over the Internet. Interface design is studied in an application-oriented approach.

(Prerequisite: FND135)

VFX250 Fundamentals of Motion Graphics (4)

In this course students study intermediate concepts of motion and broadcast graphics. Topics include learning to generate and creatively manipulate text, audio, still images and video, and rendering the final composite to video for a variety of media.

VFX307 Visual Effects (4)

This course introduces students to the various methods of matching the motion shot on a live action plate and applying that motion to a digital element. 2D and 3D tracking methods are introduced. The course also introduces students to morphing technology and methods by which elements can be seamlessly blended together within the frame. (Prerequisite: MAAB232)

VFX333 Visual Effects Career Development (4)

This course prepares students for the business environment and the transition into a career in visual effects. It emphasizes the concepts of professionalism and an overall understanding of self-marketing in the field. Professional development tools are presented including resume and cover letter writing, networking and interviewing skills.

VFX350 Motion Graphics (4)

In this course students study intermediate concepts of motion and broadcast graphics. Topics include learning to generate and creatively manipulate text, audio, still images and video, and rendering the final composite to video for a variety of media. (Prerequisite: MAAB222, DFVB212)

VFX403 Portfolio I (4)

This course continues the refinement of the students' digital portfolio. Students will focus on meeting digital portfolio requirements, showcasing their individual strengths and areas of specialization. Students apply time management, technical and artistic skills to complete final video and portfolio requirements. (Prerequisite: MAAB232)

VFX407 Advanced Visual Effects (4)

This course explores various methods of compositing concepts to enhance and expand productivity. Specific animation features and functions of the given software are discussed and applied to the production of short 3D animation projects. Emphasis is placed on creating CG environments and integrating elements into live action. Utilization of motion capture data, data clean up, data attachment are included. (Prerequisite: VFX307)

VFX410 Advanced Motion Graphics (4)

This course exposes students to the disciplines used in finalizing a video or animation project using compositing

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software. The class reinforces compositing concepts, techniques, and vocabulary that students have learned in previous classes. More sophisticated tools and techniques are introduced. (Prerequisite: MAAB232)

VFX415 Portfolio II (4)

Portfolios are refined and completed in this final class. In addition, the students apply advanced visual effects and broadcast graphics skills and techniques to a specialized subject area, to be included in the digital portfolio. (Prerequisite: VFX403)

VFX420 Art Direction (4)

This course explores various techniques used to create professional storyboard and production design. Marker rendering, pencil, pen and ink techniques are used as well as construction of miniatures to help in production design and camera blocking. (Prerequisite: DFV300)

VFX440 Studio Production (4)

This course focuses on broadcast studio operation, live production, studio management, lighting, crew, and sound. Students will also explore the theoretical basis of the electronics behind the equipment needed for studio production. Students will produce their own studio multi-camera program. (Prerequisite: VFX307)

WDIM110 Designing for Multimedia Display (4 credits)

This course focuses on the creation of textual content for different display formats of multimedia. Students study the characteristics of creating text for webpages, mobile devices, and other display media. Students also learn to conduct effective research for media writing projects.

WDIM120 Writing for Interactive Media (4 credits)

This course focuses on the planning, scripting, and storyboarding for a variety of media productions. Students learn unique characteristics and techniques of media writing and apply them to interactive media production purposes. Students also learn to conduct effective research for media writing projects. (Prerequisite: ART110)

WDIM130 Fundamentals of Interactive Design (4 credits)

This course introduces students to the history, trends, terminology, and concepts in the field of interactive design. Through materials presented in the course, students become familiar with the roles and responsibilities of people working in the field, professional organizations, and significant organizations. Students are also introduced to the basic concepts and tools for developing interactive media applications. Sequence: follows WDIM110 for students in Web Design & Interactive Media program.

WDIM160 Web Scripting (4 credits)

Students develop, refine, and enhance programming skills as they apply to the World Wide Web. The appropriate skills needed to design, develop, and produce practical

applications with a specific scripting or programming language are stressed. Students gain experience developing applications using HTML and other languages. Integration of application software is emphasized. (Prerequisite: WDIM130)

WDIM210 Project Management (4 credits)

This course provides students with experiences in managing web development projects. Students will develop timelines, job descriptions, priority lists, and all facets of introductory project management. Projects may be individual or team based. Emphasis is placed on communication and business goals, media and delivery platform. Students develop an interface prototype alternative that meets the goals of the project. (Prerequisite: WDIM110)

WDIM225 Interactive Authoring I (4 credits)

Students acquire the skills to develop, design, and produce web pages of advanced quality. Students continue to build on previous knowledge of html, css, JavaScript and use of Dreamweaver. Multiple page websites with high levels of interactivity and content are created. (Prerequisite: WDIM110 for degree-level students)

WDIM230 Fundamentals of Authoring (4 credits)

Students acquire skills within an industry standard authoring environment to create highly interactive websites using animation techniques.

WDIM260 Web Animation (4 credits)

This is an advanced course that applies motion graphics as an integrated interactive solution. Students script interaction, sequencing, and motion for interactive projects created for the web. (Prerequisite: WDIM225)

WDIM265 Advanced Web Scripting (4 credits)

Students acquire the skills to develop, design, and produce web pages of advanced quality. (Prerequisite: WDIM225)

WDIM300 Database Management (4 credits)

This course focuses on how to design, write and implement stand alone databases using popular database management systems. Students become familiar with the differences between databases and database management systems. Students learn the advantages of relational structures over flat file formats as well as how to construct queries, forms, reports and macros. Students plan, design and build databases and also learn some of the tools used in the design process. (Prerequisite: WDIM225 or permission of Academic Director)

WDIM305 E-Learning Design I (4 credits)

This course introduces students to the principles of instructional design as applied to e-learning. The course introduces different options for authoring tools, principles of effective design, instructional analysis, and production of e-learning materials. Working in teams, students take responsibility for specific assignments. Students design,

Course Descriptions

build, evaluate, and revise instructional applications using industry standard authoring systems. (Prerequisite: WDIM225)

WDIM315 Interactive Authoring II (4 credits)

This course serves to provide practical experience with the design, development, and evaluation of effective interactive web content. Focus is on incorporating high-end interactivity into web design in order to provide an exchange of information between client and server. Specific applications vary. Students design and develop a website to sell a product or service, build a brand image, and/or provide information to a consumer. (Prerequisite: WDIM225 or permission of Academic Director)

WDIM320 Interactive Motion Graphics (4 credits)

This course serves to provide practical experience with the design, development, and evaluation of effective content for device display. Using industry standard software and equipment, interactive digital content is created for delivery to multiple platforms. (Prerequisite: WDIM265 or permission of Academic Director)

WDIM333 Web Design Associate Portfolio Development (2 credits)

In this course each student assembles a portfolio that demonstrates conceptual design, craftsmanship, and other skills. The student selects and refines representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short and long term professional employment goals and strategies and resources for achieving them.

WDIM350 Web Marketing and E-Commerce Law (4 credits)

This course addresses the fundamental concepts and principles of marketing and E-Commerce. The overview of marketing provided here helps students place their knowledge in a framework and understand how each component contributes to the strength and utility of a marketing plan. The course also focuses on an analysis of current laws affecting the interactive media field, including copyright law, trademark law, the law of libel and slander, right of publicity and the right of privacy, misappropriation, unfair competition, moral rights, and trade disparagement. (Prerequisite: WDIM225)

WDIM355 E-Learning Design II (4 credits)

Students build on previous competencies to create advanced learning presentations for education. Elements of authoring, design, instructional analysis, and production of e-learning materials are reinforced and expanded upon. Students design, build, evaluate, and revise advanced instructional applications using industry standard authoring systems. (Prerequisite: WDIM305 or permission of Academic Director)

WDIM370 Web Design & Interactive Media Production Team (4 credits)

This course focuses on total project management process from concept to completion, including employee time management, budget management and task sequencing. Working with a team is also introduced as preparation for hierarchies and group dynamics of the workplace and advanced project classes. (Prerequisite: WDIM305 or permission of Academic Director)

WDIM415 E-Commerce Site Design (4 credits)

This course introduces characteristics that distinguish E-Commerce from traditional retail venues. Students explore design elements, support software, and robust network setup to promote successful on-line wholesale and retail sales. (Prerequisite: WDIM300)

WDIM435 Portfolio I (4 credits)

A design portfolio will be assembled and refined in preparation for the job interview. Each student will select representative projects showcasing work that represents a unique style and demonstrates overall conceptual abilities. A digital portfolio for the internet is supplemented by print work in a portfolio to demonstrate all multimedia capabilities. (Prerequisite: WDIM225 or permission of Academic Director)

WDIM480 Portfolio II (4 credits)

Students refine and complete their portfolios in this final class. In addition, students apply advanced interactive media and web design skills and production techniques to a specialized subject area to be included in their digital portfolio. (Prerequisite: WDIM300, WDIM435)

Admissions

Requirements

To be considered for admission to The Illinois Institute of Art, a candidate must be a high school graduate or hold a General Educational Development (GED) Certificate. A member of Admissions will personally interview each prospective student. It is strongly recommended that the interview take place on campus. However, in circumstances where distance is a factor, the interview may be conducted on the telephone or via the internet. The purposes of the preadmissions interviews are to explore the prospective student's background and interests as they relate to the programs offered at the institution.

Assist prospective students to identify the appropriate area of study consistent with their background and interests.

Provide information concerning curriculum offerings and support services available at the College.

Assist in assessing whether the prospective student has a reasonable chance of successfully completing the appropriate program of study.

If it is determined that a mutually beneficial situation exists, the prospective student will have the opportunity to complete an application for admission to the school.

Scores on national exams such as the SAT or ACT exam may be considered for admission, but are not required. All applicants for admission will be required to submit an essay of 300 words (bachelor degree candidates) or 150 word (associate degree and diploma candidates) describing what the student expects to accomplish while studying at The Illinois Institute of Art.

All applicants of the Game Art & Design Bachelor of Fine Arts and the Audio Production Bachelor of Science programs are required to provide verification of a minimum 2.5 Grade Point Average (GPA). Applicants must submit an official high school or college transcript. Illustration & Design applicants are required to submit a portfolio.

Proof of high school graduation or equivalence is required for final admission to the school. A student will not be permitted to continue to their second quarter of instruction without an official transcript showing high school graduation, GED scores or an official copy of his/her high school diploma. Students eligible for financial aid will not receive financial assistance until documentation of high school completion is provided. An applicant who holds a bachelor's or associate's degree may submit proof of that degree as evidence of satisfying the high school completion requirement. High school applicants who have not yet graduated should submit a partial transcript that indicates their expected graduation date in order to be evaluated for early conditional acceptance.

Individuals with portfolios or previous education are evaluated during the admission process for potential advanced placement.

The Illinois Institute of Art ("The College") is committed to non-discrimination and equal opportunity in admissions, employment, programs, and activities in accordance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments on 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act. The College does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, genetic marker, veteran's status or any other characteristic protected by state, local or federal law, in our programs and activities. Applicants requiring additional educational or tuition assistance will be referred to appropriate government agencies or other special educational institutions equipped to handle such situations. For information, please contact the Senior Director of Admissions.

The College reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success.

Admissions requirements for Diploma Programs

A prospective student interested in the Web Design Diploma program must be an adult learner with an Associates degree in Graphic Design for the Web Design program or similar art degree and one year of full-time related work experience within the last two years who seeks to update his/her professional skills. In addition, a person must be a high school graduate or hold a General Educational Development (GED) Certificate. Success in this program is dependent on the student having some prior proficiency in design software.

Admissions

Application Procedures

An application for admission must be completed and signed by the applicant, and submitted to the College with a \$50.00 application fee. The applicant then has five days from the time of application to submit an essay to the College. An administrative fee of \$100.00 is due within 10 days after the application is submitted. (In accordance with Ohio law, the total for The Art Institute of Ohio-Cincinnati is limited to \$125.00.) An applicant (as well as the parent or guardian, if applicable) will sign an enrollment agreement at the time of enrollment. Applications are reviewed by the Admissions Committee. The purpose of the admissions process is to determine the applicant's ability to achieve future academic success based on past academic records and also to determine if the program of study chosen by the applicant is appropriate based on the applicant's stated career goals. The minimum grade point average (GPA) requirement for all programs is 2.0, with the exception of Game Art & Design and Audio Production, which have a required minimum GPA of 2.5. Additionally, applicants to the Illustration & Design program (all campuses) and applicants to the Media Arts & Animation program (Chicago campus only) must submit an entrance portfolio that includes a minimum of 10 illustrations. The portfolio must meet the entrance standards determined by each of the three programs. The Admissions Committee reviews applicants who do not meet the GPA and/or portfolio requirements and may request additional information or require that the applicant meet with the Academic Director in the chosen program of study or a member of the Admissions Committee in order to make an accurate assessment of the applicant's potential for success in the program.

A visit to the College is not a condition for submitting the application for admission or enrollment agreement. However, prospective students are strongly encouraged to visit the college. Arrangements for an interview and tour of the school may be made by contacting the Admissions Office.

Assessment and Placement

The Illinois Institute of Art assesses the reading, writing, math, and computer skills of entering students to determine if the student could benefit from additional assistance in math, English, or computer literacy skills. Placement is determined based on transfer credit, ACT or SAT test scores, the Accuplacer online placement exam produced by The College Board, or Computer Literacy assessment. Applicants who are awarded transfer credit in English and math are exempt from placement testing.

Students pursuing a bachelor's degree may be required to take one transitional course in English, a transitional course in computer literacy, and/or up to two transitional courses in math. Students pursuing an associate degree may be required to take one transitional course in English, a transitional course in computer literacy, and/or one transitional course in math. Transitional studies courses are non-credit courses designed to enhance the student's opportunity to succeed academically and typically are taken within the first year of study.

Accepted Test Scores	
ACCUPLACER:	
Reading	80
Sentence Skills	75
Arithmetic	70
Computer Literacy associate degrees 40%, bachelor's degrees 80%	
ASSET:	
Reading	40
Writing	40
Numerical Skills	40
SAT:	
Essay (applicable for test taken after May 2005)	07
Writing/Reading	460
Mathematics	500

Admissions

ACT:	
English/Reading	19
Mathematics	21

Acceptance notification

The College will notify the applicant, in writing, of his or her acceptance. In the event the student is not accepted, the administrative fees, if submitted, will be refunded. An applicant has the right to appeal the decision of the Admissions Committee. For information please contact the Senior Director of Admissions.

Orientation

New students are expected to attend Orientation, which helps them make the transition from their previous environment to The Illinois Institute of Art. Each quarter the orientation program provides new students with information about the campus, their academic program, and services offered by the College; as well as giving them an opportunity to meet the faculty, staff, and other students. Students will be advised of the time and date of orientation.

Mid-Quarter Starts

The Illinois Institute of Art offers mid-quarter starts each year. This accelerated five and a half week program allows new and readmitted students the opportunity to take three accelerated on-campus or online courses prior to starting full time during one of the four main class starts.

Readmissions Procedures

Any student who has left the College for any time period must complete the re-entry process in order to be readmitted to the school. To begin the process, the student must meet with the Associate Director of Readmissions. The student's record will be reviewed for academic progress and financial obligations. If the former student is in good academic and financial standing, the Associate Director of Readmissions will begin the re-entry process. Re-entry students also have the opportunity to start mid-quarter which is a program that will allow continuing students who have withdrawn from school to return mid-session and not have to wait for the quarter to begin.

International Admissions Policy

All international applicants must meet the same admissions standards as all other students when seeking to enroll in The Illinois Institute of Art. Please refer to *Admissions Requirements*. Those international students applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. The Illinois Institute of Art requires nonimmigrant students present in Visa Waiver, B-1, B-2, F-2, and M-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with The Illinois Institute of Art's International Admissions Representative for more detail.

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at The Illinois Institute of Art are presented in English, The Illinois Institute of Art requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English

Admissions

- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

TOEFL	Paper	Diploma	Associate/ Bachelor
	Paper	480	500
	i-BT (internet based test)	54-55	61

TOEFL Equivalent/Alternative English Language Programs/Test

American College Testing (ACT) English	17	19
EF International Language Schools	C1	C1
ELS Language Schools	Level 108	Level 109
iTEP	4.0	4.5
Michigan English Language Assessment Battery (Also known as the MELAB or Michigan Test)	73	80
Pearson	42	44
Scholastic Aptitude Test (SAT) Verbal Score**	420	526
Students from Puerto Rico:Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526
TOEIC (Academic Test)	650	700
I.E.L.T.S. (A Cambridge University Exam)	Level 5.5	Level 6
TOEIC (Academic Test)	650	700
I.E.L.T.S. (A Cambridge University Exam)	Level 5.5	Level 6

* The scale for The Prueba Aptitud Academica has changed and now closely reflects the SAT. ** As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.

Admissions Requirements for Nonimmigrant Students

Applicants seeking to enroll in valid student (F-1) nonimmigrant status must submit each of the following items:

A completed and signed Application for Admission Form including required essay;

A completed and signed Enrollment Agreement;

Original or official copies of all educational transcripts (secondary school and, if applicable, university- level academic records) and diplomas. These educational transcripts and diplomas must be prepared in English or include a complete and official English translation;

Official credential evaluation of non-American educational credentials, if applicable; please note that official credential evaluations must be prepared and submitted by a member organization of the National Association of Credential Evaluation Services (NACES); see www.naces.org

Proof of English language proficiency (see English language proficiency policy);

A completed and signed Sponsor's Statement of Financial Support; (This statement is not required if the student is self-sponsored;)

Official Financial Statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses;

A U.S. \$50 non-refundable application fee and a U.S. \$100 refundable tuition deposit;

A photocopy of the student's passport to provide proof of birth date and citizenship (Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificate);

Admissions

For all nonimmigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides);

For all nonimmigrant applicants residing in the United States at the time of application in either F, M, or J non-immigrant classification: written confirmation of nonimmigrant status at previous school attended before transferring to The Illinois Institute of Art.

If an applicant, seeking to enroll in valid student nonimmigrant status, is transferring from a college or university in the United States, the International Student Transfer Clearance Form is also required.

If the applicant is accepted, he/she will be sent additional information regarding the student visa application process. The Illinois Institute of Art is authorized under federal law to admit nonimmigrant students at the following locations: Chicago, Illinois; Schaumburg, Illinois; Cincinnati, Ohio; and Novi (Detroit) Michigan.

Special Programs

The College offers special programs and workshops for high school educators. Contact the Admissions Office for further information.

Summer Studio Program

A program in Advertising, Audio Production, Culinary Arts, Digital Filmmaking & Video Production, Fashion Design, Fashion Marketing & Management, Game Art & Design, Graphic Design, Hospitality Management, Illustration & Design, Interior Design, Media Arts & Animation, Digital Photography, Visual Effects & Motion Graphics, and Web Design & Interactive Media, depending on programs offered on the local campus, is offered each summer to students entering the 10th, 11th, and 12th grades. For more information, contact the Admissions Office.

Administrative & Financial Services

Tuition and Fees

The current tuition and fees applicable to The Illinois Institute of Art programs are as follows:

The Art Institute of Michigan (Tuition - \$425/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****
A.A.S.	Culinary Arts	6	90	\$50	\$100	\$804	\$50-75	\$38,250
A.A.S.	Fashion Merchandising	6	92	\$50	\$100	\$804	\$50-75	\$39,100
A.A.S.	Graphic Design	6	90	\$50	\$100	\$389	\$50-75	\$38,250
A.A.S.	Web Design & Interactive Media	6	90	\$50	\$100	\$389	\$50-75	\$38,250
B.A.	Fashion Marketing and Management	12	180	\$50	\$100	\$411	\$50-75	\$76,500
B.A.S.	Culinary Management	12	180	\$50	\$100	\$411	\$50-75	\$76,500
B.F.A.	Audio Production	12	180	\$50	\$100	\$658	\$50-75	\$76,500
B.F.A.	Digital Photography	12	180	\$50	\$100	\$1574	\$50-75	\$76,500
B.F.A.	Graphic Design	12	180	\$50	\$100	\$389	\$50-75	\$76,500
B.F.A.	Interior Design	12	180	\$50	\$100	\$832	\$50-75	\$76,500
B.F.A.	Media Arts & Animation	12	180	\$50	\$100	\$631	\$50-75	\$76,500
B.F.A.	Web Design & Interactive Media	12	180	\$50	\$100	\$389	\$50-75	\$76,500
Diploma	Professional Baking & Pastry	4	51	\$50	\$100		\$50-75	\$21,675
Diploma	Art of Cooking	4	53	\$50	\$100		\$50-75	\$22,525
Diploma	Digital Image Manage- ment	4	48	\$50	\$100		\$50-75	\$20,400
Diploma	Fashion Retailing	4	48	\$50	\$100		\$50-75	\$20,400
Diploma	Web Design & Develop- ment	4	52	\$50	\$100		\$50-75	\$22,100
Diploma	Web Design & Interactive Communication	4	48	\$50	\$100		\$50-75	\$20,400
The Art Institute of Michigan - Troy (Tuition - \$425/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****
A.A.S.	Fashion Merchandising	6	92	\$50	\$100	\$375	\$50-75	\$39,100
A.A.S.	Graphic Design	6	90	\$50	\$100	\$375	\$50-75	\$38,250
B.A.	Fashion Marketing & Management	12	180	\$50	\$100	\$375	\$50-75	\$76,500
B.F.A.	Digital Photography	12	180	\$50	\$100	\$1126	\$50-75	\$76,500
B.F.A.	Graphic Design	12	180	\$50	\$100	\$375	\$50-75	\$76,500
B.F.A.	Interior Design	12	180	\$50	\$100	\$565	\$50-75	\$76,500
B.F.A.	Media Arts & Animation	12	180	\$50	\$100	\$375	\$50-75	\$76,500
B.F.A.	Web Design & Interactive Media	12	180	\$50	\$100	\$375	\$50-75	\$76,500
Diploma	Digital Image Manage- ment	4	48	\$50	\$100		\$50-75	\$20,400
Diploma	Fashion Retailing	4	48	\$50	\$100		\$50-75	\$20,400
Diploma	Web Design & Develop- ment	4	52	\$50	\$100		\$50-75	\$22,100

Administrative & Financial Services

Diploma	Web Design & Interactive Communication	4	48	\$50	\$100		\$50-75	\$20,400
The Art Institute of Ohio - Cincinnati (Tuition - \$481/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****
A.A.S.	Culinary Arts	6	90	\$50	\$75	\$763	\$50-75	\$43,290
A.A.S.	Fashion Merchandising	6	92	\$50	\$75	\$239	\$50-75	\$44,252
A.A.S.	Graphic Design	6	90	\$50	\$75	\$348	\$50-75	\$43,290
A.A.S.	Interior Design	6	90	\$50	\$75	\$281	\$50-75	\$43,290
A.A.S.	Video Production	6	92	\$50	\$75	\$1450	\$50-75	\$44,252
A.A.S.	Web Design & Interactive Media	6	90	\$50	\$75	\$348	\$50-75	\$43,290
B.A.	Advertising	12	180	\$50	\$75	\$348	\$50-75	\$86,580
B.A.	Fashion Marketing & Management	12	180	\$50	\$75	\$239	\$50-75	\$86,580
B.A.S.	Culinary Management	12	180	\$50	\$75	\$763	\$50-75	\$86,580
B.F.A.	Digital Filmmaking & Video Production	12	180	\$50	\$75	\$1450	\$50-75	\$86,580
B.F.A.	Digital Photography	12	180	\$50	\$75	\$1921	\$50-75	\$86,580
B.F.A.	Graphic Design	12	180	\$50	\$75	\$348	\$50-75	\$86,580
B.F.A.	Interior Design	12	180	\$50	\$75	\$281	\$50-75	\$86,580
B.F.A.	Media Arts & Animation	12	180	\$50	\$75	\$348	\$50-75	\$86,580
B.F.A.	Web Design & Interactive Media	12	180	\$50	\$75	\$348	\$50-75	\$86,580
Diploma	Professional Baking & Pastry	4	51	\$50	\$75	\$763	\$50-75	\$24,531
Diploma	Art of Cooking	4	53	\$50	\$75	\$763	\$50-75	\$25,493
Diploma	Digital Image Management	4	48	\$50	\$75	\$1573	\$50-75	\$23,088
Diploma	Fashion Retailing	4	48	\$50	\$75		\$50-75	\$23,088
Diploma	Web Design & Development	4	52	\$50	\$75		\$50-75	\$25,012
Diploma	Web Design & Interactive Communication	4	48	\$50	\$75		\$50-75	\$23,088
The Illinois Institute of Art - Chicago (Tuition - \$483/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****
A.A.S.	Culinary Arts	6	90	\$50	\$100	\$848	\$50-75	\$43,470
A.A.S.	Fashion Merchandising	6	92	\$50	\$100	\$470	\$50-75	\$44,436
A.A.S.	Graphic Design	6	90	\$50	\$100	\$320	\$50-75	\$43,470
A.A.S.	Hospitality Management	6	90	\$50	\$100	\$606	\$50-75	\$43,470
B.A.	Advertising	12	180	\$50	\$100	\$320	\$50-75	\$86,940
B.A.	Fashion Marketing & Management	12	180	\$50	\$100	\$345	\$50-75	\$86,940
B.A.S.	Culinary Management	12	180	\$50	\$100	\$848	\$50-75	\$86,940
B.F.A.	Audio Production	12	180	\$50	\$100	\$1132	\$50-75	\$86,940
B.F.A.	Digital Filmmaking & Video Production	12	180	\$50	\$100	\$970	\$50-75	\$86,940
B.F.A.	Digital Photography	12	180	\$50	\$100	\$720	\$50-75	\$86,940
B.F.A.	Fashion Design	12	180	\$50	\$100	\$769	\$50-75	\$86,940

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B.F.A.	Game Art & Design	12	180	\$50	\$100	\$570	\$50-75	\$86,940
B.F.A.	Graphic Design	12	180	\$50	\$100	\$320	\$50-75	\$86,940
B.F.A.	Interior Design	12	180	\$50	\$100	\$716	\$50-75	\$86,940
B.F.A.	Illustration & Design	12	180	\$50	\$100	\$320	\$50-75	\$86,940
B.F.A.	Media Arts & Animation	12	180	\$50	\$100	\$570	\$50-75	\$86,940
B.S.	Hospitality Management	12	180	\$50	\$100	\$606	\$50-75	\$86,940
Diploma	Professional Baking & Pastry	4	51	\$50	\$100	\$787	\$50-75	\$24,633
Diploma	Art of Cooking	4	53	\$50	\$100	\$787	\$50-75	\$25,599
Diploma	Digital Image Management	4	48	\$50	\$100		\$50-75	\$23,184
Diploma	Fashion Retailing	4	48	\$50	\$100		\$50-75	\$23,184
The Illinois Institute of Art - Schaumburg (Tuition - \$483/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****
A.A.S.	Fashion Merchandising	6	92	\$50	\$100	\$360	\$50-75	\$44,436
A.A.S.	Graphic Design	6	90	\$50	\$100	\$360	\$50-75	\$43,470
A.A.S.	Hospitality Management	6	90	\$50	\$100		\$50-75	\$43,470
A.A.S.	Web Design & Interactive Media	6	90	\$50	\$100	\$360	\$50-75	\$43,470
B.A.	Advertising	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.A.	Fashion Marketing & Management	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.F.A.	Audio Production	12	180	\$50	\$100	\$950	\$50-75	\$86,940
B.F.A.	Digital Filmmaking & Video Production	12	180	\$50	\$100	\$1490	\$50-75	\$86,940
B.F.A.	Digital Photography	12	180	\$50	\$100	\$1730	\$50-75	\$86,940
B.F.A.	Fashion Design	12	180	\$50	\$100	\$600	\$50-75	\$86,940
B.F.A.	Game Art & Design	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.F.A.	Graphic Design	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.F.A.	Interior Design	12	180	\$50	\$100	\$645	\$50-75	\$86,940
B.F.A.	Illustration & Design	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.F.A.	Media Arts & Animation	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.F.A.	Visual Effects & Motion Graphics	12	180	\$50	\$100	\$1490	\$50-75	\$86,940
B.F.A.	Web Design & Interactive Media	12	180	\$50	\$100	\$360	\$50-75	\$86,940
B.S.	Hospitality Management	12	180	\$50	\$100		\$50-75	\$86,940
Diploma	Digital Design		36	\$50	\$100		\$50-75	\$17,388
Diploma	Digital Image Management		48	\$50	\$100		\$50-75	\$23,184
Diploma	Fashion Retailing		48	\$50	\$100		\$50-75	\$23,184
Diploma	Residential Planning		36	\$50	\$100		\$50-75	\$17,388
Diploma	Web Design & Development		48	\$50	\$100		\$50-75	\$23,184
Diploma	Web Design & Interactive Communication		48	\$50	\$100		\$50-75	\$23,184
The Illinois Institute of Art - Tinley Park (Tuition - \$483/quarter credit hour)								
Degree/ Diploma	Program	Quarters	Quarter credits	Applica- tion Fee*	Admin- istration Fee*	Starting Kit**	Digital Resource Fee***	TOTAL Tuition for Pro- gram NOT including start- ing kit or fees****

Administrative & Financial Services

A.A.S.	Fashion Merchandising	6	92	\$50	\$100	\$350	\$50-75	\$44,436
A.A.S.	Graphic Design	6	90	\$50	\$100	\$350	\$50-75	\$43,470
B.A.	Advertising	12	180	\$50	\$100	\$350	\$50-75	\$86,940
B.A.	Fashion Marketing & Management	12	180	\$50	\$100	\$350	\$50-75	\$86,940
B.F.A.	Digital Photography	12	180	\$50	\$100	\$350	\$50-75	\$86,940
B.F.A.	Graphic Design	12	180	\$50	\$100	\$350	\$50-75	\$86,940
B.F.A.	Interior Design	12	180	\$50	\$100	\$350	\$50-75	\$86,940
B.F.A.	Media Arts & Animation	12	180	\$50	\$100	\$350	\$50-75	\$86,940
Diploma	Digital Image Management	4	48	\$50	\$100		\$50-75	\$23,184
Diploma	Fashion Retailing	4	48	\$50	\$100	\$0	\$50-75	\$23,184
Diploma	Web Design & Development	4	52	\$50	\$100	\$0	\$50-75	\$25,116

* The application and administrative fees are paid by new and transfer students only. Transitional Studies may be required where students show deficiencies in basic math and English skills. Therefore, students may be required to take additional coursework to raise their subject knowledge to the required entrance level. Tuition for this coursework is charged at the usual per credit rate and is in addition to the total cost of the program.

** Starting Kit (optional) and fees may change without notice. Recent charges for starting kits, subject to change, vary by departments.

*** The digital resource fee includes the cost per course of the digital textbook as well as other digital resources which are integrated into the course and vary by program. The fee includes all applicable taxes. Courses that include digital resources will be noted in the registration material and the fee will be charged automatically in addition to tuition. If a course does not use digital resources, the student remains responsible for purchasing the required text and materials.

**** Based on current credit hour rate. Total cost will increase with each per credit hour tuition increase.

Digital Bookshelf and eBooks

The Illinois Institute of Art is in the process of enhancing the learning experience by converting traditional textbooks to electronic media. Thus, eventually most courses will have a digital resource fee associated with them. This mandatory fee is a flat rate per course and allows students access to an Electronic Library and HTML versions of textbook(s), and in some cases, other electronic media, which is integrated into the course. Students are responsible for reading the Digital Bookshelf and eBook User's Manual which describes the media, access to the materials and your rights and responsibilities related to Digital Bookshelf.

Students retaking a course are charged only once for the digital resources fee associated with the same course because students have access to the digital resources materials for five years. Provided the digital resources for the retaken course still uses the same digital books, students do not purchase additional textbook(s) for these courses. On average the price of the digital resource fee is less than the retail price of the textbook(s) for each course, with the added benefits of no shipping charges and immediate access to the materials. When you register for a course, the course registration will display whether there is a digital resource fee or whether paper textbooks are required for each particular course.

Book Process

Students in need of purchasing books for their classes will need to sign an authorization form either approving or not approving the use of excess Title IV funds, if applicable, to cover the cost of books and supplies. If the purchase of books and

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supplies should exceed the amount of the student's credit balance after all aid pays in, the remaining amount due will be posted to the student's account and the student will be responsible for making alternative payment arrangements.

Students who do not authorize and who have excess Title IV funding due to receiving funds from a Pell Grant will receive the lesser amount of either the amount of their Pell Grant excess or their full credit balance amount, for the term in question, within seven days of the start of the term. Students who do not authorize and who are receiving excess Title IV funds but do not have a Pell Grant will receive a stipend within the later of the term begin date or 14 days of the date of their credit balance on their ledger card.

Refund Policy

Refund Policy Prior to Matriculation, All Students

An applicant may cancel his/her enrollment in person or in writing before the beginning of classes. An applicant not requesting cancellation before the scheduled starting date indicated on this Enrollment Agreement will be considered a student.

1. The Illinois Institute of Art will notify the student, in writing, of his/her acceptance or rejection. In the event that a student is not accepted by The Illinois Institute of Art, all tuition, fees, and other charges shall be refunded.
2. The applicant may cancel this contract and receive a full refund of all monies paid to date if cancellation is made in writing to the Director of Admissions and mailed or delivered to The Illinois Institute of Art at the address stated herein within six (6) business days after this Enrollment Agreement is accepted.
3. An applicant requesting cancellation more than six (6) business days after the Enrollment Agreement is accepted prior to the beginning of class will receive a refund of all monies paid, less the \$50.00 application fee and \$100.00 administrative fee for a total of \$150.00. In accordance with Ohio law, the total for The Art Institute of Ohio is limited to \$125.00.
4. All tuition and fee monies paid by an applicant will be refunded if requested within three (3) business days after his/her first tour of The Illinois Institute of Art and inspection of equipment or if requested within three (3) business days of his/her attendance at the regularly scheduled orientation program for his/her starting quarter, whichever is sooner.
5. Refunds will be made within thirty (30) calendar days after the applicant's/student's request or within thirty (30) calendar days after his/her first scheduled class day.
6. Applicants who postpone starting school after the original start date noted on the Enrollment Agreement are required to reapply and will be subject to the tuition, fees and other conditions on the revised Enrollment Agreement.

Refund Policy After Matriculation, All Students

In the event of withdrawal by a student or termination by The Illinois Institute of Art during any quarter of study:

Prepaid tuition and fees for any period beyond the current quarter will be refunded in full.

The student may officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student's last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.

Refunds for a student notifying the school prior to the end of a quarter that he/she will be withdrawing at the end of that quarter will be paid within thirty (30) calendar days of the last day of that quarter.

For a student who attended a previous quarter of study and did not indicate that he/she was not returning, refunds will be made within thirty (30) calendar days of the first scheduled day of class in the quarter in which the student was expected to return.

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The refund shall be paid to the student, unless payment to a lender or other entity is required by the terms of a student financial aid program in which the school participates.

In the event of a fully documented extreme illness or a personal emergency that makes it impractical for a student to complete the program, The Illinois Institute of Art may modify the tuition refund policy as deemed appropriate to the circumstances.

A separate lease agreement and refund policy exist for a student who leases housing accommodations arranged by The Illinois Institute of Art. The Illinois Institute of Art reserves the right to apply any student payment or any refund due to a student to any student financial account that is in arrears.

Each academic quarter is eleven (11) weeks in duration. The calculation of refunds is based upon the last day of attendance within the quarter. Any portion of a day's attendance is considered a full day of attendance for refund purposes.

Session II academic terms are approximately five and one-half weeks in duration. The calculation of refunds is based upon the last day of attendance within the term. Any portion of a day's attendance is considered a full day of attendance for refund purposes. Information in the catalog or student handbook will apply except for the following changes specific to Session II classes. For students only scheduled to attend Session II, the add/drop period is two days from the start of Session II classes. If you add or drop one or more classes, your financial aid eligibility may change. Please see your Financial Aid Officer before you add or drop a class.

Policy specific to The Art Institute of Ohio-Cincinnati (AiOHC): if AiOHC cancels or changes a course or program of study in such a way that a student who had started the program or course is unable to complete it, AiOHC will refund all monies paid for the course or program within thirty (30) calendar days.

Refunds are subject to state and federal guidelines and may be adjusted accordingly at any time. When changes are made, students will be notified approximately sixty (60) calendar days in advance of any changes.

Adjustment of Charges

In accordance with The Illinois Institute of Art policy, The Illinois Institute of Art will earn tuition and fees as follows, based on the student's last day of attendance:

<u>Quarter Start:</u>	<u>Mid-Quarter Start:</u>
Day 1 – \$50 total	Week One – 25%
Days 2 and 3 – \$300 Total	Week Two – 50%
Day 4 through Week Four – 20%	Week Three – 75%
Weeks Five and Six – 70%	After Week Three – 100%
After Week Six – 100%	

Refund Policy for Indiana Residents at The Art Institute of Ohio-Cincinnati:

In accordance with the state of Indiana policy, Sec. 6.5., (a) The post-secondary proprietary educational institution shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the commission. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal. (b) The following refund policy applies to each resident post-secondary educational institution, except as noted in section 4.5 of this rule:

- (1) A student is entitled to a full refund if one (1) or more of the following criteria are met:
 - (A) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
 - (B) The student does not meet the post-secondary proprietary educational institution's minimum admission requirements.
 - (C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the

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post-secondary proprietary education institution.

(D) If the student has not visited the post-secondary educational institution prior to enrollment and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at The Art Institute and attending one (1) week or less, is entitled to refund of ninety percent (90%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100), which includes the \$50 application fee paid at the time of enrollment.

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100), which includes the \$50 application fee paid at the time of enrollment.

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100), which includes the \$50 application fee paid at the time of enrollment.

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100), which included the \$50 application fee paid at the time of enrollment.

(6) A student withdrawing from an instructional program, after attending more than sixty percent (60%) of the duration of the instructional program is not entitled to a refund.

Return of Federal Title IV Aid

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the 60 percent point of the term or session if the student is only attending a session. If the student has completed more than 60 percent of the term, the student earns 100 percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five or more days, it will reduce the term length. If the scheduled break is before the student's last date of attendance (LDA), it will also reduce the calendar days completed. If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal Perkins Loan, Federal PLUS Loans, Federal Pell Grant, FSEOG. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the

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post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV calculation as described in the Enrollment Agreement will be applied to the applicable session attended using the session start and end dates.

Online Course Withdrawal

Refund Policy for Online Course Withdrawal: Students who withdraw from a Session I or Session II online course after the add/drop period are treated the same way as if they withdrew from an on-ground class. Session II classes begin the day after Session I classes and run five and one-half weeks. The ending date of the second session may not coincide with the ending date of the on-ground classes.

Refund Calculations After Matriculation

If there is additional money to be refunded from federal funds after calculating the Return of Title IV formula and the refund policy, the refund will be made to the student or, with the student's authorization, to the federal loan program(s) in the following order, up to the amount received for the term of withdrawal: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans and Alternative Loans. If there is an additional credit balance made up of non-Title IV funds, it will be refunded in the following order, up to the amount received for the term of withdrawal: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loan, Federal PLUS Loans, Alternative Loans, other loans, other aid (if required), and student.

Supply Store Return Policy

If kits, components of the kit, books, supplies, or uniforms, are returned to the Supply Store in resalable, completely unused condition within twenty-one (21) calendar days of withdrawal, a credit will be given. Students who leave The Illinois Institute of Art during the first three weeks of the mid-quarter session may return the starting kit and/or individual components of the starting kit in resalable, completely unused condition within ten (10) calendar days of the student's last date of attendance of the mid-quarter session.

All refunds and return of funds will be made within thirty (30) calendar days of the date the student notifies the school of the withdrawal.

Examples of the calculations for these policies are available in the Student Accounting Office.

Policy for Official and Unofficial Withdrawal

To officially withdraw, the student will need to notify the Office of the Registrar in person or in writing. The registrar will assist the student to complete the withdrawal process and will determine the last date of attendance and the date of determination. The date of determination would be the earlier of the date the student begins the school's withdrawal process or the date the student provides notice. For students who unofficially withdraw, the Registrar will determine the last date of

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attendance using attendance records.

The refund policies shall apply in the event that a student withdraws, is suspended or is terminated from school. A student who withdraws from a program before the end of week nine (9) will be assigned a “W” code for each course within that quarter. To withdraw from a program, a student must notify the Registrar’s Office. Every course for which a student receives an “F” or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by the Academic Director or Chair and the Dean of Academic Affairs. Withdrawals and failed courses can affect the student’s Incremental Completion Rate and ability to succeed.

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:

1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student’s enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

Non-Payment of Charges

Non-payment of tuition, housing, fees and/or other charges due to The Illinois Institute of Art will result in the student being obligated for interest, collection agency costs and additional collection costs, and legal costs. In addition, The Illinois Institute of Art reserves the right to report the student’s failure to pay amounts owed to one or more national credit bureau organizations and not release the student’s academic transcript until all debts to The Illinois Institute of Art are paid in full.

Interest on Outstanding Balances

Students who have entered into a line of credit with the school may be subject to interest being charged based on their method of payment. Students that agree to have their balance paid off within each term or students who are financing their entire education with financial aid will not be charged interest. All other payment arrangements are subject to interest being charged if applicable. Please reference the retail installment agreement and opening disclosure documents to understand the interest rate that will be charged and how interest charges are computed.

Scholarships

The Illinois Institute of Art is dedicated to the success of students pursuing creative careers. Talented individuals from across the United States and internationally are sought to complement the student population. To support this commitment, The Illinois Institute of Art offered the following scholarships. The actual amount of scholarships awarded can vary at the sole discretion of The Illinois Institute of Art.

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The Illinois Institute of Art Merit Scholarship

The Merit Scholarship Program provides scholarships to students who show evidence of merit and the motivation to complete the program but who are unable to enter classes without additional financial assistance. Eligibility is based on merit and financial need. Students must be in good financial standing with the school to participate. Scholarship proceeds may be applied to tuition, housing or supply costs. Awards range from \$300 to \$500.

The Scholastic Art and Writing Awards

Scholastic Art and Writing Awards are provided on a first-come, first-served basis. To receive information about this scholarship, visit the Scholastic website at www.artandwriting.org/alliance/ or call 212-343-6100. Four \$10,000 scholarships will be awarded by the Art Institutes to the Scholastic National Award Recipients on a first-come, first-served basis.

Prostart® (Advance Placement Credits)

Students who complete the ProStart® program with a C average or above and a certificate of completion may receive advance placement credit. Advance placement rewards students for their skills, saving them time and money. Students may receive up to 12 academic credits (valued at over \$5,000) for any combination of the following programs:

Safety and Sanitation with ServSafe® Food Safety certificate; Elective; Externship; Management, Supervision, and Career Development; Culinary Nutrition. (Some restrictions apply for approval of Culinary Nutrition credits; see local school for details.) Upon review by the Art Institute of Ohio-Cincinnati Culinary Academic Director and Dean of Academic Affairs, additional credits may be articulated to ProStart® students on a case-by-case basis.

Prostart® Invitational

First-place winner of the National ProStart® Invitational Competition and Management Competition will be awarded a tuition scholarship. Applicants must be enrolled in a ProStart® program to be eligible for the competition. For more information, phone 800/765-2122 or visit the ProStart® website at <http://nraef.org/prostart>. Winners of the invitational may contact the Senior Marketing Coordinator in the EDMC High School Department at 800-275-2440 for scholarship details. National first-place winners will be awarded a non-renewable \$10,000 tuition scholarship to one of The International Culinary Schools at The Art Institutes. A non-renewable \$7,500 tuition scholarship for second place and a non-renewable \$5,000 tuition scholarship for third place will also be awarded.

Prostart® State Scholarships

This award goes to the first place winner in the ProStart® state-level Culinary Competition. The scholarship is renewable for up to five years. The winner of the State of Ohio contest may contact the Senior Marketing Coordinator in the EDMC High School Department at 800-275-2440 for more information and scholarship details.

C-Cap Careers through Culinary Arts Programs

Students enrolled in a C-CAP program may compete for a full-tuition scholarship. For more information, speak to the C-CAP Director at your high school, visit www.ccapinc.org, or call 212-974-7111. The full-tuition scholarship may be used for either a two-year or four-year program at one of The International Culinary Schools at The Art Institutes.

Evelyn Keedy Memorial Scholarship

The \$30,000 Evelyn Keedy Memorial Scholarship is awarded each year to a worthy high school senior who has enrolled at one of the eligible Art Institutes schools.

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Skills USA Championship

Students who are members of Skills USA may compete in local, state, and national championships. Various scholarships are awarded to national-level winners, ranging from \$2,500 to \$20,000. Information about the Skills USA Championships may be obtained from the local chapter. Each Art Institutes location has a limited number of scholarships. For more information, visit www.skillsusa.org

The Imagine American Scholarship

The Imagine America Foundation helps provide scholarships for high school students. Graduating high school seniors who meet the recommended guidelines are eligible to receive a \$1,000 tuition discount that can be used at career colleges participating in the Imagine America Scholarship Program throughout the nation. The program runs annually and has a December 31 deadline. See www.imagine-america.org for more information.

The following grant is available only at The Art Institute Michigan and The Art Institute of Michigan – Troy:

The Art Grant

The Art Grant is an institutional aid award toward your tuition charges up to 9% for Bachelor and Associate degree programs. For every 12 credits earned, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the next successive academic quarter .

Effective for new students for terms beginning on or after November 1, 2014, and for continuing students for terms beginning on or after January 1, 2015. The grant award may vary by amount of credits to be completed in a program at an Art Institutes' school, violations of school policies, or breaks in enrollment. Total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Students must read and acknowledge a Memorandum of Understanding regarding The Art Grant, which sets forth eligibility requirements and other conditions, before any grant is awarded. See your Student Financial Aid Office for details.

The following grant is available only at The Art Institute of Ohio – Cincinnati:

The Art Grant

The Art Grant is an institutional aid award toward your tuition charges up to 20% for Bachelor's degree programs and up to 15% for Associate's degree programs. For every 12 credits earned, an Art Grant will be earned to be applied to tuition in the form of a tuition credit applied during the next successive academic quarter.

Effective for new students for terms beginning on or after November 1, 2014, and for continuing students for terms beginning on or after January 1, 2015. The grant award may vary by amount of credits to be completed in a program at an Art Institutes' school, violations of school policies, or breaks in enrollment. Total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Students must read and acknowledge a Memorandum of Understanding regarding The Art Grant, which sets forth eligibility requirements and other conditions, before any grant is awarded. See your Student Financial Aid Office for details.

The Ohio Association Legislative Scholarship Program - AIOHC

High school seniors may compete for six scholarships offered annually by The Art Institute of Ohio – Cincinnati. Awards are based on ability and commitment to a career in Fashion Marketing & Management, Interior Design, Graphic Design, Web Design & Interactive Media and Digital Filmmaking & Video Production. Contact the Admissions department for more information and an entry form. The amount of this award is \$2,500 for associate degree students and \$5,000 for bachelor degree students.

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The Education Foundation Scholarship

The Education Foundation was established in 2000 to offer scholarship support to students interested in continuing their education in one of the postsecondary, career-focused schools in the EDMC system. The number and amount of the awards can vary depending on the funds available. Scholarship applications are considered every quarter. Awards are made based on academic performance and potential, as well as financial need. Educational Foundation scholarships range from \$500 up to \$2,500.

Ohio War Orphans Scholarship Program

The Ohio War Orphans Scholarship Program awards tuition assistance to the children of deceased or severely disabled Ohio veterans who served in the armed forces during a period of declared war or conflict. To receive War Orphans Scholarship benefits, a student must be an Ohio resident, be enrolled for full-time undergraduate study, and be under the age of 25. Scholarship benefits cover a portion of tuition and general fees at eligible private colleges and universities. Apply through the Ohio Board of Regents/State Grants and Scholarships Department.

Military Grant - Ohio

Active Duty, Active and Drilling members of the Reserve and National Guard and Spouses of Active Duty Military Personnel:

The Art Institute of Ohio—Cincinnati offers a special military tuition grant of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard and spouses of Active Duty military personnel.

Fees:

The enrollment fee and the application fee are waived for Active Duty and Active and Drilling members of the Reserve and National Guard. The application fee is waived for all veterans who qualify for government military education financial aid and spouses of Active Duty military personnel.

Other Scholarships

Scholarships will be awarded only to individuals who have been admitted to The Illinois Institute of Art. In the event education is terminated either by the student or the college, the scholarship becomes null and void. The scholarship is not redeemable for cash and may not be used to finance optional programs sponsored by The Illinois Institute of Art. The scholarship covers tuition only and may not be applied against fees, housing, living expenses, or program supplies, and may not be transferred between affiliate schools of The Art Institutes.

The Family Tuition Assistance Plan is also available for those who qualify. This scholarship is available when two or more family members are enrolled concurrently. Only full-time dependant students may be eligible. Scholarships cover tuition only unless otherwise noted. They do not cover books, supplies or miscellaneous fees. Students attending The Illinois Institute of Art on scholarships must maintain at least a 2.5 cumulative grade point average in order to retain eligibility.

The Art Institutes system of schools, of which The Illinois Institute of Art is a member, also offers scholarships to winners of various national competitions. Winners are selected by committees of artists and professionals who are independent of The Art Institutes system. These national scholarships include the following: One full-tuition scholarship is awarded annually through the National Art Education Association (NAEA), and one full-tuition Scholastic Arts Scholarship is granted. Two full-tuition scholarships are awarded annually through the national commercial art competition of the Vocational Industrial Clubs of America (VICA). One full-tuition Fashion Marketing scholarship is awarded annually at the Distributive Education Clubs of America (DECA) Career Development Conference. The recipients of these scholarships may enroll at any one of The Art Institutes system of schools, which includes all six campuses of The Illinois Institute of Art.

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Financial Planning

Financial Services is the business hub of the institution. It provides a variety of student and management services. Within this department are the following services and offices:

Student Financial Services

The Student Financial Services Department assists students and their families in developing a financial plan to budget for educational expenses. Student financial aid officers help students and parents complete the federal and state applications for grants and loans applicable to the student's circumstances. Once the student's eligibility for financial aid has been determined, a financial aid officer helps the student develop a plan for meeting educational expenses. Extended payment plans may be available to ease the burden of college costs. Individual payment options allow students and their families to spread some costs over a longer period in monthly or quarterly installments. Financial Aid planning services are available to students and their families for consultation throughout the year.

Suspension and Reinstatement of Financial Assistance, All Programs

Students who are suspended from a program of study or terminated from The Illinois Institute of Art are ineligible for financial assistance until they regain admission and comply with satisfactory academic progress requirements.

Financial Assistance Appeal

Students who are denied or suspended from financial assistance may file an appeal under appropriate federal and state guidelines with The Illinois Institute of Art Student Financial Assistance Review Committee.

Federal Student Financial Aid

The purpose of federal student financial aid programs is to provide eligible students with an opportunity to obtain a college education. Central to the purpose of financial aid is the belief that students and their families, to the extent possible, have the primary responsibility to pay for the student's college education. Financial aid is made available to assist eligible students when family resources are not sufficient to meet college costs. All students seeking financial assistance are required to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is the first step in the financial aid process. It is suggested that the FAFSA be filed online at www.fafsa.ed.gov. The Financial Aid office can help you obtain a paper copy should you choose. The answers provided on the form are entered into a formula approved by the U.S. Department of Education and the results, called the Expected Family Contribution (EFC) are used to determine the student's financial need and eligibility for most forms of financial aid. Students are encouraged to seek financial aid. Students and families should not rely solely on these funds to support themselves throughout the academic year.

The Student Financial Services department is responsible for accurate documentation and validation of financial information. In addition to explaining financial aid programs and financing plans, the department also determines student eligibility before financial aid is distributed by the Accounting Department. It is the student's responsibility to comply with all requests for information in a timely fashion to continue receiving financial aid. Federal financial aid is awarded on a fiscal year basis beginning July 1 and ending June 30. Students must complete a new FAFSA each year.

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Federal Financial Aid Programs

The Illinois Institute of Art participates in the following programs:

Federal Pell Grant

To be eligible for a Federal Pell Grant, students must have a financial need as determined by the results of the FAFSA, make application, prove U.S. citizenship or permanent resident status, be able to show graduation from high school or its equivalency, not owe a refund on a federal grant nor be in default on a federal loan, and maintain satisfactory academic progress in school.

Federal Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants (FSEOG) are for students who demonstrate exceptional financial need as determined by the results of the FAFSA (with priority given to Pell Grant recipients). FSEOG typically does not have to be repaid, but there is a limited amount of funds available.

Federal Subsidized Stafford Loan/Federal Unsubsidized Stafford loan

The Federal Stafford Loan is a fixed-rate low interest loan available to students through the Direct Lending program. To be eligible, the student must be a citizen or permanent resident alien of the United States and meet other eligibility requirements. Subsidized Stafford loans are need based as determined by the results of the FAFSA, and the government pays the interest on these loans while students are in school at least half time and during authorized deferment. Unsubsidized Stafford loans are not need based. The student is responsible for all of the interest that accrues on the loan, including while the student is in school. The student can make payments on the interest while in school or let the interest capitalize on the original loan amount which will increase the overall balance needing to be repaid.

Parent PLUS loan

The federally sponsored Parent PLUS loan is a low interest fixed-rate loan for parents of undergraduate, dependent students. The PLUS loan is a credit based loan that is not based on financial need. With a Parent PLUS loan, families can fund the entire cost of a child's education (less other financial aid). Flexible repayment options are available and repayment typically begins 60 days after final disbursement but there are times when parents can apply for a deferment where payments can be postponed for up to 60 months including while the dependent child is in school.

Federal Work-Study

Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part time on or off campus. A limited number of assignments are available with priority given to students with the greatest need as determined by the results of the FAFSA. Our Student Financial Services department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between expenses and all their resources). For detailed and complete information on all financial aid awards, processes, requirements, and deadlines, please refer to the school's current Financial Aid Guide, the Student Consumer Information on the school's website, or contact the Student Financial Services Office directly.

Administrative & Financial Services

State of Illinois Financial Aid Programs

State of Illinois Financial Aid Programs at The Illinois Institute of Art is an Illinois Student Assistance Commission (ISAC) approved Illinois program. The Illinois Institute of Art participates in the following programs:

MAP Grant

Students attending The Illinois Institute of Art who are considered to be Illinois residents are eligible to apply for MAP (Monetary Award Program) grants from the State of Illinois. To apply for the grant, students must complete a FAFSA. Awards are given based on financial need. The awards are provided by the Illinois Student Assistance Commission. Deadlines vary from year to year depending on funding levels. Students are encouraged to file their FAFSA early for all state funded programs.

Silas Purnell Illinois Incentive for Access (IIA) Program

If a student is an Illinois resident and the information provided on the Free Application for Federal Student Aid (FAFSA) results in a calculated zero expected family contribution as a college freshman, that student may be eligible to receive the Silas Purnell Illinois Incentive for Access (IIA) Program grant for up to \$500.

Merit recognition Scholarship (MRS) Program

Students who ranked in the top five percent in high school at the end of the third semester before graduation, or scored among the top five percent of scores in the ACT, SAT, or Prairie State Achievement Exam, may be eligible to receive a \$1,000 Merit Recognition Scholarship (MRS). This scholarship can be used to help pay for tuition, fees or other educational expenses at any approved Illinois institution or one of the nation's four approved Military Service Academies.

Accounting Department

At the time of the initial enrollment, the student develops an estimated financial plan demonstrating the ability to meet all the expenses involved in the education process (tuition, fees, supplies, costs of living, etc). The Accounting Department maintains student billing and payment records.

The student or parents/guardians (where applicable) receive payment notices as outlined on their estimated financial plan. The payments are due on or before the date noted on the financial plan. All payments must be current prior to registration and entry for the following quarter.

Academic Policies

Assessment of Student Learning

As an institution of higher education The Illinois Institute of Art is committed to excellence in teaching and learning. Reflecting that commitment, The Illinois Institute of Art has a formal, ongoing assessment of student learning and achievement. The Illinois Institute of Art collects and analyzes data on the nature and extent of student learning and uses that analysis to enhance both teaching and learning. Under the guidance and direction of the Vice President or Dean of Academic Affairs and the Director of Assessment, assessment involves the entire school community—students, faculty, staff, and administration—in a coordinated effort to use the assessment of learning as a cornerstone for curriculum development and institutional improvement.

The college is committed to increasing students' knowledge of basic skills in math, writing, and technology with the goal of preparing them for the challenge of academic life as they become independent learners.

The Illinois Institute of Art assesses the reading, writing, math and computer skills of entering students to determine if they could benefit from additional assistance. Placement is determined based on transfer credit, ACT or SAT test scores and ASSET placement exam produced by ACT or ACCUPLACER online placement exam produced by the College Board.

The Illinois Institute of Art maintains academic policies to ensure a quality educational process and to provide meaningful measurements of student academic progress.

Quarter Credit Hour Definition

A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, studio work, and other academic work leading to the award of credit hours.

Full-time: Enrolled in 12-16 credit hours or more in an academic quarter. Half-time: Enrolled in 8 credit hours in an academic quarter. Less than half-time: Enrolled in 4 credit hours in an academic quarter. Full-load - degree programs: Full-time course load schedule for a particular program averages 16 credits. Academic Year: Three eleven-week quarters in which the student is enrolled.

Academic Year

First-Year Student: Students who have accumulated up to 36 credits OR have been granted up to 36 transfer credits

Second-Year Student: Students who have accumulated 36-95 credits

Third-Year Student: Students who have accumulated 96-143 credits

Fourth-Year Student: Students who have accumulated 144 or more credits

Measurements in credit hours or the listing of credits for courses is not intended to imply transferability into college programs at other post-secondary institutions.

Grade Reports

The student is issued an online final grade report at the end of each academic quarter of study for all courses completed during that particular quarter. Approximately mid-quarter, each student receives mid-term evaluations. This is a process that is designed to help each student understand strengths and weaknesses within each course. As a result, the student can focus on those areas of performance that need more development. Further, the student can request individual tutoring or support service from the instructors or departments as needed.

The Illinois Institute of Art is concerned with each student's overall professional development. The mid-term evaluation is based on academic, career objective and competency development. Each student should take every opportunity to consult with their instructors and Academic Department Director to ensure maximum academic and professional development.

Academic Policies

Academic Transcripts

The Registrar's office coordinates transcript requests. A written request with signature is required to release an academic transcript. There is a \$10.00 administrative fee per transcript requested. Release of transcripts is subject to good financial standing. A minimum of 2-3 business days processing time is usually required.

Academic Advising Services

The Academic Advisors provide students with information to assist them in making academic decisions and in developing an academic plan for successful completion of program requirements and utilization of the full range of school resources.

Students are strongly encouraged to meet with their Academic Advisor to discuss progress in their program, and obtain current course prerequisites. This is a critical component of the registration process in order to ensure appropriate course sequencing and course selection for the upcoming quarter.

Late Start Policy

Effective immediately and beginning with the Fall II (November) 2014 start, there will be NO LATE STARTS. A late start is defined as someone who would enter on or after the first day of the scheduled start, including the drop/add or schedule adjustment period.

In order to start at the next scheduled start, a student must be:

1. Completed and submitted an application by 5 p.m. one week before the start day (Monday – Main Start, Friday – Mid-Session Start)
2. Accepted, as defined in the ADCOM policy, planned at a 4 or 5 financial status, registered, by the Wednesday preceding the start date. (Main Start) and Monday for a mid session start.
3. Must meet attendance and confirmation policies for the first week of class.

All placement tests must also be completed if the student is to be entered into a class that requires it; for instance, English or online. If a student is transferring credits in lieu of a placement test, transcripts (either official or unofficial) must be in the admission packet in order to place a student into the appropriate classes.

New student orientation is mandatory component for new students. Students are required to attend the scheduled new student orientation for the campus location. A campus can also hold additional or make-up orientation sessions to accommodate students who aren't able to attend the regularly scheduled orientation.

Undergraduate Satisfactory Academic Progress (SAP) Policy

Policy Guidance

A student must demonstrate Satisfactory Academic Progress by successfully completing courses attempted. Completing courses with C or better grades indicates academic progress. Receiving D or lower grades and/or withdrawing from classes may put students at risk. Poor academic performance may lead to Academic/Financial Warning and/or Academic/Financial Aid Dismissal. It is very important that students attend all registered courses and complete them successfully. Should a compelling reason arise that requires a student to cease attendance, it is the student's responsibility to immediately contact the Dean of Academic Affairs or Registrar's Office.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students who fail to meet the minimum standards of any of the above criteria will be notified by letter by the Dean of Academic Affairs or Campus Registrar within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in Academic/

Academic Policies

Financial Aid Dismissal, a student may appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at the Institute.

The Satisfactory Academic Progress Policy contains the following information:

- Criteria for Honors Designations
- Milestones and Evaluation Points for Satisfactory Academic Progress
- Academic/Financial Aid Warning
- Procedure for Appealing Academic/Financial Aid Dismissal
- Procedure to Apply for Re-Entry after Academic/Financial Aid Dismissal
- Academic/Financial Aid Probation and an Academic Plan
- Explanations of Related Issues

Failure to complete courses successfully for any reason may negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in the loss of financial aid and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 2.0, 66.67% ICR, and completion of the program without attempting more than 150% of the credits in the program.

While the terms Academic/Financial Aid Warning, Academic/Financial Aid Dismissal, and Academic/Financial Aid Probation are used, the status applies to all students whether receiving aid or not.

The College has the right to modify the Satisfactory Academic Progress Policy at any time.

Criteria for Honors Designations

To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation.

Quarter Honors Designations (at the completion of a quarter)

Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

Quarter GPA	Honors Designation
4.0	President's Honor List
3.7-3.99	Dean's Honor List
3.5-3.69	Honor Roll

Honors Designation at Graduation

Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates. *Transitional studies courses are not considered when evaluating honors designations.*

Milestones and Evaluation Points for Satisfactory Academic Progress

Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.

Certificate and Diploma Programs:

At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in Transitional Studies courses are considered to be maintaining Satisfactory Academic Progress (SAP).

At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous

Academic Policies

quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.

At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.

Students may not attempt more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.

Students should note that if they are on Academic/Financial Aid Warning, it will be very difficult to meet the minimum requirements of the next evaluation point. Students should consult with their academic advisor concerning their exact requirements.

Transitional Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the courses do not count in determining the maximum time frame allowable to earn the certificate or diploma or in the incremental completion rate as attempted credits and, if successful, earned credits.

Transitional Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is dismissed and there is no right to appeal the termination.

Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.

The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred in from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation, or on academic/Financial Aid Dismissal.

Compliance with SAP is reviewed every quarter for Certificate and Diploma programs. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

Certificate/Diploma	Evaluation Point	Both Milestones(CGPA and ICR) Must Be Met	Required Action
	End of First Quarter	< 1.00 and/or 33.33%	Academic/Financial Aid Warning
	End of Second Quarter	< 1.50 and/or 50.00%	Academic/Financial Aid Warning (if 1 st time)/ Academic/Financial Aid Dismissal (if on Academic/ Financial Aid Warning)
	End of Third Quarter And every quarter thereafter	< 2.00 and 66.67%	Academic/Financial Aid Warning (if 1 st time)/ Academic/Financial Aid Dismissal (if on warning)
	Anything in excess of 150% MTF		Academic/Financial Aid Dismissal Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal.

Unless otherwise noted, Academic/Financial Aid Dismissals can be appealed. Please see the Appeal Process below.

Degree Programs:

Degree programs are evaluated after a student has attempted three quarters and sixth quarters including portions of a quarter) during the first six quarters. After the sixth quarter, the student is evaluated at the end of each quarter. While

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grades, GPAs, and Incremental Completion Rates are made available at the end of a student's quarter, they are informational only except at evaluation points. Please note students may be alerted of their progress at any time and may be required to take specific action.

At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

Starting the quarter after the sixth attempted quarter, and every quarter thereafter, students are evaluated at the end of each quarter and must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.

Students may not attempt more than 150% of the credits in their programs; anything in excess of 150% of the credits will result in Academic/Financial Aid Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time.

Placement into Transitional Studies courses are based on the result of the academic assessment tool. Like any course, students must successfully complete such courses in order to progress in the program. Transitional studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, the transitional study course(s) do not count in determining the maximum time frame allowable to earn the degree and do not count in the incremental completion rate as attempted credits and, if successful, earned credits. Please note that the student will be dismissed immediately if the student does not successfully complete the same Transitional Study upon a third attempt.

Transitional Studies courses do have credit hours assigned to them for enrollment and tuition charging purposes. While Transitional Studies courses are not included in the CGPA, a student who attempts but does not pass or withdraws from the same Transitional Studies course three times is dismissed and there is no right to appeal the dismissal.

The grades, grade point average, cumulative data for all courses a student attempted at the Institution, as well as courses successfully transferred in from prior postsecondary education, are available on the student portal for review. There is also an indication if a student is on Academic/Financial Aid Warning, on Academic/Financial Aid Probation or on Academic/Financial Aid Dismissal.

For Degree programs, compliance with SAP is reviewed every academic year during a student's first two years and then quarterly thereafter. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

Degree Programs	Evaluation Point	Both Milestones(CGPA and ICR) Must be Met	Required Action
	End of First Academic Year	< 1.00 and/or 33.33%	Academic/ Financial Aid Dismissal
	End of Second Academic Year	< 2.00 and/or 66.67%	Academic / Financial Aid Dismissal
	End of Seventh Quarter and Thereafter	< 2.00 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Academic/ Financial Aid Warning)
	Anything in excess of 150% MTF		Academic/Financial Aid Dismissal

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal.

Unless otherwise noted, Academic/Financial Aid Dismissals may be appealed. Please see the Appeal Process below.

A student enrolled in Transitional Studies courses must be able to pass the same Transitional Studies course after three attempts or that student will be placed on Academic/Financial Aid Dismissal.

If the review of a student's Satisfactory Academic Progress performed at any time indicates that it is mathematically impos-

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sible to meet the minimum requirements of the Standards of Satisfactory Academic Progress policy at the next mandatory check point, the student will result in Academic/Financial Aid Dismissal from the Institution.

To be removed from Academic/Financial Aid Warning or Academic/Financial Aid Probation, a student must meet the Satisfactory Academic Progress requirements at the next applicable measuring point.

Procedure for Appealing Academic/Financial Aid Dismissal

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Dean of Academic Affairs for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

The Dean of Academic Affairs or an Appeals Committee will review the student's appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary by the Dean of Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

Students should understand that by having a mitigating circumstance it does not automatically mean the appeal will be approved. The Appeal Committee will review that the student sufficiently providing documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid for one quarter; however, the student will be placed on Academic/Financial Aid Probation at the start of the academic quarter. A student on Academic/Financial Aid Probation may receive financial aid (if otherwise eligible) for one quarter. If the appeal is denied, aid cannot be paid and the student is dismissed.

Students who have an appeal denied can reapply however the passage of time by itself does not impact the Appeal Committee's decision.

The Dean of Academic Affairs is responsible for determining the appropriateness of the mitigating Circumstance in regards to severity, timing and duration of the mitigating circumstance, and for determining whether the student's situation has

Academic Policies

changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period of the Academic Plan. Any consideration of the conditions outside of the list provided should be discussed with the Art Institute Vice President of Academic Affairs. Student life issues and making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet Satisfactory Academic Progress will suffice as proof of mitigating circumstances as well as documentation that the student's circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodations from the institution.

If a student's appeal is successful, the student will be placed on Academic/Financial Aid Probation for one quarter following readmittance. The student will be eligible for financial aid during the Academic/Financial Aid Probation period. Academic Advisors, Registrars, and/or Academic Department Chairs/Program Directors must develop, document and maintain as part of the appeals process a concrete Academic Plan for how a student will complete his remaining coursework and meet the minimum requirements of Satisfactory Academic Progress by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures and cannot be greater than one (1) quarter for certificate or diploma programs but for degree programs may be up to two (2) quarters if necessary for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more that one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal

Registrars will ensure that Academic Advisors or Academic Department Directors have notified students in writing that they are in Academic Warning/Financial Aid Warning, Academic Probation/Financial Aid Probation, or Academic/Financial Aid Dismissal with a student signed Satisfactory Academic Progress Prediction Calculation Form.

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Upon the Appeals Committee decision, the student is notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final.

Any student who is on Academic/Financial Aid Dismissal can no longer attend school nor get Title IV at the Institution.

Academic/Financial Aid Dismissal Appeals not Allowed

A student who attempts but does not pass the same Transitional Studies course three times is Dismissed and there is not a right to appeal the dismissal.

Additional Appeal Procedures:

While an appeal can be made for Maximum Time Frame, the Institution and the Art Institute Vice President of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.

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In addition to the Institution's Review of the Appeal, it must also be reviewed by the Art Institute Vice President of Academic Affairs.

Explanations of Related Issues

Calculation of CGPA

A student's cumulative grade point average is calculated by a) Multiplying credits for each course by grade points associated with the grade earned; b) Totaling the grade points earned for all the courses, and c) Dividing total grade points earned by the total number of quality credits. The Institute uses a 4.00 scale in assigning grade points. Note: that if there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

Transitional Studies Courses

Many Art Institutes require academic assessments. Depending on assessment scores, students may be required to take Transitional Studies courses. Students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, they do not count in determining the maximum timeframe and the incremental completion rate.

While Transitional Studies course(s) are not included in the CGPA, each individual Transitional Studies course may be attempted no more than three times. Failure to pass the courses within the attempts permitted will result in dismissal from the Institution and there is no right to appeal the dismissal.

Repeated Courses and Grades

As courses are retaken, only the highest grade will count in the GPA/CGPA. All attempts are included in the credit hours attempted for the purposes of calculating the incremental completion rate (ICR). Withdrawn and failing grades are included in the maximum allowable timeframe and incremental completion rate as credit hours attempted but not earned. The grade *Incomplete (I)* is calculated as if it is an *F* for CGPA and ICR purposes until it is changed to another grade and the course will be included as credits attempted but not credits earned until it is changed to another grade.

Remediation of Academic Deficiencies

It is strongly recommended that any student with withdrawn or failing grades enroll in the same course(s) in the subsequent quarter to improve academic performance.

Transfer Credits from another Postsecondary Institution

Credits from transfer courses are calculated in the maximum allowable credits and incremental completion rate requirements as credits attempted and credits earned. Grades for credits transferred from any other postsecondary institution will be recorded as *Transfer Credit (TR)* and will not be calculated in the student's CGPA.

Change of Program

Students will be allowed one change of program. Changing from a day program to an evening program of the same major is not considered a change of major. Changing from an associate's program to a bachelor's program in the same major is not considered a change of major. Courses that apply to the second major will be recorded as earned credit and will affect the student's CGPA and will be included as credits attempted and credits earned. Students who change programs must sign a new program enrollment agreement which must be filed in the student's academic file. Note: If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, have the appeal granted based on mitigating circumstances before transferring to the new major. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.

In cases in which a student has graduated from one program in the Institution then subsequently begins work in a different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter grades and thus will be included in the Cumulative Grade Point Average and will be included in the Incremental Completion Rate as credits attempted and credits earned.

Transfers from another Art Institute

Academic Policies

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

Please note that course credits and applicability of those credits at each Art Institute for a program can vary from location to location. Please carefully discuss any possible transfer with the Art Institute you wish to attend.

Grading System

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. These grades are entered also in the student's academic transcript, which is updated each quarter. The criteria for determining a student's grade shall be as follows (on a percentage of total point basis):

The Metrics of SAP

Academic Grading System

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

Letter Grade	Quality Points
A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0

*F does compute in GPA and CGPA and does count as credit attempted.

Other Grade Codes worth Zero Quality Points:

CR = Credit through examination	Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.
I = Incomplete	Affects ICR/MTF/CGPA (Computes as an F)
IPA = Incomplete Pass	This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which "IPA" grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as "F" on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.
S = Suspension	Affects ICR/MTF/CGPA (Computes as an F)
NC = No Credit	This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ ICR/ MTF.
NP = Not passing/Fail	Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non credited course
P = Proficiency Credit by Exam or Portfolio	This does not affect CGPA. They do impact ICR and MTF.

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PA = Pass	This grade designation is utilized to indicate that a student acceptably completed a non credited course. Does not affect ICR/MTF/CGPA.
SP or SA = Satisfactory/Pass	This grade designation is utilized to indicate that a student acceptably completed a non credited course. Does not affect ICR/MTF/CGPA.
T = Termination from course	Affects ICR/MTF/CGPA (Computes as an F)
TR = External Transfer Credit	Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.
U = Unsatisfactory	Indicates that a student unsuccessfully completed a noncredited course. Does not affect ICR/MTF/CGPA.
W = Withdrawal	When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add but before the end of the ninth week of the quarter. The "W" is not used in the calculation of the GPA or CGPA but is considered attempted credits but not earned credits.
WF = Withdrawal Fail	When a student withdraws from individual classes or a total academic program of study after the ninth week of classes. The "WF" is calculated as an "F" in the GPA and CGPA. The "WF" also counts as attempted credits and not earned credits.
WV = Waiver	Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA
WX = Course was registered for but never attended	Self-explanatory and does not affect ICR/MTF/CGPA

Students receive grades at the end of each quarter including midquarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

Repeating Courses

Grades earned in repeated courses will replace grades of 'F', 'W', or 'WF'. Course credits with grades of 'F', 'W', or 'WF' are included in the maximum time frame (MTF) and incremental completion rate (ICR) requirements as credits attempted but not earned. Students with incomplete grades will receive an 'I' if a grade change is not submitted by the end of the second week of the following term. The grade 'I' indicates Incomplete and is calculated as if it is an 'F' until it is changed to another grade and the course will be included as course credits attempted, but not earned. Only if it is part of an Academic Plan may students retake courses in which they received a passing grade in order to improve their CGPA but can retake a course passed only one additional time. Credits from all repeated courses are included as credits attempted. The highest grade earned will be used in the CGPA calculations.

Changed Grade

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by both the Academic Department Director and the Dean of Academic Affairs. Only the final grade (not the original grade/code) will be computed in the grade point average. The final grade is the one that counts in the calculation.

Calculations

The Art Institute measures and records academic performance by computing the Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) for each student, using the letter grades, four-point scale and credit-hour values. GPA is the average of grade points a student earns during one quarter. CGPA is the cumulative average of all grade points a student has earned over all quarters at The Art Institute. Transitional study courses do not count in this calculation. Here is an example of how GPA and CGPA are computed: Imagine that a student is taking a total of two courses during one quarter. One course has a four credit hours value and the student earns an A. The second course has a three credit hour value and the student earns a B. Remember, each letter grade carries a grade point value. Grade point values are multiplied by credit hours.

In this example:

A = 4 grade points x 4 credit hours = 16 grade points earned

B = 3 grade points x 3 credit hours = 9 grade points earned

Academic Policies

To compute the GPA, divide the total number of grade points earned for the quarter by the total number of credit hours earned for the quarter.

16 grade points + 9 grade points = 25 total grade points

25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.57. Rounding occurs after the 4 digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower it is rounded down.

A student's CGPA is computed in the same way by dividing the student's total grade points earned from all quarters/semester at The Art Institute by the student's total credit hours earned from all quarters at The Art Institute.

Incremental completion rate is determined as follows (transitional study credits do not count in this calculation):

$$\frac{\text{(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)}}{\text{(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)}}$$

The 150% MTF: Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. Transitional study courses do not count in this calculation.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM x 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.

STUDENT STATUS CHANGES AND SAP

Transfer Students

Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be $180 \times 1.5 = 270$ credits. Therefore, the 36 transfer credits would be considered attempted and earned so only 234 more credits could be attempted.

Grades for credits transferred in from any post-secondary institution (including an Art Institute) will be recorded as "TR" in the Student Information System and will not affect the student's CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending school. If the student is transferring to a different institution (as defined by the Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an un-affiliated institution. Any student dismissed for violation satisfactory academic progress cannot transfer or be considered a New student (if they had a break in enrollment) at another affiliated Art Institute until he or she has been granted an appeal at the original school and is deemed to be making satisfactory academic progress.

Changes in Program

Unless a second change is specifically approved for the specific student by the Dean, students are allowed only one change of program and must be making satisfactory academic progress at the time a request is made to change programs.

Courses taken in one program that is applicable to the second program will be transferred with the applicable grade. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the "CHANGE OF MAJOR" adjustment factor would be those credits from the previous major that we will NOT count in the student's current major.

Academic Policies

Incremental completion rate is determined as follows (Transitional credits do not count in this calculation):

(EARNED CREDITS in the New Program + TRANSFER CREDIT ACCEPTED) minus CHANGE OF

MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

(ATTEMPTED CREDITS in the New Program + TRANSFER CREDITS Accepted) minus CHANGE OF

MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS

The 150% MTF Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.

Second Degree

When a student has graduated from The Art Institute in one program, then subsequently begins work in a different program, grades used in the CGPA of the previous program will be applied to the student's new program CGPA calculation.

Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans' Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

Schedules and Registration

Quarterly Student Registration Procedures

The continuing enrollment registration for in-school students takes place during the fifth through 12th week of each academic quarter. Appropriate notices regarding the registration period are posted in advance. Much course, instructor and classroom scheduling takes place in the short period between registration and the start of classes. Therefore, it is very important that every student register on time. Students who register late are subject to delays in the scheduling process and to course selection on a space available basis.

Program and Attendance Status Change

Once enrolled, a student is assumed to be in continuous enrollment and attendance, and to be making satisfactory progress until graduation. The student who alters this academic progression in any manner is considered to be making a "status change" which requires approval or understanding in advance of the changes.

The basic status changes include:

- a change from one program of study to another program of study (termed "internal transfer")
- a change of attendance schedules (from part-time to full-time class attendance, evening to day attendance or vice-versa)
- a withdrawal, suspension or termination of studies
- a course change, addition or deletion
- transferring from one Art Institute to another Art Institute (termed "external transfer")

Students should notify the college of address changes and changes in emergency information. Students who wish to request an academic or registration status change as noted above must refer to the Registrar's Office for procedural details.

Student Identification Cards

The student is required to retain a Photo ID card that is used for various purposes for the duration of the program:

Academic Policies

- for checking out library books and resource materials at the college Library
- for checking out training equipment (see “Property of The Illinois Institute of Art ”)
- for checking in and out of the computer labs
- for security identification

On some campuses, student ID cards must be updated with a sticker each quarter in order to be valid.

Course Cut-off date

All students must be cleared to sit in class by the first day of the second week of the quarter. If the student is not cleared for class prior to the course cut-off date, the student is not allowed to start the quarter. Students must attend each class by the first scheduled class meeting of the second week of the quarter in order to attend that class for that quarter.

Schedule Adjustment Period

Any course that is added or dropped from the student’s schedule must be processed by the Registrar’s Office prior to the end of the Schedule Adjustment period. Students dropping a course during the Schedule Adjustment period are not charged for the course. Students who have attended classes during the Schedule Adjustment period and withdraw completely from school are charged a percentage of their tuition based on the last day of attendance. The Schedule Adjustment period is printed on the back of the students’ schedules. The Schedule Adjustment period is the first Monday of the quarter through the first day of week two. After Schedule Adjustment a student is charged for all registered classes.

Class Schedules

The student’s class schedule is available on or before the first day of class each quarter. The Illinois Institute of Art reserves the right to make any schedule changes to courses, room assignments, session assignments and student reassignment, as deemed appropriate by the Vice President or Dean of Academic Affairs.

Class Size

The maximum number of students in a class is 30 for studios or labs and 50 for lecture. Typically the average class size is smaller. In the fall 2009 quarter, the average class size was 20 students. While there is no minimum class size, a class for which fewer than 12 students are registered may be cancelled. This is not only to make the best use of instructional resources, but to foster adequate dialogue and academic exchange between class participants.

Class Assignments and Projects

There is considerable emphasis placed on simulated work situations and completion dates. Class time is set aside for completing the projects. Students should spend additional time outside the class hours as necessary for meeting the established project submission deadlines. In the professional world, there are rarely any acceptable excuses for missing project deadlines. It is extremely important that students learn and exhibit professional discipline. Students should plan their schedules with an understanding that they will need to spend a significant amount of time on work outside class.

Notifying the VA of Students No Longer Pursuing a Course Policy

Purpose and Scope

The Illinois Institute of Art (collectively “The Art Institute”) maintains and enforces an attendance policy for all its students. Participation in classroom activities is vital to a student’s successful completion of each course and is an important facet of each student’s professional development. All students including students who receive Veterans Administration educational benefits are expected to attend all classes as scheduled, to be on time, and to remain in the classes for their full duration. The VA requires the school to notify them when students receiving Veterans Affairs educational benefits cease to pursue any of their courses. Additionally, multiple absences in a course could result in loss of VA educational benefits.

Definitions.

Attendance: Attendance must be recorded by the instructor, facilitator, other designee, or by an automated system for all classes in which a student is registered.

Academic Policies

Absence: Absence is defined as being not in attendance for the total number of class hours that are scheduled for the class during a particular day. This includes the final exam and/or the last scheduled session of the quarter. Absence for an online course is defined as a student not making at least one academically-related post in an approved learning management system during a particular week. Absences are recorded from the first day of the term regardless of the reason for absence. Holidays and official class cancellations are not considered as absences.

Student: For the purposes of this policy, a student is someone who is enrolled in the institute and is receiving VA educational benefits.

VA Course Attendance, Campus: Students who receive VA educational benefits are required to pursue each of their courses to be eligible for benefits. In order to receive the full benefit allowance the student must attend all classes in which the student is registered throughout the academic term at the campus.

A student who is absent from a particular course for a period of 21 consecutive calendar days will be considered not pursuing the course.

At the end of a quarter, a student must complete their final assignment or take their final exam (these dates must be documented) or not receive a grade of W, WF or an unearned F, or their last date of attendance will be provided to the VA.

VA Course Attendance, Online: Students who receive VA educational benefits are required to meet attendance requirements to be eligible for benefits. In order to receive the full benefit allowance the student must make at least one academically-related post for each online course in an approved learning management system during a particular week.

A student who does not make at least one academically-related post in an approved learning management system during a 2 week period will be considered not pursuing the course.

Pursuit (Title 38 law of the VA Certifying Official handbook): “The term ‘pursuit’ means to complete coursework, while enrolled, toward the objective of a program of education. This coursework must be in accordance with approved institutional policy and regulations, and applicable criteria of title 38, United States Code; must be necessary to reach the program’s objective; and must be accomplished through resident courses (including teacher training courses and similar courses which the VA considers to be resident training), independent study courses, a graduate program of research in absentia, or medical/dental internships and residencies, nursing courses and other medical/dental specialty courses. The VA considers a person who qualifies for payment during an interval between terms or school closing, or who qualifies for payment during a holiday vacation to be in pursuit of a program of education during the interval, school closing, or holiday vacation.”

Reinstatement: Reinstatement is the process of returning the student to active pursuit status after the VA has been notified that the student is no longer pursuing a course. This may occur when a student is erroneously withdrawn from school due to the posting of erroneous attendance.

Policy Conditions and Guidelines.

COURSE ATTENDANCE

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. We will notify the VA if a student is no longer pursuing the course, as defined above.

For students enrolled in campus-based courses – Students missing 21 consecutive calendar days of class in *any* course in which they are enrolled during an academic term could lose their VA educational benefits. **If a class session during the course falls on a holiday or the class is cancelled by the faculty member, the student is not considered to be absent. The class session must be made up during that week.**

For students enrolled in online courses – Students not making at least one academically-related post for each online course in an approved learning management system during a 2 week period will be considered absent.

The VA will be notified about students who do not meet these pursuit criteria. The last date of attendance (LDA) will be determined and reported to the VA within 30 days of the change in enrollment. A notice of Change in Student Status with an “Adjust” action will be placed in the student file.

Academic Policies

COURSE OFFICIAL WITHDRAWAL POLICY

A student can officially withdraw from any class through the ninth week of an 11-week course (or through the 4th week of a 5.5-week course or the 8th week of a 10-week course) and receive a grade of “W” (Withdrawal, with no grade penalty). Course withdrawal forms must be submitted to the Registrar’s Office by the close of business on Friday of week nine (week 4 of a 5.5-week course) in order to receive a “W” grade. Students receiving VA educational benefits who withdraw from a course(s) or interrupt their training will have their enrollment status for VA purposes changed and their last day of attendance reported to the VA, which will result in a loss or reduction of VA educational benefits.

A change in enrollment status will result in a loss or reduction of VA educational benefits. Benefits loss or reduction may include VA payments for tuition, fees, monthly housing allowance (MHA), and the books and supplies stipend. As a result of these benefit losses, the student may have their future eligibility for VA educational benefits reduced or may be liable for a debt to the VA.

Please note that withdrawing from courses or ceasing to pursue a course will negatively impact a student’s Satisfactory Academic Progress as well as the Standards of Progress and ability to graduate. In most cases, the student will have to retake the course(s) and be charged again for the course(s). We strongly advise that the student meets with his or her academic advisor and Veterans Affairs School Certifying Official on campus before withdrawing or before the student stops attending a course(s).

Students will have their VA educational benefits reduced or terminated when they expressly request to be withdrawn from a course(s) or their training is interrupted. Please note that the Institute does withdraw both VA and non-VA students from school, if the student does not attend all of his or her registered courses for 21 consecutive days for on-ground campus classes. Online students, both VA and non-VA, who do not make at least one academically-related post in any of their online classes in a 2 week period will be withdrawn from school. In both cases, the VA will also be notified of a VA student’s last day of attendance when the student is administratively withdrawn, which will result in a loss or reduction of VA educational benefits.

If the student submits the final project and/or sits for the final examination does not pass a course(s) and receives an F (sometimes referred to as an earned F), the student will be deemed to have earned the F and to be in compliance with the pursuit requirements. If the student fails but did not submit the final project and/or sit for the final exam, the student will receive an F (sometimes referred to as an unearned F) and will be deemed not to be in pursuit of the course. In situations where the student is deemed not to be in pursuit (has an unearned F), the VA will be notified of the student’s last date of attendance in that course(s), which will result in a loss or reduction of VA educational benefits.

If a student receives a W or WF, the VA will be notified that the student is no longer pursuing the course(s) and the Last Day of Attendance for each course will be provided to the VA, which will result in a loss or reduction of VA educational benefits.

Policies and Procedures

The college is required by federal, state and accreditation regulations to maintain and enforce an attendance policy. Participation in classroom activities is vital to a student’s successful completion of each course and is an important facet of each student’s professional development. The school’s Attendance Policy has been designed to reflect the demanding nature of the professional fields. The student is expected to attend all classes as scheduled, to be on time and to remain in the classes for their full duration. It is recognized that a student may be absent from class due to a serious illness or family emergency. There are no excused absences. Arrangements to complete make-up work for missed classes must be made with each individual instructor. Charges for tuition, housing, kits, transportation and all other fees are non-refundable charges regardless of circumstances.

Absence Categories

Full Absence: A full day of absence is defined as being absent for the total number of hours classes are scheduled each day for the program in which the student is enrolled. Absences are recorded from the first day of the quarter regardless of the reason for absence.

Partial Absence: A student who arrives late or leaves class early is charged in fifteen-minute increments of absenteeism. This absence accumulates toward absenteeism on a student’s quarterly record.

Academic Policies

Consecutive Absenteeism: A student absent fourteen consecutive calendar days without notifying the Registrar is considered withdrawn from the program.

Attendance Policy

COURSE ATTENDANCE

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in class. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

Students should be prepared to start the session on the first day of classes and to add/drop courses early in the first week of the session to minimize absences. Absences accrue against the student even if the student was not originally registered for the class but adds it after the start of classes.

New students at an-ground campuses who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start.

Continuing students at on-ground campuses who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from the Institute. They must contact the campus registrar to indicate their intent to return.

Students will not be penalized for pregnancy or related conditions, including recovery from childbirth. Students who are absent due to pregnancy or related conditions may receive an exception to the attendance policy and/or be permitted to make up missed work for as long as the student's absence is medically necessary. To avoid being administratively withdrawn, students must contact their academic advisor or registrar about the need for a pregnancy-related exception. As with other students seeking exceptions for medical-related reasons, students seeking a pregnancy-related exception to the attendance policy must provide a doctor's note indicating that the absences were medically necessary. Failure to provide evidence of medical necessity for any absence may result in the student being administratively withdrawn from school, and the student may not be allowed to make up any missed assignments.

A student can officially withdraw from any class through the ninth week of an 11 week term (or course) (week 4 of a 5.5 week course or week 8 of a 10 week term) and receive a grade of "W" (Withdrawal, with no grade penalty.) Course withdrawal forms must be submitted to the Registrar's Office by the close of business on Friday of week nine (week 4 of a 5.5 week course) in order to receive a "W" grade. If a student stops attending but does not officially notify the registrar that they are withdrawing or if he/she withdraws from courses after the periods described above they will receive a grade of "WF" (Failures due to late withdrawal.)

Please note that withdrawing from courses will negatively impact a student's Satisfactory Academic Progress and their ability to graduate. In most cases the student will have to retake the course(s) and be charged again for the course(s). We strongly advise that the student meets with their academic advisor before withdrawing or before the student stops attending a course or courses.

COURSE ATTENDANCE REQUIREMENTS (See Online (PLUS/AiPOD))

Students are expected to attend all class meetings, arrive on time, and stay for the duration of the entire class session.

Students who fail to attend a class session will be given an absence for that session.

Faculty policies regarding attendance, tardiness arriving to class and returning from breaks, or leaving class early can be found in the course syllabus.

The Art Institutes considers a student as administratively withdrawn when he or she withdraws from all courses within a term. An administrative withdrawal is an action taken by the school.

Academic Policies

CONSECUTIVE DAYS ABSENCE POLICY

Students who are not marked present in any of their scheduled classes for fourteen (14) consecutive calendar days before the end of the ninth week of the 11 week term (week 4 of a 5.5 week course), will be withdrawn from the Institute and will receive W's (withdrawals, with no grade penalty), or WF's (Failures due to late withdrawal) for all courses if the withdrawal occurs after the end of the ninth week of the session. Calendar days include days that the student does not have any scheduled class. All calendar days that the school is not in session (e.g., school closings, weekends and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the satisfactory academic progress policy (SAPP) must follow the procedure for appealing the academic dismissal.

APPEAL PROCESS

Students who are administratively withdrawn from school for violating the attendance policy may submit a one-time appeal per term to the Dean of Academic Affairs for reinstatement into their course(s) in the active term based on mitigating circumstances. Students, who appeal, must do so in writing prior to the next class meeting. The written appeal must include mitigating circumstance documentation. The student must still have the potential of successfully completing the course(s) to earn a successful appeal.

Mitigating circumstances may include one of the following reasons on the day of the recorded absence. EADs (EAD is Examples of Acceptable Documentation) are not limited to what is listed:

Death of an immediate family member

EAD : Newspaper obituary, funeral card.

Student illness requiring hospitalization (this includes mental health issues)

EAD: Documentation from hospital, attending physician or psychologist showing dates of stay.

Severe illness of an immediate family member where the student is a primary caretaker

EAD: Documentation from physician regarding ill relative's situation.

Illness of an immediate family member where that family member is the primary financial support

EAD: Documentation from physical regarding ill relative's situation.

Abusive relationships

EAD: Documentation from mental health professional or law enforcement agency.

Divorce proceedings

EAD: Legal documentation regarding proceedings.

Change in work schedule prior to the evaluation point

EAD: Documentation from employer regarding change in schedule.

Natural disaster

EAD: Proof of residence in affected area and proof of disaster.

Family emergency

EAD: Documentation of specific incident.

Loss of transportation where there are no alternative means of transportation

EAD: Artifacts that document how transportation was lost and why other transportation was not available.

Academic Policies

A doctor documented illness of the student for a significant period of time.

EAD: Letter from doctor on doctor's letterhead or prescription pad indicating commencement of illness and release date.

Military deployment.

EAD: *Deployment orders.*

SESSION START ENROLLMENT AND CLASS CLEARANCE POLICY

All students are expected to clear all holds prior to the start of the term and attend classes during the first two weeks of classes of every session in order to maintain enrollment as a student. Absences are recorded from the first day of the session irrespective of the reason for absence. Should continuing or re-entry students adjust their schedule within the schedule adjustment period (drop/add week), they will be marked absent for any class they have missed as a result of the schedule change.

Students in school-sponsored housing whose enrollment is suspended will have their lease terminated. Students missing classes because their holds are not cleared will be marked absent. A student whose enrollment is suspended for not attending classes during the start of the term may be permitted to apply for readmission for the subsequent term.

ATTENDANCE VERIFICATION

Students may verify their attendance at any time during the term by speaking with their instructor. In addition, they may go to the campus academic advisors. Students who need information regarding their attendance will need to request it in person. Any discrepancies should be discussed with the individual instructors. If the discrepancy is unresolved between the student and the instructor/facilitator, the student should submit a form to his/her Academic Director/Program Coordinator. The Academic Director/Program Coordinator will review form then forward it to the Registrar to make the changes and the Director/Coordinator will follow up with the student. the Director/Coordinator will follow up

ATTENDANCE POLICY FOR LABORATORY COURSES IN CULINARY/PASTRY ARTS PROGRAMS

The Culinary/Pastry Arts laboratories are hands-on, skill-oriented learning experiences. The daily exercises in each laboratory include exposure to foods, equipment, and procedures that are unique and not repeated. Since hands-on training requires consistent student presence in the classroom, the attendance policy for lab sessions requires maximum student participation. All absences, regardless of reason, are recorded and will affect your overall evaluation. The administration and faculty mandate that each student attend every class to maximize his/her educational opportunities.

Students who are not in compliance with the attendance policies will be rescheduled for the laboratory course. This rescheduling is at the discretion of the Academic Department Director and may occur on weekends or evenings. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

Cultivation of desirable work habits is as important as the development of cooking skills. Students should train themselves to be present and on time for all classes. Development of these important habits while in school makes it considerably easier to satisfy the employer who demands regular and punctual attendance when students become employed. Daily attendance is maintained for this purpose.

ONLINE ATTENDANCE POLICY AND SUBSTANTIVE PARTICIPATION CRITERIA (PLUS & AIPOD)

Students taking online classes (including students taking PLUS courses) must submit at least one academically-related posting in the learning management system each full attendance week. For online classes beginning on a Monday, the full attendance week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Sunday. For online classes beginning on Thursday, the full attendance week is defined as beginning on Thursday at 12:00 a.m. MST to 11:59 p.m. MST the following Wednesday.

For attendance purposes, an academically-related posting can include, but may not be limited to, posting a dropbox submission, posting to a threaded discussion forum, and taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orienta-

Academic Policies

tion, reading the courses or programs syllabus or activity prior to the start date of the course.

Online students are required to meet the first week's attendance in order to be confirmed as an active student. Failure to do this could negatively impact a student's financial aid.

During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AiPOD students who fail to meet the attendance requirements for two consecutive attendance weeks during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution. If the student is administratively withdrawn due to attendance on or before the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a W grade for the course. If the student is administratively withdrawn due to attendance after the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

In the specific case where a student has a current course grade of F and fails to meet positive attendance in the last week of the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.

Online Substantive Participation Policy

Successful online learning requires active discussion area participation. Students must contribute to the online class discussion in a substantive way to earn participation points related to specific assignments in their course. In a 5.5 week class, students should participate in at least four (4) out of seven (7) days each week during Week 1 through Week 5 and at least two (2) out of three (3) days for Week 6. In an 11 week class, students should participate at least two (2) out of seven (7) days each week.

Substantive participation includes, but may not be limited to, responding to discussion questions as well as discourse between students related to the subject matter. Substantive responses must be based upon the course content, theory, or personal experiences, not mere opinion. A simple "I agree" will not qualify as a substantive response. Substantive responses should also include appropriate documentation/citation. Examples of nonsubstantive participation also include, but may not be limited to, posting assignments or posting a question that the student might have for his/her instructor or classmates.

As a general rule, students must post substantive comments in each discussion board as outlined in an assignment's grading criteria. Both quantity and quality of contributions to the classroom discussion are considered in evaluating student participation.

The participation point value in the learning experience is defined within an assignment as presented in the assignment pages associated with each course and/or as directed by the instructor. Substantive participation is recorded on the posting date on which a student makes a substantive classroom posting.

Participation in the discussion area must be completed before 11:59 p.m. Mountain Standard Time (MST) to be considered towards participation for that day. A one-day period is defined as that period of twenty-four (24) hours from 12:00 a.m. MST to 11:59 p.m. MST the same day. For participation to count for grades or assignments, they must be within this time period. For example, if a student participates on Tuesday 11:58 p.m. MST, it counts as participation for Tuesday. If the same student participates at 12:05 a.m. MST the next day, it counts as participation for Wednesday.

Students are not required to participate on any specific day; however, all assignments must be posted by the assignment's due date. Students may post assignments prior to the due date during the week the assignment is due.

Attendance Withdrawal Appeal Procedure

A student may appeal an attendance withdrawal. In order for the student to reenter in the following quarter, the appeal must be submitted to the Vice President or Dean of Academic Affairs in writing within three school days after the notice of dismissal is sent.

Academic Policies

Transfer of Credit

The sections below describe the various conditions under which credits might be transferred into or out of The Art Institutes. Please contact the office of The Dean of Academic Affairs for all matters related to Transfer Credit and Program Change.

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

The Art Institute does not imply, promise or guarantee transferability of its credits to any other institution. The fact that a school is licensed and accredited is not necessarily an indication that credits earned at that school will be accepted by another school. In the U.S. higher education system, transferability of credit is determined by the receiving institution, taking into account such factors as course content, grading, accreditation and licensing.

The goal of The Art Institute is to help you to prepare for entry-level employment in your chosen field of study. The value of degree programs like those offered by The Art Institute is their deliberate focus on marketable skills. The credits earned are not intended as a stepping stone for transfer to another institution. For this reason, any student wishing to transfer credits to another institution will need to confirm that the academic credits earned at The Art Institute will transfer to the receiving institution before entering a program at The Art Institutes.

Programs offered by one school within the Art Institutes system may be similar to, but not identical to, programs offered at another school within the system. This is due to differences imposed by state law, use of different instructional models, and local employer needs. Therefore, if you decide to transfer to another school within the Art Institute system, you may be required to take additional courses beyond the completed portion of the program, including topics previously covered in past classes.

If you are considering transferring to either another Art Institutes school or an unaffiliated school, it is your responsibility to determine whether that school will accept your Art Institute credits. We encourage you to make this determination as early as possible.

TRANSFERRING FROM ONE ART INSTITUTE TO ANOTHER ART INSTITUTE

Students wishing to transfer from one Art Institutes school to another may do so only if they are in good standing at the sending school. Any student dismissed for academic progress cannot transfer to another Art Institute school until he or she has been reinstated at the sending school and is deemed to be making satisfactory academic progress.

TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS

Associate's Degree Graduates to Bachelor's Degree Programs: Every reasonable effort will be made to ensure that all credits earned by associate's degree graduates of an Art Institutes school will transfer to the corresponding bachelor's degree program within the system. However, differing state and accrediting regulations may require additional courses at the associate's degree level. If the associate's degree completed by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to add a course(s) at the associate's degree level.

Such graduates of the related associate degree program will attain upper division status in the bachelor's degree.

Associate's degree credits earned by graduates of an Art Institutes school for which there is no corresponding bachelor's degree program will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. Under some conditions, all general education courses in the associate degree may be brought forward into the Bachelors degree program; because this may vary by state, the student attempting to transfer credits is advised to consult with the receiving institution on the policies regarding general education coursework. All conditions in the following associate's degree credits to associate's/bachelor's degree program procedure apply.

Diploma Graduates to Associate's/Bachelor's Programs: Every reasonable effort will be made to ensure that all credits earned by diploma program graduates of an Art Institutes school will transfer to the corresponding Associate/Bachelor's degree program within the system. If the diploma program completed by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to require retaking the course(s) at the associate's degree level.

Academic Policies

Such graduates of the related diploma program will attain lower division status in the associate's degree program.

Diploma program credits earned by graduates of an Art Institutes school for which there is no corresponding Associate/Bachelor's degree program will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. All the following conditions in the following diploma program credits to associate's/bachelor's degree program procedure apply.

Allowable Total Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the new location. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, or from proficiency examinations, or from alternative sources of credit. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above. See the campus registrar for the minimum percentages for your campus.

Transcripts

Official transcripts must be sent to the Admissions Office of the admitting Art Institutes School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance at The Art Institutes school may be considered for transfer credit at the discretion of the Dean of Academic Affairs.

Diploma Program Credits to Associate's/Bachelor's Degree Program:

Diploma program credits, with a grade of "C" or better from an Art Institutes school, earned by students not awarded an diploma, will be considered for transfer to the same program at the associate's degree or bachelor's degree level. Differing state and accrediting regulations may require additional courses at the associate's degree level.

Associate's Degree Credits to Associate's/Bachelor's Degree Program:

Associate's degree credits, with a grade of "C" or better from an Art Institutes school, earned by students not awarded an associate's degree, will be considered for transfer to the same program at the associate's degree or bachelor's degree level. Differing state and accrediting regulations may require additional courses at the associate's degree level.

Course Descriptions

The official descriptions of the courses submitted for consideration for transfer must be comparable to the coursework at an Art Institutes school. Official course descriptions from the college where the credit was earned or a college catalog will be used to determine comparability, and must be received prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling.

Level of Transfer Credits

Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer. If the student has passed only the transitional classes at an Ai school but not earned the respective college-level credit, then the receiving institution should re-test the student for placement purposes.

Grades of Transfer Credits

Only courses with an earned grade of "C" (2.0 on a 4.0 scale) or higher will be considered for transfer credit. Transfers between schools from within the same OPEID code (Office of Postsecondary Education Identifier), will transfer all comparable courses (including all attempts) to the new school.

Course Prerequisites and Sequence of Courses

Course prerequisites and course sequences will be observed when preparing schedules, to assure appropriate student skill development.

Academic Policies

Internal Proficiency Testing for Credit

Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

Portfolio Review for Credit

Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

Total Allowable Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

LIMITATION TO ONLINE EDUCATION QUOTIENT: Based on government and accreditation standards related to consortium agreements, students are limited in the total number of credits that can be earned in an online delivery mode. Students are required to complete more than 50% of their program credits in residence at the Art Institute School into which they have enrolled and from which they hope to graduate. Once the threshold of program credits have been exceeded, the student must be transferred to The Art Institute of Pittsburgh – Online Division for the completion of the program. Transfer between Art Institute campuses does not guarantee that all credits earned will transfer to the same program at the receiving campus, including The Art Institute of Pittsburgh – Online Division.

TRANSFER OF CREDIT FROM OUTSIDE COLLEGES AND UNIVERSITIES BEFORE MATRICULATION AT AN ART INSTITUTES SCHOOL

Transcripts

Official transcripts must be sent to the Admissions Office of the admitting Art Institute School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance at an Art Institutes school may be considered for transfer credit at the discretion of the Dean of Academic Affairs.

Course Descriptions

The official descriptions of the courses submitted for consideration for transfer must be comparable to the coursework at an Art Institutes school. Official course descriptions from the college where the credit was earned or a college catalog will be used to determine comparability, and must be received prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling.

Level of Transfer Credits

Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer.

Grades of Transfer Credits

Only courses with an earned grade of "C" (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

Course Prerequisites and Sequence of Courses

Course prerequisites and course sequences will be observed when preparing schedules, to assure appropriate student skill development.

Academic Policies

Proficiency Credit from External Sources

Official documents related to CLEP or AP scores or similar means to demonstrate proficiency for credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

Advanced Placement. Some foundation courses can be obtained through College Board's AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student's first quarter of attendance.

College Level Examination Program (CLEP). Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student's first quarter of attendance.

Articulation Agreement Credit. Successfully complete programs included in articulation agreements that have been established between the University and their high schools.

Military Experience Credits. Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on an American Council on Education (ACE) transcript.

The Illinois Institute of Art recognizes and uses the ACE Guide to the Evaluation of Educational Experience in the Armed Services to determine the value of learning acquired in military service. We award credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a Service member's program. In addition, we utilize Joint Services Transcript in our processing of prior learning experiences for possible transfer credit.

Internal Proficiency Testing for Credit. Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.

Experiential Learning. Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the Dean of Academic Affairs or designee. The Dean of Academic Affairs or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed.

Portfolio Review for Credit. Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start.

Class Proficiency Test

Requests for testing out of specific classes approved by the Institute must be made through the department Director prior to the class start.

No more than 25 percent credits will be considered for any type of proficiency credit.

University Transcripts with Credit/No Credit Course Grades

Accredited colleges and universities where courses are offered for credit/no credit and no allowable grade is earned in major courses according to existing regulations will be converted to a grade by the registrar's office. Credit grades will be converted to a "C" and no credit grades will be converted to an "F".

Total Allowable Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Academic Policies

TRANSFER OF CREDIT AFTER MATRICULATION (CONCURRENT ENROLLMENT OR RE-ENTRY TO THE INSTITUTION) AT AN ART INSTITUTES SCHOOL

NOTE: Transfer credit after matriculation must be completed prior to the student's final term of study.

Concurrent Enrollment: Requests for transfer of credit from accredited institutions of higher education, for a course taken concurrently with an Art Institutes school student's full-time schedule (at the student's own expense), and after a student's matriculation at an Art Institutes school, may be made to the Dean of Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met, and if the secondary institution permits concurrent enrollment.

Approval Needed

Requests for concurrent enrollment in a course at another college or university while the student is at full-time status at an Art Institutes school (according to the US Department of Education's definition of the term) must be approved by the General Education Director, the Department Director, or the Dean of Academic Affairs prior to enrollment in the course.

Full-time Status

The student must be enrolled full-time at an Art Institutes school at all times during the concurrent enrollment at another college or university.

One Course Limit

Only one course per quarter in concurrent enrollment is permitted.

Grading

The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or the CGPA.

Completion Deadline

Credit will be awarded for the course when official documentation is provided by the secondary institution that the course was successfully completed, as defined above. Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

Total Allowable Transfer of Credit

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

Transcripts

Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

Transfer Credit Upon Re-Entry to the Institution: Requests for transfer of credit from accredited institutions of higher education for a course taken while a student was not in attendance at an Art Institutes school, but after a student's initial matriculation at the school, may be made to the Dean of Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met.

Grading

The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or the CGPA.

CHANGE OF PROGRAM WITHIN AN ART INSTITUTES SCHOOL

A student petitioning to change from one program to another within The Art Institute must obtain approval from the

Academic Policies

Department Director of the department from which the student is changing. The student's coursework and earned credits will be reviewed for applicability to the new program. Only those credits required for graduation in the new program will be transferred to the new program and counted toward graduation. Only one change of program is allowed per student.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information The Illinois Institute of Art may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to *[insert title(s) of appropriate school official(s), typically, Registrar]*. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

The Illinois Institute of Art generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To The Illinois Institute of Art officials who have been determined by the school to have legitimate educational interests in the records. A school official is
 - a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
 - b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Illinois Institute of Art has a legitimate educational interest.
2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.

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4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator -- not the name of any other student, including a victim or witness -- without the prior written consent of the other student(s)).
 - a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (*see* Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and The Illinois Institute of Art will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Illinois Institute of Art officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Illinois Institute of Art will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

The Illinois Institute of Art designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth

Academic Policies

5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (*i.e.*, enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Illinois Institute of Art to request that his/her directory information is kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, The Illinois Institute of Art, 350 N Orleans, Chicago, IL 60654. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the [*insert title(s) of appropriate school official(s)*] to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The Illinois Institute of Art may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, The Illinois Institute of Art will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Illinois Institute of Art. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. The Illinois Institute of Art will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, The Illinois Institute of Art decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, The Illinois Institute of Art decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, The Illinois Institute of Art will:
 - (a) maintain the statement with the contested part of the record for as long as the record is maintained; and
 - (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

Academic Policies

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Illinois Institute of Art to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Discipline Policies and Procedures

The Illinois Institute of Art recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the educational process in the same manner as is expected in an employment situation.

The Illinois Institute of Art reserves the right to suspend or to terminate any student who displays conduct detrimental to the educational environment or to the well-being of fellow students, faculty, staff members and guests within The Illinois Institute of Art or at any school-sponsored activity or facility. This includes violations of the following:

Academic Honesty Policy
Student Conduct Policy
Drug-free Workplace and Campus

Student Disciplinary Review Process

Any member of The Illinois Institute of Art community i.e., faculty, staff, student, may file a complaint against any student for misconduct or for otherwise being in violation of The Illinois Institute of Art policies. All complaints against individuals who violate The Illinois Institute of Art Discipline Policies should be submitted in writing to the appropriate administrator as follows:

Academic Honesty Policy violations should be submitted in writing to the Vice President or Dean of Academic Affairs in the office of Academic Affairs.

Student Conduct Policy violations should be submitted in writing to the Dean of Student Affairs in the Student Affairs office.

Drug-free Workplace and Campus violations should be submitted in writing to the Dean of Student Affairs in the Student Affairs office.

Academic Honesty

All students who copy or otherwise plagiarize the work of another or who otherwise display conduct detrimental to their own academic progress are subject to disciplinary action. All complaints against students regarding violations of the Academic Honesty Policy should be submitted to the Vice President or Dean of Academic Affairs in writing. The Academic Department Director may convene an Academic Disciplinary Panel to review statements and review relevant materials from the faculty and student(s) named in the petition. The Panel is comprised of an Academic Department Director and the faculty member. The panel recommends a course of action to the Vice President or Dean of Academic Affairs and sends a written copy of its recommendation to the student. Possible findings include, but are not limited to, no fault, placing a warning in a student's file, assigning a failing grade for a course or assignment, recommending a term of probation, suspension or termination. The student has the right to appeal the finding to the Vice President or Dean of Academic Affairs within five (5) days of the notification. The Vice President or Dean of Academic Affairs has the final authority to accept, reject or amend the recommendation of the panel.

Academic Policies

Online

The Illinois Institute of Art offers selected online courses through a consortium agreement with The Art Institute of Pittsburgh - Online Division. Online classes are 5.5 or 11 weeks in length and have the same course and exit competencies as the on-ground version of the equivalent course. Online courses are delivered in an asynchronous, web-based format so that students may be active in an online classroom at any time, from any computer that provides internet access.

The Illinois Institute of Art carefully reviews all course descriptions, course outcomes and course syllabi for online courses to ensure that the courses offered through The Art Institute of Pittsburgh - Online Division have the same level of academic integrity as the equivalent on-campus course offered at The Illinois Institute of Art.

Online courses are designed to take advantage of technology, making the learning environment more efficient, and maximizing relevance to the student's prior learning and experiences. As in traditional on-campus classes, students are expected to complete all work and submit assignments within the time periods given by the instructor as listed on the course syllabus. Students in online courses are required to log into the course at least four of seven days per class week, with each of the four log-ins occurring during separate 24-hour periods. All assignments must be submitted by 1:00 a.m. (Pacific Standard Time) on the due date. Students taking online courses for the first time may be required to complete online orientation prior to the start of classes.

Student participation is required in addition to submitting formal assignments for the course. Log-ins are monitored, and students enrolled in online courses must adhere to strict academic and attendance policies to remain in good standing.

The Illinois Institute of Art charges the same tuition for online courses as it charges for on-ground courses.

Requirements for Participation in Online Courses

Any student interested in enrolling in online courses must meet with their Academic Advisor to determine if he/she is a good candidate for online coursework. The Online Advocate reviews the student's comfort level in an online environment, the amount of time the student is available during the week, and the technology available to the student. Candidates for online courses must be in good academic standing and possess effective time management, problem-solving, and critical thinking skills, as well as strong written communication abilities.

The College's Academic Advisor will be able to make the most appropriate recommendations about course types and course loads. In order to participate in online classes, students must have computer hardware and software equivalent to the specifications indicated by The Illinois Institute of Art.

The Illinois Institute of Art regularly evaluates the online hardware and software class requirements to ensure that students taking courses through The Art Institute of Pittsburgh - Online Division are utilizing technology in parity with students taking the equivalent courses on campus. Prior to registration each quarter, students are expected to review the online courses offered that quarter. The technology requirements specified for each course are available on the Art Institute of Pittsburgh catalog, www.artinstitutes.edu/pittsburgh/admissions/catalogs.aspx

Registration for Online Courses

Students register for online courses during the regular registration period at The Illinois Institute of Art. Students may register for on-campus classes, but may only be registered for an online class by meeting with their Academic Advisor. Online courses are offered in one or two sessions within the academic quarter calendar. The first 5.5-week session begins at the same time the on-ground coursework begins at the College and runs for 38 days (through the Wednesday of week six of an academic quarter). The second 5.5-week session begins 38 days prior to the end of the quarter (Thursday of week six) and ends on the same day as the quarter for the College. The 11-week sessions begin and end the same time as the on-ground coursework begins and ends. Students may only be registered for online classes during the regular registration period, regardless of how many online classes they take or which sessions they wish to take them in. The same add/drop policy and timeframe is followed for both online and on-ground courses.

Registration is considered to be confirmed when the mandatory online academic orientation exam has been successfully completed. (See below.) Any student who fails to complete the online student orientation by the appropriate deadline will be removed from all online classes prior to the start of the academic quarter.

Students who are registered only for online classes and drop that class or classes will be considered dropped from school and must go through the reentry process for reinstatement.

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Academic and Software Orientation

All students taking online courses are **required** to successfully complete an academic orientation to the online classroom prior to the beginning of their course(s). This orientation reviews the expectations, policies, and procedures associated with taking courses online. The orientation must be completed prior to the start of classes - please see the College's Online Advocate/Academic Advisor for deadlines. It is imperative that students are ready to begin working on the class at the start of the academic quarter; students will not have time to get orientated once the class is underway.

If a student encounters a technical problem there is a toll free e-College support line available 24 hours a day, 7 days a week. Students may also request assistance from the Art Institute Online directly through their web site or by working with The Illinois Institute of Art Online Advocate. Online course specific tutoring and software tutorials are offered free of charge through e-College and are available to all students taking an online course via links from their online home pages.

Textbooks

All online courses require textbooks. The textbooks for online courses may be found in the course descriptions area located at The Art Institute of Pittsburgh - Online Division catalog home page, www.aionline.edu/catalog. The Art Institute of Pittsburgh - Online Division's textbook provider is MBS Direct. They provide 48-hour delivery for most textbooks. Textbooks can be purchased online or over the phone via a toll free number using a credit card.

Equipment

Prior to registration, students are provided with a list of the hardware and software required for the online courses they are considering taking. The technology requirements specified for each course are available on The Art Institute of Pittsburgh - Online Division virtual campus Web site, www.aionline.edu/catalog. Students may purchase their own equipment using an outside vendor, or use The Art Institute of Pittsburgh - Online Division technology partners which may be found at The Art Institute of Pittsburgh - Online Division's home page, www.aionline.edu/campus. Students are not required to purchase or lease any equipment through The Illinois Institute of Art or The Art Institute of Pittsburgh - Online Division. Students are welcome to utilize The Illinois Institute of Art computer labs and facilities (including the ACE for on-campus tutoring) to successfully complete their online classes.

Faculty

Faculty who teach online courses at The Art Institute of Pittsburgh - Online Division possess the same subject matter credentials and experience requirements as faculty who teach the equivalent on-campus course at The Illinois Institute of Art. In addition, all faculty who teach online are required to successfully complete a six-week online training course. In most cases, faculty who teach online courses teach comparable courses on-ground within The Art Institutes system.

INTELLECTUAL PROPERTY POLICY

Introduction

Purpose or Scope

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of The Illinois Institute of Art's policy for use of its information technology system can result in termination of network access for the student and/or other

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disciplinary action including removal of the student from The Illinois Institute of Art.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). 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 attorneys’ 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.

The Illinois Institute of Art’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Illinois Institute of Art’s information technology system. The Illinois Institute of Art’s policies prohibit use of The Illinois Institute of Art’s computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, The Illinois Institute of Art is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of The Illinois Institute of Art itself, which supports this creative and scholarly work.

This document expresses The Illinois Institute of Art’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Illinois Institute of Art – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Illinois Institute of Art, and this Policy governs in all circumstances, unless The Illinois Institute of Art has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between The Illinois Institute of Art and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

A. *Copyright* - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).

B. *Commissioned Work* - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.

C. *Independent Academic Effort or Creative Activity* - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.

D. *Institutional Employee* - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in

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the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

E. *Intellectual Property* - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

F. *Patent* - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.

G. *Sponsored Work* - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.

H. *Student* - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.

I. *Substantial Institutional Resources* - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.

J. *Trademark and Service Mark* - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.

K. *Work* - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.

L. *Work Made for Hire* - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

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Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs him/her, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

Policy Provisions

A. Faculty, Staff and Student Works

1. General Rule.

Subject to the exceptions noted in this Policy, as a general rule, The Illinois Institute of Art does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and students.

2. Exceptions to the General Rule.

Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

- (a) The Intellectual Property is developed as a Sponsored Work.
- (b) The Intellectual Property is developed as a Commissioned Work.
- (c) The Intellectual Property is developed using Substantial Institutional Resources.
- (d) The Intellectual Property is developed by the creator within the scope of his or her employment with The Illinois Institute of Art and constitutes a Work Made for Hire.
- (e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Illinois Institute of Art to create the Intellectual Property.
- (f) The Intellectual Property is developed under a grant, program or agreement which provides The Illinois Institute of Art with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2 (a) through (f) above, the Intellectual Property shall be owned by The Illinois Institute of Art (or by The Illinois Institute of Art and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Illinois Institute of Art under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Illinois Institute of Art's President, and to execute any document deemed necessary by The Illinois Institute of Art to perfect legal rights in The Illinois Institute of Art and enable The Illinois Institute of Art to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

- (a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Illinois Institute of Art. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Illinois Institute of Art.
- (b) Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by The Illinois Institute of Art as Works Made for Hire or otherwise.
- (c) If any Intellectual Property to be owned by The Illinois Institute of Art under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties' respective ownership and usage rights in the resulting

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Intellectual Property shall be set forth in a written agreement.

(d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Illinois Institute of Art will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Illinois Institute of Art.

(e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.

(f) Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and The Illinois Institute of Art will not use the Student's Work without the Student's permission to do so.

(g) Students working on a project governed by an existing written agreement to which The Illinois Institute of Art is a party are bound by all terms of that agreement.

(h) Students hired to carry out specific tasks that contribute to Intellectual Property of The Illinois Institute of Art retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.

(i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Illinois Institute of Art outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.

(j) The rights of The Illinois Institute of Art to a perpetual, worldwide license (exclusive or non-exclusive, as The Illinois Institute of Art deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

B. Independent Contractor Works.

As a general rule, The Illinois Institute of Art will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Illinois Institute of Art has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Illinois Institute of Art does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

IV. Institution's Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Illinois Institute of Art shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of The Illinois Institute of Art . Where practicable, The Illinois Institute of Art will use best efforts to cite the creator of the Work if The Illinois Institute of Art exercises such usage rights.

V. Institution's Marks

Intellectual Property comprised of or associated with The Illinois Institute of Art 's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to The Illinois Institute of Art and/or its affiliates. This Policy is designed to protect the reputation of The Illinois Institute of Art and its affiliates, and to prevent the illegal or unapproved use of The Illinois Institute of Art's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Illinois Institute of Art. However, faculty, staff, and Students may identify their status or professional affiliation with The Illinois Institute of Art as appropriate, but any use of The Illinois Institute of Art's Marks in this regard must avoid any confusing, misleading

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or false impression of affiliation with, or sponsorship or endorsement by, The Illinois Institute of Art. No products or services may be marked, offered, sold, promoted or distributed with or under The Illinois Institute of Art's Marks without The Illinois Institute of Art's prior written permission and compliance with the licensing policies of The Illinois Institute of Art. All requests for use of Institution Marks must be submitted in writing to an officer designated by the President. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise The Illinois Institute of Art's Marks.

VI. Substantial Use of Institution Resources

Although "Substantial Institutional Resources" is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of The Illinois Institute of Art, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of "substantial use" from time to time and implement any changes or clarification to the definitions which The Illinois Institute of Art deems necessary in order to establish an appropriate standard.

VII. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Dean of Academic Affairs.

VIII. Reservation of Rights

The Illinois Institute of Art reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. The Illinois Institute of Art agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days prior to their enactment.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of The Illinois Institute of Art and will remain in effect until modified or revoked by The Illinois Institute of Art. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with The Illinois Institute of Art changes or terminates.

X. Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

RETAKING COURSEWORK POLICY

Effective July 1, 2011, the Department of Education amended the full-time enrollment status definition for programs at term-based institutions. In a standard term-based program, students who retake previously completed coursework are considered eligible for additional Title IV assistance, even if the students will not receive credit for that coursework in addition to credits already received. To comply with this provision and to assist students with managing appropriate FSA loan balances, EDMC has implemented the following policy on retaking coursework for standard term and non-term based programs.

In a notification issued by NASFAA on October 4, 2012, the agency has received reaffirmation from the Department of Education (ED) that its guidance on retaking coursework provisions found at 668.2 of the General Provisions regulations apply only to undergraduate students. ED stated it will issue a Dear Colleague Letter for the purpose of stating the current policy in a more official manner.

Standard Term-based Undergraduate Programs

Students enrolled in standard term-based programs will receive Title IV funds for unlimited retakes of failed courses and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, some EDMC's Educational Systems have limitations on how many times students can retake failed courses before they are dismissed from the institution. Please refer to the school's SAP Policy.

For standard term-based programs, EDMC's policy will allow financial aid to cover a single repetition of a previously successfully passed course subject to certain conditions. Students who earned credit(s) may receive Title IV funds for one

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retake of any previously passed course only if they meet one of the following conditions:

- Specific State or Accreditation regulations require a student to retake a course which was previously successfully passed, as defined under *State Course*.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under *Progress or Professional Requirements*.
- For students who need a specific grade or G.P.A. to practice upon graduation or progress in a program, as defined under *Progress or Professional Requirements*.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in the a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

Non-term Based Undergraduate Programs

Student's coursework is divided into payment periods based upon the credit hours and weeks of instructional time in the program or the academic year, whichever is less. A student must successfully complete the credit hours and instructional weeks in a payment period, or withdrawal, in order to advance to the next payment period and academic year. Students who fail or withdrawal from a course will not earn credits for the payment period and academic year. Students who successfully completed a course (earned credits) and wish to repeat the course to earn a better grade or G.P.A., the course attempted and earned credits will not be included in the payment period and academic year credits requirement. Students may only use FSA funds to cover such repeated courses to the extent excess funds are available in the academic year.

Student Affairs

At The Illinois Institute of Art, the goal of the Student Affairs Department is to answer the needs of the student whether it is for their well-being, their development as a member of the community or through the educational process of becoming a life long learner.

The primary function of Student Affairs is to assist students in completing the educational program of study by providing a variety of services and activities that enhance and support the academic experience. The services include academic advising, counseling, disability services, housing assistance, and student life programming. The extra-curricular and co-curricular activities and events offered by the department are an integral and significant part of the education process and the student's experience at the College.

International Student Advising

Students come from countries all over the world to attend The Illinois Institute of Art. Student Affairs is the key contact point for all of our international students. The department provides a variety of support services and enrichment activities to help meet the needs of the international community at the College.

Student Affairs assist students who come to The Illinois Institute of Art by having a designated school official, International Student Advisor, who provides support and assistance regarding Department of Homeland Security and procedures for nonimmigrant students such as:

- obtaining and renewing visas
- maintaining legal status
- travel authorizations
- employment benefits
- information on school transfers

The advisor also offers a variety of student activities that encourage social interaction, student development, and cultural adjustment. The International Advisor will meet with all of the new students during their first week to assist them with life and study skills, health and safety precautions, as well as personal and academic issues.

On-Line Academic Advising

All of the Academic Advisors serves as advocates for students wishing to participate in alternate platforms of education. The online program enhances the academic experience by eliminating the restrictions of time and geographic location. The Advisors also serves as advocates and liaison staff for those students who are not physically present on the campus.

Counseling Services

The Illinois Institute of Art recognizes that preparing for a professional career is a challenging process which involves personal growth and development. The Student Support and Disabilities Coordinator helps students with the transition to college life, serves as a resource for students dealing with personal issues that impact their academic development and supports them as they make their way to graduation.

The college provides confidential short-term counseling, crisis intervention, and community referral services through the Wellness Corporation Student Assistance Program (SAP), for a wide range of concerns, including relationship issues, family problems, loneliness, depression, and alcohol or drug abuse. Services are available 24 hours a day, 7 days a week. The Counseling office also offers programs on mental health, substance abuse and public safety quarter, as well as small discussion groups.

Disabilities Services

The Illinois Institute of Art provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Illinois Institute of Art.

Students who seek reasonable accommodations should notify the Student Support and Disabilities Services Coordinator (see below) of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are ef-

Student Affairs

fective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Student Support and Disability Services Coordinator to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the person responsible for Student Affairs (see below). Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Chicago and Tinley Park

Disabilities: Sara Spiegel, Mart Campus, sspiegel@aii.edu

Student Services: Catherine Brokenshire, Dean of Student Affairs, Mart Campus, cbrokenshire@aii.edu

Cincinnati

Disabilities: Bonnie Byrne, Dean of Student Affairs, room 468, 513-833-2403, bbyrne@aii.edu

Student Services: Bonnie Byrne, Dean of Student Affairs, room 468, 513-833-2403, bbyrne@aii.edu

Detroit and Troy

Disabilities: Barbara Murphy, Dean of Student Affairs, Executive suite, 1st Floor, 28175 Cabot Dr., 248-675-3836, bamurphy@aii.edu

Student Services: Barbara Murphy, Dean of Student Affairs, Executive suite, 1st Floor, 28175 Cabot Dr., 248-675-3836, bamurphy@aii.edu

Schaumburg

Disabilities: Larry Disch, Student Support/Disabilities Coordinator, Room 2E, 847-585-4541, ldisch@aii.edu

Student Services: Jeanne Flanagan, Dean of Student Affairs, Room 504, 847-585-4551, jflanagan@aii.edu

RESIDENCE LIFE & HOUSING

College-Sponsored Housing

College-sponsored housing, which is available at the Chicago, Cincinnati, Detroit, and Schaumburg campuses, serves the student by facilitating a learning environment that provides accommodations that are clean, congenial, comfortable, and convenient. The goal of the Residence Life & Housing program at The Illinois Institute of Art is to provide a living environment that is conducive to a student's academic success and personal growth. The dedicated staff is committed to supporting and challenging students through community building initiatives, leadership opportunities, and accountability to community standards. The goal of each staff member is to assist in developing an environment which is encouraging, comfortable, accepting, as well as conducive to the educational pursuit of each resident.

Independent Housing

The Housing Office at the Chicago, Cincinnati, Detroit, and Schaumburg campuses maintains a limited listing of apartments within commuting distance. Independent apartments are not inspected or approved by The Illinois Institute of Art. All arrangements are made between the student and the landlord.

STUDENT LIFE

Student Life

Student Life is an important aspect of a student's time at The Illinois Institute of Art. The Student Affairs Department encourages student involvement in campus life and promotes each student's personal and professional growth while attending the College. Students will find opportunities throughout each quarter; including socials in the student lounge, opportunities to network with peers, faculty, and staff, diversity programming, leadership development workshops, trips to area attractions, and more. These events are designed to promote networking among students of diverse backgrounds and interests and to create a supportive community within our school.

The Student Affairs Department also promotes co-curricular programming on campus. Through competitions, hosting artists on campus, and promoting social awareness events; the department provides students an opportunity to explore different cultures, examine their social identity, and develop an awareness of the impact they can have on their community.

Student Affairs

The Illinois Institute of Art also believes in providing students with opportunities to support lifelong learning. The Student Affairs department supports this belief by offering opportunities for students to develop an awareness and understanding of diversity issues, examine their individual strengths and talents, and understand how social responsibility can affect the environment.

Through the many opportunities for students to take an active role in their education, the College hopes that the unique experiences offered at The Illinois Institute of Art will help students develop leadership skills, engage in critical thinking, experience diversity, embrace the importance of community service and become a leader in their community and profession.

Student Organizations & Clubs

There are many opportunities for career-related activities, leadership opportunities, and social interaction through clubs and organizations. The various student organizations at The Illinois Institute of Art offer opportunities for students to take an active part in their education. From professional organizations, to skill building groups, to groups where students with similar interests can gather; these student-run organizations add a vibrant energy and opportunity for personal growth and add to the sense of community at the College. Students active in Student Organizations will discover a network of peers they can connect with, learn leadership skills they can utilize long after graduation, hone their ability to work within a group, and make the most of the skills there are learning within the classrooms

Orientation

Orientation has always been an effort to facilitate the student's transition to The Illinois Institute of Art. This event provides students an introduction to the academic environment, extracurricular life, and residence life and campus surroundings.

Each quarter, the orientation program provides new students with information about the facilities, their academic program, and services offered by the College, as well as giving them an opportunity to meet the faculty, staff, and other students.

Student Lounge

The Student Lounges and vending areas are available on each campus and provide a comfortable, convenient gathering place for students.

Campus Store

The Illinois Institute of Art Campus Store is a source of supply kits, art supplies and computer software. The Campus Store also provides a variety of school logo wear and gifts.

MyAiCampus

My AiCampus.com is The Art Institutes Student Portal. This important tool for students of The Art Institutes system of schools offers 24/7 online access to the campus-specific information they need the most, including announcements, events, online registration, access to student account, and a host of other great features.

CAREER SERVICES

The Career Services Department at The Illinois Institute of Art prides itself on assisting students and newly graduated students to find appropriate jobs for all stages of the educational process. This includes assisting eligible students to pursue part-time jobs while in school, industry part-time jobs and internships later in the educational process, and entry-level industry related positions upon graduation. In addition, the department offers instruction on job search strategies, resume writing, interviewing and networking. The staff of the Career Services department increases employer awareness of our students and graduates' capabilities through membership in professional organizations, attendance at trade shows, and on-site visits to businesses. Most importantly the staff develops and cultivates relationships with employers allowing them to stay on top of industry trends. Additionally, Career Services invites employers to speak on campus, attend the quarterly Portfolio Show, hosts job fairs, and schedules on-site interviews.

Part-Time Employment and Internship Support

If students need extra money to make ends meet, Career Services is here to help. Career Services has a network of local companies that depend on students as part-time workers. These companies attend school-sponsored part-time job fairs and recruit the talented students of The Illinois Institute of Art every quarter. As students near graduation, Career Services can

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assist in finding industry part-time work and/or internship opportunities in their field of study. Career Services can help students get that first taste of the industry through business contacts and matching skills with employer needs. Some programs require an internship as a component of students' studies, while some do not. But whether it is required or not, an internship is an excellent opportunity to put the skills learned in class into action and can add value to a resume. Career Services has an extensive database of industry contacts to help students find an internship that fits their needs. Career Services also gives students tips and tools to guide them through the process. An internship can be a tremendous learning experience that can be helpful when applying for an entry-level position in the field. Students are encouraged to meet with Career Services to discuss the steps necessary to pursue that first experience in the industry.

Graduate Assistance

Once students are ready to graduate, it is time to search for full-time entry-level industry positions. If students have taken advantage of industry speakers and events sponsored by Career Services, joined trade industry student groups and attended professional organizational meetings, they have already started the networking process. Graduates work closely with the Career Services staff to match their skills to the needs of prospective employers. Each program has an advisor that provides a personalized, comprehensive service tailored to the needs of the graduate. With the help of Career Services, students' resumes are reviewed, interviewing skills are honed, and the interviewing process begins. As part of the graduation ritual, a portfolio show is held that provides the graduates an opportunity to show their work to many potential employers. Although, The Illinois Institute of Art does not guarantee employment or any particular level of compensation following graduation, the Career Services staff works hard to cultivate employment opportunities for graduates and match job leads with qualified candidates. Graduates who confine employment considerations to one geographical area may limit employment opportunities available to them.

Alumni Services

The Illinois Institute of Art encourages alumni to maintain contact with the school through alumni events, gallery showings, exhibitions, and mailings. More information about alumni benefits and services can be found on The Art Institutes alumni Web site: www.alumniconnections.com/artinstitutes.

GENERAL POLICIES AND PROCEDURES

STUDENT CONDUCT POLICY

SECTION I. GUIDING PRINCIPLES.

The Illinois Institute of Art recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the education process in the same manner as will be expected in all employment situations.

As members of The Illinois Institute of Art community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, The Illinois Institute of Art provides guidance to students regarding those standards of student conduct and behavior that it considers essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of The Illinois Institute of Art mission.

SECTION II. SCOPE.

This Student Conduct Policy applies to all students and student organizations at The Illinois Institute of Art.

SECTION III. REACH

The Student Conduct Policy shall apply to student conduct that occurs on The Illinois Institute of Art premises **including online platforms**, at The Illinois Institute of Art sponsored activities, student organization sponsored events, or in The Illinois Institute of Art housing. At the discretion of the Chief Conduct Officer (Dean or Director of Student Affairs, Director of Student Services, Dean of Academic Affairs, or a delegate as appointed by the President of The Illinois Institute of Art), the Policy also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial college

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interest and potentially violates a campus policy.

SECTION IV. RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of The Illinois Institute of Art community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of The Illinois Institute of Art and to other individuals who make up the community. By enforcing its Student Conduct Policy, The Illinois Institute of Art neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, The Illinois Institute of Art will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.

SECTION V. DISCIPLINARY OFFENSES.

The offenses listed below are given as examples only. The Illinois Institute of Art may sanction other conduct not specifically included on this list.

1. Scholastic Dishonesty

- a) Plagiarism
- b) Cheating on assignments or examinations
- c) Engaging in unauthorized collaboration on academic work
- d) Taking, acquiring, or using test materials without faculty permission
- e) Submitting false or incomplete records of academic achievement
- f) Altering, forging, or misusing a The Illinois Institute of Art academic record
- g) Fabricating or falsifying data, research procedures, or data analysis
- h) Deceiving The Illinois Institute of Art and/or its officials

2. Illegal or Unauthorized Possession or Use of Weapons

- a) Possession or use of firearms, explosives, dangerous chemicals, or other weapons, likenesses of weapons, on college property, school sponsored housing or at college sponsored functions, except where possession is required by law.

3. Sexual Assault or Nonconsensual Contact

- a) Any form of unwanted sexual attention or unwanted sexual contact

4. Threatening, Violent or Aggressive Conduct

- a) Assault, battery, or any other form of physical abuse of a student or college employee
- b) Fighting or physical altercation
- c) Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy college property or the property of other students or college employees
- d) Any conduct that threatens the health or safety of another individual, one's own self, or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student

5. Theft, Property Damage and Vandalism

- a) Theft, attempted theft, vandalism/damage, or defacing of college property, college controlled property or the property of another student, faculty, staff member or guests.
- b) Extortion
- c) Setting fires, tampering with fire safety and/or fire fighting equipment

6. Disruptive or Disorderly Conduct

Disruptive behavior, such as, Interference with the normal operations of the college (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic, or other college activities)

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a) Disruptive Classroom Conduct, such as,

- i. Engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities, or
- ii. Use of cell phones and pagers during scheduled classroom times

b) Disorderly Conduct, such as,

- i. Disorderly, lewd, indecent, or obscene conduct. This would include but is not limited to any type of clothing, gang colors, gang symbols or materials worn or brought onto the premises by any student or guest deemed to be lewd, indecent or obscene as determined by college officials
- ii. Breach of peace on college property or at any college-sponsored or supervised program
- iii. Any in-school or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of The Illinois Institute of Art and/or its reputation

7. Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- a) Use, sale, possession or distribution of illegal or controlled substances, drug or drug paraphernalia on college property or at any function sponsored or supervised by the college.
- b) Being under the influence of illegal or controlled substances on college property, or at any college function
- c) Use, sale, possession or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the college.
- d) Being under the influence of alcohol on college property or at any college function is also prohibited

8. Verbal Assault, Defamation and Harassment

- a) Verbal abuse of a student or college employee
- b) Harassment by any means of any individual, including coercion and personal abuse. Harassment includes but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person
- c) Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

9. Hazing

- a) Any form of "hazing" and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. "Hazing" includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a club that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the college.

10. Falsification

- a) Willfully providing college officials with false, misleading or incomplete information
- b) Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.

11. Abuse of The Illinois Institute of Art disciplinary system, including but not limited to:

- a) Failure to obey the summons of a disciplinary body or college official
- b) Falsification, distortion, or misrepresentation of information before a disciplinary body or college official
- c) Disruption or interference with the orderly conduct of a disciplinary proceeding
- d) Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding

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- e) Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding
 - f) Failure to comply with the sanction(s) imposed under the student conduct policy
 - g) Influencing or attempting to influence another person to commit an abuse of the disciplinary system
12. Unauthorized Use or Misuse of College Facilities
- a) Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.
13. Violation of Federal or State Laws
- a) Violation of federal, state or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions
14. Insubordination
- a) Persistent or gross acts of willful disobedience or defiance toward college personnel
 - b) Failure to comply with direction of college officials, faculty, staff or security officers who are acting in the performance of their duties
 - c) Failure to exit during fire drill,
 - d) Failure to identify oneself when on college property or at a college-sponsored or supervised functions, upon request of college official acting in the performance of his/her duties
15. Violations of College Rules
- a) Violations by guest of a student on college property. Students are responsible for the actions of their guests
 - b) Violation of school safety regulations, including but not limited to setting fires, tampering with fire safety and/or fire fighting equipment, failure to exit during fire drill, turning in false fire alarms and bomb threats
 - c) Smoking in classrooms or other college buildings or areas unless designated as a smoking area
 - d) Any violation of the student housing license agreement, rules and regulations and/or the college-sponsored housing student handbook
 - e) Any violation of the institution's policies on the responsible use of technology including but not limited to
 - I. The theft or abuse of computer, email, Internet or Intranet resources
 - II. Unauthorized entry into a file, to use, read, or change the contents, of for any other purpose
 - III. Unauthorized transfer of a file
 - IV. Unauthorized downloading of copyrighted materials in violation of law
 - V. Unauthorized use of another individual's identification and/or password
 - VI. Use of computing facilities to interfere with the work of another student, faculty member, or school official
 - VII. Use of computing facilities to send obscene or abusive messages
 - VIII. Use of computing facilities to interfere with normal operation of the school's computing system
 - f) Failure to satisfy school financial obligations

The above list is illustrative only, and The Illinois Institute of Art may sanction other conduct not specifically included on this list.

SECTION VI. SANCTIONS.

The Illinois Institute of Art may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). The Illinois Institute of Art reserves the right to immediately impose the most severe sanction if circumstances merit.

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Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the student conduct policy:

Warning: A notice in writing that a student has failed to meet some aspect of the school's standards and expectations

Probation: Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Chief Conduct Officer or his/her delegate defines the terms of probation.

Discretionary Sanctions: The student will be required to complete an educational service, attend counseling, or have restricted privileges.

Removal from Sponsored Housing: The student will be immediately dismissed from school-sponsored housing. The student will be required to vacate the premises according to the terms of the sanction.

Suspension: Separation of the student from the school for a pre-determined period of time. The student may be able to return to school once specified conditions for readmission are met. The student may not attend classes, visit college-sponsored housing, use school facilities, participate in or attend college activities, or be employed by the school during his/her suspension.

Expulsion: The student will be expelled from The Illinois Institute of Art immediately. The student will not be permitted to continue his or her studies at the college and may not return to the college or to college-sponsored housing or activities at any time or for any reason.

Restitution: Compensation for loss or damage to property leased, owned or controlled by the school. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

SECTION VII. DISCIPLINARY PROCEDURES.

Complaint

Any member of The Illinois Institute of Art community may file a complaint against any student for misconduct or for otherwise being in violation of The Illinois Institute of Art policies.

The complaint shall be prepared in writing or in an incident report and directed to the Chief Conduct Officer or his/her delegate.

The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim, offender and any witness/s may be included.

Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Chief Conduct Officer or a delegate may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Conduct Policy, and to impose sanctions for such violations.

Generally, the accused should be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless The Illinois Institute of Art determines that the circumstances do not warrant disclosure of some or all of the facts.

Search of Student's Property

Students have no expectation of privacy in their personal property while on campus. The Illinois Institute of Art reserves the right to search the contents of students' personal property or belongings at any time and for any reason, including when there is reasonable suspicion on the part of the Institute staff that a risk to the health, safety or welfare of students, and/or the school community exists and including searches pursuant to an investigation of potential wrong doing. This includes but is not limited to vehicles brought onto property leased, owned or controlled by the school, backpacks, portfolios and clothing. This policy also applies to student property in school-sponsored housing, student e-mail and/or computers.

Notification and Determination of Violations That Warrant Disciplinary Meeting

The Chief Conduct Officer or a delegate may choose to conduct a disciplinary meeting. Potential attendees include a student or students, the Chief Conduct Officer or his/her delegate and others who may have relevant information. The Student

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should receive advance notice of the allegations and the reason for the meeting. After the meeting,

The Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may render and communicate the decision to the STUDENT in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the Chief Conduct Officer determines that there was no violation, that decision may be documented in writing to the student as well.

a) If a STUDENT fails to appear for the meeting, the Chief Conduct Officer or his/her delegate may make a determination of violations of The Illinois Institute of Art policies on the basis of the information available, and impose sanctions for such violations.

Notification and Determination of Violations That Warrant Disciplinary Hearing

In some cases, involving serious violations, the Chief Conduct Officer or delegate, hereby referred to as "Hearing Officer", in his or her sole discretion, may choose to assemble a disciplinary panel to adjudicate the process.

The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (See interim suspension)

The Student should receive advance notice of the allegations and the reason for the meeting. A student may forgo attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel

Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.

The student may be accompanied by one person (family member, friend, etc) to provide support. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee

In Hearings involving more than one STUDENT, the Hearing Officer, in his or her discretion, may permit the hearing concerning each student to be conducted separately.

The Disciplinary Panel may hear from any person who may have relevant information and the Panel may review any documents presented to them.

Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion

The Disciplinary Panel may ask questions and may seek information not provided to it.

The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.

After the Hearing, the Hearing Officer will issue a written decision to the accused student which identifies the accusations and the panel's conclusions, any sanctions, and the student's right of appeal.

In general, the accused should have access to the documentation reviewed by the panel, however identifying names and information may be removed from the documentation when necessary to protect other student's privacy rights.

Disciplinary Panel

A Disciplinary Panel may consist of members of the college Executive Committee, Campus Staff, Faculty or Student Body. When students are permitted on the panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the panel. Failure to sign the permission constitutes an agreement to have no student on the panel.

Administrative Interim Suspension

Students may be administratively suspended on an interim basis when:

- serious allegations are being investigated

- serious allegations are pending before a disciplinary panel

- in advance of a disciplinary panel hearing; or

- when a student potentially poses a threat of harm to himself, to others, or to property of the Institute or a member of the Institute community

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During the interim suspension, students are denied access to college-sponsored housing and/or to the school (including classes, labs, library) and/or all other school activities or privileges for which the student might otherwise be eligible, as the Chief Conduct Officer or designee may determine to be appropriate. This interim suspension period should last no longer than three business days, and the Chief Conduct Officer or delegate may make reasonable provisions to provide for accommodations of a student in school sponsored housing.

The interim suspension is not to be considered disciplinary, but it is a tool to separate potential adversaries until a reasoned decision can be made.

SECTION VIII. APPEAL PROCEDURES

Students have a right to appeal disciplinary actions when they believe they have extenuating circumstances or believe to have been treated in an arbitrary or biased fashion or without adherence to The Illinois Institute of Art policies and procedures.

During an appeal, the student should continue to obey the terms of the decision, i.e., a student who has been suspended from school may not be on school property, a student dismissed from school-sponsored housing must leave in accordance with the directions indicated in the decision

The student must write a letter of appeal in the student's own words, addressed to the President of The Illinois Institute of Art or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to Illinois Institute of Art policies and procedures, and provide any supporting documentation. It must be delivered to the President or his/her delegate within seven calendar days following the student's receipt of the decision.

Students should provide documentation to support the allegations of the appeal.

The President or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be comprised of faculty or staff members not involved in making the initial disciplinary decision.

The President and/or the committee may decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.

The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

The Appeal Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.

Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.

Following appropriate review and deliberation, the committee will report back to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

GENERAL STUDENT COMPLAINT PROCEDURES

If you have a complaint or problem you are encouraged to follow the Student Complaint Procedure.

You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.

If you feel that the complaint has not been fully addressed, a written account should be submitted to the Dean of Student Affairs if related to non-academic issues or to the Dean of Academic Affairs for academic issues. The written account should indicate your name, phone number, and ID# and discuss the steps you have taken to remedy the situation.

The appropriate The Illinois Institute of Art staff member or department will be notified of the complaint. A follow-up meeting with you and the Dean of Student Affairs and/or the Dean of Academic Affairs will be held within ten school days of the date of the written complaint in an effort to resolve the issue.

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If you are not satisfied with the results, you may file an appeal with the President’s Office. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.

If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

Illinois residents:	<p>The Deputy Director Illinois Board of Higher Education 431 East Adams, Second Floor Springfield, IL 62701-1404 Phone: (217) 782-2551 Fax: (217) 782-8548 TTY: (888) 261-2881 Institutional Complaint Hotline: (217) 557-7359</p>
Ohio residents:	<p>Executive Director State Board of Career Colleges and Schools 30 East Broad Street, Suite 2481 Columbus, OH 43215 Phone: (614) 466-2752 Fax: (614) 466-2219 Toll Free (877) 275-4219 E-mail : bpsr@scr.state.oh.us</p>
Indiana residents:	<p>Please send copies of any documents that support your above complaint and/or show that you have gone through your institution’s complaint procedure to complaints@che.in.gov or mail them to: Indiana Commission for Higher Education ATTN: Complaints 101 West Ohio Street, Suite 550 Indianapolis, Indiana 46204-1984</p>
Michigan residents:	<p>State of Michigan Department of Licensing & Regulatory Affairs Corporations, Securities & Commercial Licensing Bureau Licensing Division Private Postsecondary Schools P.O. Box 3071 Lansing, MI 48909 Phone: 517-241-4274</p>
Any students:	<p>The Higher Learning Commission 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604</p>

Please refer to the school’s Arbitration Policy for additional information regarding disputes or claims.

Arbitration Policy

Every student and The Illinois Institute of Art agrees that any dispute or claim between the student and The Illinois Institute of Art (or any company affiliated with The Illinois Institute of Art, or any of its officers, directors, trustees, employees or

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agents) arising out of or relating to a student's enrollment or attendance at The Illinois Institute of Art whether such dispute arises before, during, or after the student's attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be, at the student's or The Illinois Institute of Art's election, submitted to and resolved by individual binding arbitration pursuant to the terms described herein. This policy, however, is not intended to modify a student's right, if any, to file a grievance with any state educational licensing agency.

Either party may elect to pursue arbitration upon written notice to the other party. Such notice must describe the nature of the controversy and the remedy sought. If a party elects to pursue arbitration, it should initiate such proceedings with JAMS, which will serve as the arbitration administrator pursuant to its rules of procedure. JAMS can be contacted as follows: JAMS, 45 Broadway, 28th Floor, New York, NY, 10006, www.jamsadr.com, 800-352-5267. This provision does not preclude the parties from mutually agreeing to an alternate arbitration forum or administrator in a particular circumstance. If either party wishes to propose such an alternate forum or administrator, it should do within twenty (20) days of its receipt of the other party's intent to arbitrate.

The Illinois Institute of Art agrees that it will not elect to arbitrate any undividable claim of less than the relevant jurisdictional threshold that a student may bring in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If that claim is transferred or appealed to a different court, however, or if a student's claim exceeds the relevant jurisdictional threshold The Illinois Institute of Art reserves the right to elect arbitration and, if it does so, each student agrees that the matter will be resolved by binding arbitration pursuant to the terms of this Section.

IF EITHER A STUDENT OR THE ILLINOIS INSTITUTE OF ART CHOOSES ARBITRATION, NEITHER PARTY WILL HAVE THE RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY, EXCEPT AS PROVIDED IN THE APPLICABLE ARBITRATION RULES, OR OTHERWISE TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT (OTHER THAN IN SMALL CLAIMS OR SIMILAR COURT, AS SET FORTH IN THE PRECEDING PARAGRAPH, OR IN AN ACTION TO ENFORCE THE ARBITRATOR'S AWARD). FURTHER, A STUDENT WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS OF CLAIMANTS PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR'S DECISION WILL BE FINAL AND BINDING. OTHER RIGHTS THAT A STUDENT OR THE ILLINOIS INSTITUTE OF ART WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against a student may not be joined or consolidated with claims brought by or against any other person. Any arbitration hearing shall take place in the federal judicial district in which the student resides. Upon a student's written request, The Illinois Institute of Art will pay the filing fees charged by the arbitration administrator, up to a maximum of \$3,500 per claim. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law gives a right to recover any of those fees from the other party. If the arbitrator determines that any claim or defense is frivolous or wrongfully intended to oppress the other party, the arbitrator may award sanctions in the form of fees and expenses reasonably incurred by the other party (including arbitration administration fees, arbitrators' fees, and attorney, expert and witness fees), to the extent such fees and expenses could be imposed under Rule 11 of the Federal Rules of Civil Procedure.

The Federal Arbitration Act (FAA), 9 U.S.C. §§ 1, et seq., shall govern this arbitration provision. This arbitration provision shall survive the termination of a student's relationship with The Illinois Institute of Art.

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment in violation of the Non-Discrimination Policy should follow the procedure outlined below. This complaint procedure is intended to provide a fair, prompt and reliable determination about whether The Illinois Institute of Art's Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with:

Chicago and Tinley Park

Academic matters: Rae DeRose, Human Resource Generalist, 350 N. Orleans, Chicago, IL 60654, 312-777-8646, rderose@aii.edu

Non-academic matters: Rae DeRose, Human Resource Generalist, 350 N. Orleans, Chicago, IL 60654, 312-777-8646, rderose@aii.edu

Cincinnati

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Academic matters: Julie Hengle, Dean of Academic Affairs, 8845 Governors Hill Dr #100, Cincinnati, OH 45249, 513-833-2468, jengle@aii.edu

Non-academic matters: Bonnie Byrne, Dean of Student Affairs, 8845 Governors Hill Dr #100, Cincinnati, OH 45249, 513-833-2403, bbyrne@aii.edu

Detroit and Troy

Academic matters at Detroit: Maria J. Aguerri-Gomez, Dean of Academic Affairs, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377. 248-675-3817, maguerri-gomez@aii.edu

Academic matters at Troy: Syed Kazmi, Associate Dean of Academic Affairs, 1414 E Maple Road, Suite 127, Troy, MI 48083, skazmi@aii.edu

Non-academic matters: Leslie Toth, 1414 E Maple Road, Suite 127, Troy, MI 48083 248-675-3841

Schaumburg

Academic matters: Dr. Robert L. Brown, Dean of Academic Affairs, 847-585-4535, rbrown@aii.edu

Non-academic matters: Cynthia Burgess, Human Resources, 847-585-4529,

The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The Illinois Institute of Art will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only The Illinois Institute of Art's final determination with respect to the alleged sexual offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Investigator may be appealed by petitioning the President's Office of The Illinois Institute of Art. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President's decision shall be final.
5. The Illinois Institute of Art will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the [Office for Civil Rights at the U.S. Department of Education](#).

Non-Discrimination Policy Statement

The Illinois Institute of Art does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, genetic marker, veteran's status or any other characteristic protected by state, local or federal law, in our programs and activities. The Illinois Institute of Art will not retaliate against

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persons bringing forward allegations of harassment or discrimination. The following persons have been designated to receive complaints about discrimination:

Chicago and Tinley Park

Academic matters: Rae DeRose, Human Resource Generalist, 350 N. Orleans, Chicago, IL 60654, 312-777-8646, rderose@aii.edu

Non-academic matters: Rae DeRose, Human Resource Generalist, 350 N. Orleans, Chicago, IL 60654, 312-777-8646, rderose@aii.edu

Cincinnati

Academic matters: Julie Hengle, Dean of Academic Affairs, 8845 Governors Hill Dr #100, Cincinnati, OH 45249, 513-833-2468, jhengle@aii.edu

Non-academic matters: Bonnie Byrne, Dean of Student Affairs, 8845 Governors Hill Dr #100, Cincinnati, OH 45249, 513-833-2403, bbyrne@aii.edu

Detroit and Troy

Academic matters at Detroit: Maria J. Aguerri-Gomez, Dean of Academic Affairs, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377. 248-675-3817, maguerri-gomez@aii.edu

Academic matters at Troy: Syed Kazmi, Associate Dean of Academic Affairs, 1414 E Maple Road, Suite 127, Troy, MI 48083, skazmi@aii.edu

Non-academic matters: Sonia Byrd, Human Resources Generalist, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377, 248-675-3841, sbyrd@aii.edu

Schaumburg

Academic matters: Dr. Robert L. Brown, Dean of Academic Affairs, 1000 N. Plaza Drive, Suite 100, Schaumburg, IL 60173, 847-585-4535, rbrown@aii.edu

Non-academic matters: Cynthia Burgess, Human Resources, 1000 N. Plaza Drive, Suite 100, Schaumburg, IL 60173, 847-585-4529 cyburgess@aii.edu

Campus Security Policy

The Illinois Institute of Art publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Affairs office during regular business hours. Copies of the Crime Report are available on the Illinois Institute of Art website in the Student Consumer Information section under Student Services Revealed.

The Illinois Institute of Art will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

The Illinois Institute of Art reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Reporting Criminal Activity

Any student, employee, faculty or staff member who is victim of or witness to criminal activity or other emergency should report the activity immediately to the nearest faculty or staff member, who, in turn, notifies the college President or Executive Committee member and the police.

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Any observer of a sexual assault crime should notify security and the college President or Executive Committee member immediately. Sexual assault includes but is not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. It is critical that the rights of the victim are protected so that they are the one to call authorities to accurately report the facts of the crime. The police arrive to review the crime, take a description of the attacker, and ensure that the victim and escort are transported to a medical facility. Confidentiality is required in order to protect all parties involved.

Any inquiries from newspapers, employees, parents or other students are immediately forwarded to the college President to avoid misrepresentation of the facts and breach of confidentiality. Efforts are made by the college staff or faculty to help the victim deal with any academic difficulties resulting from the crime. Should a student, faculty or staff member be accused of a crime, appropriate disciplinary action is taken until a formal investigation is completed. The victim is informed of any further disciplinary action or appeal. Prevention is the best tool for sexual assault. All staff, faculty and students should be aware of self-defense techniques and what sexual assault means.

Anti-hazing Policy

Hazing involving The Illinois Institute of Art students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

For purposes of this definition, any activity as described in this definition that the initiation or admission into an affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be a "forced" activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at The Illinois Institute of Art. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and student clubs that force, require or endorse violations will be held directly responsible through the college's student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Dean of Student Affairs. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the college community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

Policy Concerning Sexual Violence

Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion. Sexual violence is considered a form of sexual harassment, and is therefore a form of sex discrimination. Acts involving sexual violence, sexual harassment or sex discrimination are not tolerated by The Illinois Institute of Art. Complaints of sexual violence should be made to:

Chicago

Rae DeRose, Human Resource Generalist, 350 N. Orleans, Chicago, IL 60654, 312-777-8646, rderose@aii.edu

Cincinnati

Bonnie Byrne, Dean of Student Affairs, 8845 Governors Hill Dr #100, Cincinnati, OH 45249, 513-833-2403, bbyrne@aii.edu

Detroit and Troy

Sonia Byrd, Human Resources Generalist, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377, 248-675-3841, sbyrd@aii.edu

Schaumburg

Cynthia Burgess, Human Resources, 1000 N. Plaza Drive, Suite 100, Schaumburg, IL 60173, 847-585-4529 cyburgess@aii.edu

Upon learning of possible sexual violence involving a student, The Illinois Institute of Art will take immediate action to in-

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investigate or otherwise determine what happened. Such action may include, but is not limited to, speaking with the alleged victim, the alleged perpetrator and other potential witness as appropriate and reviewing other evidence such as calendars, videos, phone records, etc.

If The Illinois Institute of Art determines that sexual violence may have occurred, The Illinois Institute of Art will take steps proactively designed to promptly and effectively end the sexual violence or the threat of sexual violence, prevent its recurrence, and address its effects regardless of whether the alleged actions are subject to criminal investigation.

The Illinois Institute of Art will use good faith efforts to protect the alleged victim from any hostile environment at the school and any subsequent harassment or retaliation. Such efforts may occur prior to the outcome of the investigation and may include:

- Reporting any subsequent harassment or retaliation to the school official listed above for each campus
- Providing an escort to ensure the alleged victim can move safely between classes and activities
- Ensuring that the alleged victim and the alleged perpetrator do not attend the same classes
- Providing referral to counseling services or providers
- Providing academic support services, such as tutoring
- Arranging for the victim to re-take a course or withdraw from a class without penalty.

Disciplinary Actions and Sanctions

On-campus disciplinary procedures against students will be in accordance with The Illinois Institute of Art's published Student Code of Conduct and the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only The Illinois Institute of Art's final determination with respect to the alleged sexual offense and any sanction that is imposed against the accused. Sanctions, which may be imposed following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, may include warning, probation, suspension or dismissal.

Students who have been subjected to sexual violence are encouraged to review the No Harassment Policy, the Non-Discrimination Policy, the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment and the Programs and Procedures Regarding Sexual Assault (available in the Student Affairs Office).

No Harassment Policy

The Illinois Institute of Art is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law.

Definition of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexual violence or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of a person's status in a course, program or activity or in admission, or in an academic decision;
- b. Submission to or rejection of such conduct is used as a basis for an academic decision; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Sexual violence is considered to be a form of sexual harassment and is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Other examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors

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in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures; stalking; and displaying sexually suggestible objects or pictures. The Illinois Institute of Art prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Other Forms of Harassment

Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, sex, sexual orientation, familial status, age, religion, ethnic origin, genetic marker or disability. It is the responsibility of each employee and each student to conduct himself or herself in a professional manner at all times and to refrain from such harassment.

Complaint Procedure

Students who feel they have been harassed should follow the Student Grievance Procedure for Internal Complaints of Harassment and Discrimination (the "Student Grievance Procedure"). Students who have been subjected to sexual violence should also review the Policy Concerning Sexual Violence and Programs and Procedures Regarding Sexual Assault (available in the Student Affairs Office). Regardless if a complaint is filed under the Student Grievance Procedure, promptly after learning of such alleged conduct, The Illinois Institute of Art will conduct an investigation for the purpose of determining whether prohibited harassment has occurred. Efforts will be made to ensure confidentiality to the extent consistent with the goal of conducting an appropriate investigation. Students who initiate or participate in such investigations in good faith will be protected against subsequent harassment and school-related retaliation. If an investigation confirms the allegations, The Illinois Institute of Art will take prompt corrective action, which may include discipline, up to and including immediate dismissal.

MISCELLANEOUS POLICIES

College Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from \$750 to \$30,000 per work for a non-willful infringement and up to \$150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

The Illinois Institute of Art's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. The Illinois Institute of Art's policies prohibit use of the institute's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission.)

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School Closing Information

In Chicago, Schaumburg, and Tinley Park, 24-hour information about emergency closing can be accessed in the following ways: Online: MyCampusAlert, through the student portal. E-mail: Sign up for personalized e-mail notification at MyCampusAlert. In Schaumburg, students may also monitor local media: TV channels 2, 5, 7, 9, Fox, and CLTV or radio channels, WGN 720 and WBBM 780.

In Cincinnati, call the College's Weather/Emergency Conditions Hot Line at 513-833-2498 or monitor local broadcast media: Channel 5 WLWT (www.wlwt.com); Channel 9 WCPO (www.wcpo.com); Channel 12 WKRC (www.wkrc.com); Channel 19 = WXIX (www.fox19.com); radio 700 AM; or WLW (www.700wlw.com); Please keep in mind to ensure the word OHIO is in the name and not The Art Institute of Cincinnati, which is a different school. Students who have opted in to our text messaging notification system can check their mobile phones for a text message.

In Detroit and Troy, 24-Hour Information about Emergency Closing can be accessed at media.myfoxdetroit.com/weather/school_closings.htm or by calling the school's main number at 248-675-3800 for closing recorded messages.

Guest/Visitors

Students, faculty, and staff members are allowed to bring visitors to The Illinois Institute of Art provided that the student, faculty or staff member escorts the visitor at all times while on school property. Guests/Visitors are NOT allowed in classrooms, the library, computer labs or other workspaces without direct and prior consent of the Dean of Academic Affairs.

All guests must sign in and be issued a visitor's badge (a driver's license or other id must be left as security for the visitor's badge).

Faculty and staff members who expect guest speakers or other visitors must notify the Front Desk in advance so the Receptionist can properly greet and appropriately direct the guests/visitors.

Telephone Usage

The Illinois Institute of Art cannot operate a telephone message service for students. Only in the case of a genuine emergency is a message taken for a student.

Appropriate Attire

Students are requested to dress appropriately for their profession while attending The Illinois Institute of Art.

Property Rights

The Illinois Institute of Art is not responsible for the personal property of the students (e.g. books, supplies, equipment, and clothing). The student should put their name and number on all items of value. Equipment serial numbers should be recorded and kept in a safe place. Students should review their personal property/homeowners insurance and automobile comprehensive insurance policies to determine whether valuable equipment (such as cameras) would be covered in the event of theft or loss.

Property of The Illinois Institute of Art

The student is responsible for any The Illinois Institute of Art's books or equipment used or checked out and is responsible for the cost of repair or replacement of such items in the event they are damaged or lost.

Exhibition of Student Work

Student artwork is important to The Illinois Institute of Art and The Art Institutes system of schools. It is of great benefit in teaching other students and in demonstrating the nature and value of the programs. Artwork is used by admissions representatives to show prospective students and counselors what students have achieved. Student artwork is also a basic part of the catalog and other publications and exhibitions illustrating the programs at the school. The Illinois Institute of Art reserves the right to make use of the artwork of its students for such purposes, with student permission. The Illinois Institute of Art also reserves the right to select artwork that is appropriate to a given circumstance and may choose not to display work that might be viewed as objectionable by some audiences. The Illinois Institute of Art is not responsible for loss or damage of student property including artwork or tapes.

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Rights to Artwork

The school reserves the right to use samples of student work and photographs, video or film of students.

Smoking

The Illinois Institute of Art is a smoke-free environment, and all faculty and staff strictly enforce this restriction.

Illness or Injury

In the event of illness or injury to a student on school premises or at a sponsored function of The Illinois Institute of Art, the student may request to be transported to a local hospital emergency room or doctor for examination and treatment if necessary. The student should review personal or family insurance policies to determine whether appropriate coverage exists.

Student Liability

Physical injury or other medical problems, including loss or damage to personal property resulting from fire, theft, or other causes, are not the responsibility of The Illinois Institute of Art. The college recommends that students carry personal insurance.

Faculty and Administration

FACULTY

Advertising

Camille Brooks

Adjunct Faculty Member, Chicago Campus
M.A. (Advertising), Syracuse University
B.A. (Creative Writing), University of Illinois

Herbert H. Grout

Adjunct Faculty Member, Chicago Campus
M.Comm. (Communications), Southern Illinois University
B.A. (Communication), Southern Illinois University

James Holley

Adjunct Faculty Member, Chicago Campus
M.S. (Mass Communications-Advertising), Virginia Commonwealth University
B.F.A. (Fashion), Virginia Commonwealth University

Andrew Sobol

Adjunct Faculty Member, Schaumburg Campus
M.F.A. (Interactive Media Design/Video), Northern Illinois University
B.F.A. (Design Time Arts), Northern Illinois University

Todd VanSlyke

Adjunct Faculty Member, Schaumburg Campus
M.S. (Marketing Communications), Northwestern University
B.S. (Marketing Communications), Northwestern University

Susan A. Wrzesinski

Adjunct Master Instructor, Chicago Campus
M.Ed. (Administration of Higher and Continuing Education), University of Illinois
B.A. (Art Education), Saint Xavier University

Audio Production

Andrew R. Alton

Full-time Faculty Member, Chicago Campus
M.M.Ed. (Music Education), Vandercook College of Music
B.M. (Music Business Production), Berklee College of Music

Michael Andersen

Adjunct Faculty Member, Schaumburg Campus
M.S. (Electrical Engineering), Northern Illinois University
B.S. (Physics-Acoustics), Northern Illinois University

Tristan Beache

Academic Director, Schaumburg Campus
M.A.M., Columbia College
B.A., Columbia College

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Adjunct Faculty Member, Schaumburg Campus
M.F.A., Webster University
B.F.A., Illinois Institute of Art Schaumburg
B.A., Aurora University

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M.A. (Media Arts), University of Michigan
B.F.A. (Performing Arts Technology), University of Michigan

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M.A. (Telecommunications), Ohio University
B.S. (Communications), Ohio University

Tom Collins

Adjunct Faculty Member, Detroit Campus
M.A. (Advertising), Michigan State University
B.A. (Communications), Michigan State University

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Adjunct Faculty Member, Schaumburg Campus
M.A. (Art, Entertainment, Media Mgmt.), Columbia College
B.S. (Marketing), Illinois State University

Mark Hardy

Adjunct Faculty Member, Schaumburg Campus

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Adjunct Faculty Member, Detroit Campus
M.A. (Broadcast and Cinematic Arts), Central Michigan University
B.A.A. (Broadcast and Cinematic Arts), Central Michigan University

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M.F.A. (Interdisciplinary Art), Columbia College
M.F.A. (Interdisciplinary Art), Columbia College
B.A. (Music Open Studies), Southern Illinois University
B.A. (Music Open Studies), Southern Illinois University

Sheldon Kessel

Adjunct Faculty Member, Chicago Campus
M.A. (Liberal Arts), Hamline University
B.M. (Music Performance), Moorhead State University

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Adjunct Faculty Member, Chicago Campus
M.F.A. (Sound), School of The Art Institute of Chicago
B.S. (Mass Media Studies), Missouri State University

Ricciano J. Lumpkins

Adjunct Faculty Member, Chicago Campus
M.S. (Entertainment Business), Full Sail University
B.S. (Entertainment Business), Full Sail University
A.A. (Recording Arts), Full Sail University

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Adjunct Faculty Member, Chicago Campus
M.A. (Music), Governors State University
B.A. (Music), Governors State University
A.A. (Electronics Technology), Prairie State College

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Adjunct Faculty Member, Chicago Campus
M.F.A. (Interdisciplinary Arts), Columbia College-Chicago
B.S. (Music), DePaul University

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Adjunct Faculty Member, Chicago Campus
M.M. (Music Technology), New York University
B.A. (Music Technology), University of Massachusetts, Dartmouth

Malcolm J. Ruhl

Adjunct Faculty Member, Chicago Campus
M.M., Southwest Missouri State University
B.M. (Composition and Theory), Coe College

Sandeep Sharma

Adjunct Faculty Member, Chicago Campus
B.A. (Politics), Wake Forest University

Culinary Arts

Dave Balla

Full-time Faculty Member, Detroit Campus
B.S. (Individualized Studies Program), Eastern Michigan University
A.S. (Culinary Arts), Eastern Michigan University

Luci Banker

Adjunct Faculty Member, Detroit Campus
M.S.A. (Business Management), Central Michigan University
B.A. (Telecommunications), Michigan State University
A.A.S. (Culinary Arts), Oakland University

Donna Bauer

Part-time Faculty Member, Detroit Campus
M.B.A. (Business Administration-Finance), Walsh College
B.S. (Hotel and Restaurant Management), Central Michigan University

Eric Bell

Full-time Faculty Member, Chicago Campus
M.B.A. (Business Administration), Indiana University
B.A. (Restaurant, Hotel, Institutional Management), Purdue University

Geraldine N. Bielefeld

Full-time Senior Instructor, Cincinnati Campus
B.S. (Hotel and Restaurant Management), University of Houston
A.A. (Occupational Studies Culinary Arts), The Culinary Institute of America

Deborah A. Bosco, CHE

Full-time Associate Professor, Chicago Campus
M.B.A. (Leadership), Argosy University
B.A. (Hospitality Management), Kendall College
A.A.S. (Culinary Arts), Kendall College

Faculty and Administration

Jennifer A. Brooks-Stadler

Adjunct Faculty Member, Chicago Campus
B.A. (Culinary Management), Le Cordon Bleu Scottsdale
A.A.S. (Culinary), Le Cordon Bleu Chicago

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Adjunct Faculty Member, Detroit Campus
B.A.S. (Culinary Management), The Art Institute of Nashville
A.A.S. (Culinary Arts, Hotel and Restaurant Management), IPASSR, Mondovi' (CN) Italy

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B.A.S. (Culinary Management), The Art Institute of Pittsburgh
A.O.S. (Culinary Arts), The Culinary Institute of America

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M.S. (Nutrition and Dietetics), Central Michigan University
B.S. (Nutrition and Food Science), Wayne State University

Robert D. Childers, CEC, CHE

Full-time Master Instructor, Chicago Campus
M.S. (Hospitality and Tour Management), Roosevelt University
B.A., Illinois Institute of Art
A.A.S. (Culinary Arts), Cooking & Hospitality Institute of Chicago

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Adjunct Faculty Member, Chicago Campus
M.A. (Tourism Management), University of Westminster, London
B.A. (English), Lake Forest College

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Adjunct Faculty Member, Detroit Campus
M.S. (Nutrition & Food Science), Madonna University
B.A. (International Relations), Michigan State University
A.S. (Culinary Arts), Oakland Community College

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M.S. (Hospitality Management), Roosevelt University
B.A. (Broadcasting and Electronic Communication), Marquette University

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B.S. (Culinary Arts), Johnson & Wales University
A.S. (Culinary Arts), Johnson & Wales University

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A.S. (Culinary Arts), Schoolcraft College

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A.S. (Culinary Arts), Johnson & Wales University

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M.B.A. (Business Administration), Thomas Moore College
B.S. (Hotel/Food Service), Widener University
A.O.S. (Culinary Arts), Culinary Institute of America

Elliott J. Hilton

Academic Director, Detroit Campus
M.B.A. (Applied Business), Wayneburg University
B.S. (Hotel Restaurant and Event Management), Youngstown State University
A.A.S. (Hospitality Management), Butler County Community College

Scott A. Holubetz

Adjunct Instructor, Cincinnati Campus
B.A. (Organizational Leadership - HR), University of Cincinnati
A.O.S. (Culinary Arts), Culinary Institute of America
A.A.S. (Food Service Management), Owens Community College

Michael D. Howe, CEC, CHE

Full-time Faculty Member, Chicago Campus
M.B.A. (Leadership), Argosy University
B.S. (Food Service Management), Johnson & Wales University
A.S. (Hotel Food & Beverage Management), Johnson & Wales University

Christopher D. Kaminski, CEC

Adjunct Faculty Member, Chicago Campus
B.A.S. (Culinary Management), Illinois Institute of Art, Chicago
A.A.S. (Chef Training), Washburne Trade School

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Full-time Faculty Member, Detroit Campus
M.A. (Educational Leadership), Argosy University
B.S. (Dietetics), Michigan State University
A.S. (Culinary Arts), Schoolcraft College

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Adjunct Faculty Member, Chicago Campus
M.A. (Adult Education), National Louis University
B.A. (Communications), Northeastern Illinois University

Denetia Lyons

Adjunct Faculty Member, Detroit Campus
B.F.S. (Food Science Management), Johnson & Wales University
A.S. (Baking & Pastry Arts), Johnson & Wales University

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A.O.S. (Culinary Arts), Johnson & Wales University

Ryan T. Miller

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M.B.A. (Global Business Leadership), Johnson & Wales University
B.A. (Culinary Arts), Johnson & Wales University

A.S. (Food Service Management), Johnson & Wales University

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Adjunct Faculty Member, Chicago Campus
B.B.A. (Hospitality Management), Robert Morris University
A.A.S. (Hospitality Management-Culinary Arts), Elgin Community College

Damaris Oldfield

Adjunct Faculty Member, Cincinnati Campus
A.O.S. (Baking & Pastry Arts), Johnson & Wales University

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Adjunct Faculty Member, Chicago Campus
B.S. (Hospitality Management), Illinois Institute of Art, Chicago
A.A.S. (Culinary Arts), Illinois Institute of Art - Chicago

Anthony Picinotti

Full-time Faculty Member, Detroit Campus
B.A.S. (Culinary Management), The Art Institute of Pittsburgh
A.S. (Culinary Arts), Pennsylvania Institute of Culinary Arts

Nicholaus R. Rajsiki

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Calendar & Maps

Academic Calendar

Winter Quarter 2015

First Day of Winter Quarter	Monday, January 12, 2015
Martin Luther King Jr. Day	Monday, January 19, 2015
Winter Mid-Term Start	Thursday, February 19, 2015
Last Day of Winter Quarter	Saturday, March 28, 2015
Good Friday	Friday, April 3, 2015

Spring Quarter 2015

First Day of Spring Quarter	Monday, April 6, 2015
Mid-Quarter Start	Thursday, May 14, 2015
Memorial Day	Monday, May 25, 2015
Last Day of Spring Quarter	Saturday, June 20, 2015

Summer Quarter 2015

Fourth of July	Saturday, July 4, 2015
First Day of Summer Quarter	Monday, July 6, 2015
Mid-Quarter Start	Thursday, August 13, 2015
Labor Day	Monday, September 7, 2015
Last Day of Summer Quarter	Saturday, September 20, 2015

Fall Quarter 2015

First Day of Fall Quarter	Monday, October 5, 2015
Mid-Quarter Start	Thursday, November 12, 2015
Thanksgiving Day	Thursday, November 26, 2015
Day After Thanksgiving	Friday, November 27, 2015
NO SATURDAY CLASSES	Saturday, November 28, 2015
NO SUNDAY CLASSES	Sunday, November 29, 2015
Last Day of Fall Quarter	Saturday, December 20, 2015

Winter Quarter 2016

First Day of Winter Quarter	Monday, January 11, 2016
Martin Luther King Jr. Day	Monday, January 18, 2016
Winter Mid-Term Start	Thursday, February 18, 2016
Good Friday	Friday, March 25, 2016
Last Day of Winter Quarter	Saturday, March 26, 2016

Spring Quarter 2016

First Day of Spring Quarter	Monday, April 4, 2016
Mid-Quarter Start	Thursday, May 12, 2016
Memorial Day	Monday, May 30, 2016
Last Day of Spring Quarter	Saturday, June 18, 2016

Summer Quarter 2016

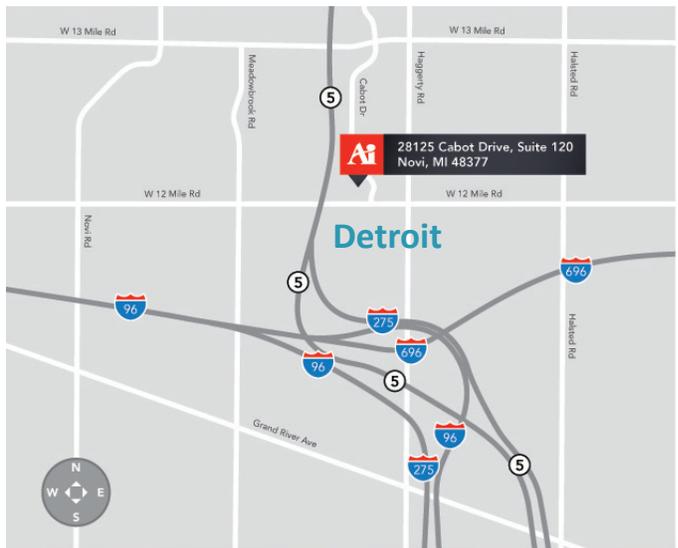
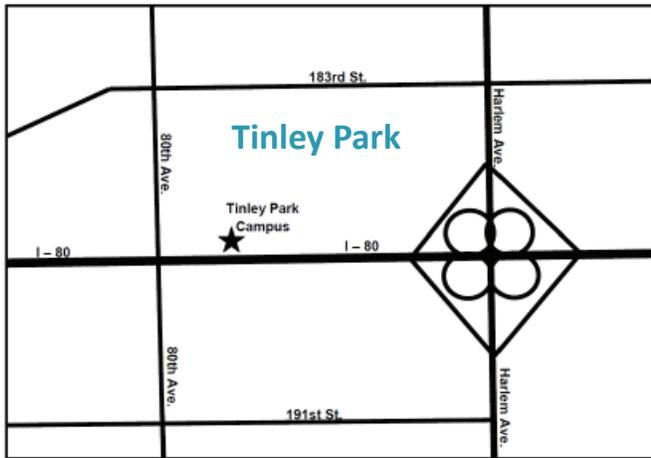
Fourth of July	Monday, July 4, 2016
First Day of Summer Quarter	Monday, July 11, 2016
Mid-Quarter Start	Thursday, August 18, 2016
Labor Day	Monday, September 5, 2016
Last Day of Summer Quarter	Saturday, September 24, 2016

Fall Quarter 2016

First Day of Fall Quarter	Monday, October 3, 2016
Mid-Quarter Start	Thursday, November 10, 2016
Thanksgiving Day	Thursday, November 24, 2016
Day After Thanksgiving	Friday, November 25, 2016
NO SATURDAY CLASSES	Saturday, November 26, 2016
NO SUNDAY CLASSES	Sunday, November 27, 2016
Last Day of Fall Quarter	Saturday, December 17, 2016

Calendar & Maps

Maps



Cincinnati

