2013 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 Detroit
The Art Institute of Michigan Troy
The Art Institute of Ohio Cincinnati
The Illinois Institute of Art

2013 Catalog

Effective May 2013

Mission
The Illinois Institute of Art is an institution of higher education offering degree and other academic programs in the creative and applied arts to a diverse student body. The college promotes student learning in a stimulating environment where students can develop their creativity and acquire the skills and knowledge to pursue their chosen careers.

Values
We believe in the positive 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 leadership skills that will enhance their potential for personal and professional success; and
- Broader understanding of ethics, culture, history, science, and the arts.

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

<table>
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<tr>
<th>Campus name</th>
<th>Type of Campus</th>
<th>City</th>
<th>Acronym</th>
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<td>The Illinois Institute of Art Chicago</td>
<td>Main</td>
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<tr>
<td>The Illinois Institute of Art Schaumburg</td>
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<td>Schaumburg, IL</td>
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<td>The Art Institute of Michigan Detroit</td>
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<tr>
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<td>Additional Location</td>
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<tr>
<td>The Art Institute of Ohio Cincinnati</td>
<td>Branch</td>
<td>Cincinnati, OH</td>
<td>AIOHC</td>
<td>Cincinnati</td>
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In the main body of the catalog, the campuses will be referenced by the city name in the right-hand column above.
The Illinois Institute of Art

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.

At the Chicago and Schaumburg campuses, the Interior Design programs leading to the Bachelor of Fine Arts degree are accredited by the Council for Interior Design Accreditation, http://accredit-id.org/ 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503. The Cincinnati, Detroit, and Tinley Park programs have not sought this accreditation.

The Culinary Arts Associate of Applied Science programs at Chicago and Cincinnati are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation.

State Licensing

The three Illinois locations of The Illinois Institute of Art have Certificates of Approval to Operate Issued by the Illinois State Superintendent of Education, 100 North First Street, Springfield, Illinois 62777.

The Art Institute of Ohio–Cincinnati holds a provisional Certificate of Authorization for its academic degree programs by The Ohio Board of Regents, 30 East Broad Street, Suite 2481, Columbus, OH 43215. The provisional accreditation expires on December 31, 2012. (The Art Institute of Ohio - Cincinnati SBCC school number is 04-01-1698B.)

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 regulated by Indiana Commission on Proprietary Education (302 W. Washington Street, Room E201, Indianapolis, IN 46204-27671), telephone 317-232-1320 in state, TOLL FREE 800-227-5695

The Art Institute of Michigan is licensed under the laws of the Michigan Department of Energy, Labor & Economic Growth.

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, and www.artinstitutes.edu/tinley-park. 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 aiprograms.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 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.

The second facility is the Loop campus location at 180 North Wabash, located in the heart of Chicago’s Loop. The location provides easy access to the theater district, “State Street, that great street” shopping on the Magnificent Mile of Michigan Avenue, and Millennium Park. The BackStage Bistro, housed within the Loop location, is the Chicago campus’s student-operated restaurant. The restaurant features glass walls through which patrons can see into the kitchens where culinary arts students prepare and serve food in the 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.

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 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.
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 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, ACC-UPLACER (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.
Problem-Solving: basic problem-solving skills that directly relate to their fields of study.
Computer Literacy: basic computer skills for use in their field of study and general education classes.
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 60 quarter-credits of general education. Each General Education course is 4 credits, except for GEN092 Foundation Portfolio which is 1 credit. Specified courses may be required for specific programs; adjustments in distribution within the 60 credits may be made to reflect specific program needs, as noted in departmental requirements. Unless otherwise indicated 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 (2-3 courses)
   GEN150 Mathematical Concepts and Connections
   1 additional mathematics courses or 4 credit-hours: GEN153-157, GEN250-258 (at Schaumburg students must choose from GEN250-258 only)
   At Chicago, Tinley Park, Detroit, and Troy, 1 computer course or 4 credit-hours: GEN 107 (for B.S. in Hospitality) or GEN109
3. Physics 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-GEN335
5. Social Sciences (2-3 courses)
   1 200-level course or 4 credit hours: GEN241-GEN248
   At Schaumburg and Cincinnati, 1 additional 200-level course or 4 credit-hours: GEN241-GEN248
   1 300-level course or 4 credit hours: GEN340-GEN345
6. General Education Capstone
   GEN399

In addition, Foundation Portfolio, GEN092, is required at Chicago, Tinley Park, and Cincinnati of all entering students with fewer than 24 hours of transfer credit.
Degree Requirements

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
   1 computer course or 4 credit-hours (Chicago, Detroit, Cincinnati)
   1 additional mathematics course at Schaumburg
3. Physics and Life Sciences (2 courses)
   1 chemistry course or 4 credit-hours: GEN273
   1 additional 200-level science course or 4 credit-hours
4. Humanities and Fine courses (4 courses)
   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-GEN335
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

In addition, Foundation Portfolio, GEN092, is required at Chicago, Tinley Park, and Cincinnati of all entering students with fewer than 24 hours of transfer credit.

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
Degree Requirements

5. Social Sciences (1 course)
1 course or 4 hours: GEN241-GEN248

In addition, Foundation Portfolio, GEN092, is required at Chicago, Tinley Park, Cincinnati for all entering students with fewer than 24 hours of transfer credit.

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

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

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 & Development, Diploma, offered at 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 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.

Program Mission
The mission of the Bachelor 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 for entry-level management positions in the food service industry as well as provide a foundation for the graduate to advance in the culinary management field.

Desired Student Outcomes
1. Culinary theory and terminology: Graduates will display proficiency of various culinary procedures and applications, will be able to define and apply appropriate culinary terminology.
2. Cooking: Graduates will be able to produce products according to desired outcomes based on desired quality standards.
3. Cuisines: Graduates will be able to identify elements of various cuisines.
4. Finance: Graduates will understand cost factors of food production and be able to analyze financial statements for food-service operations, and be able to effect change; graduates will understand financial elements at an advanced level, including budgets, cost control, property management issues and will be able to use spreadsheets and other software.
5. Professional awareness: Graduates will have an understanding of culinary careers and the structure and culture of the culinary field; they will understand professional and ethical behavior in the workplace.
6. Communication: Graduates will demonstrate effective interpersonal relations in a culinary team. In a commercial setting they will be able to read customer needs and create a clear menu; graduates will have at least basic fluency in Spanish as well as English; oral communication skills; report-writing skills; and managerial skills.
7. Problem-solving: Graduates will be able to identify and solve problems related to food preparation and menu development; graduates will be able to solve problems related to product supply and employee and customer relations.
8. Context: Graduates will 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); at bachelor’s level, business and related math skills.

Program Description
From overseeing food quality, to dealing with customers, to making staffing decisions, a foodservice manager handles 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 2651 clock hours, comprised of 1683 lecture hours, 869 lab hours, and 99 internship 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

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<td>CULA103</td>
<td>Concepts and Theories</td>
<td>Must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA116</td>
<td>American Regional Cuisine</td>
<td>CULA103, CULA106</td>
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<td>CULA123</td>
<td>Sustainable Purchasing and Controlling Costs</td>
<td>CULA103, CULA106</td>
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<tr>
<td>CULA126</td>
<td>Introduction to Baking and Pastry Techniques</td>
<td>Must have completed TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA200</td>
<td>Garde Manger</td>
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<td>CULA204</td>
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<td>CULA103, CULA106</td>
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<td>CULA207</td>
<td>World Cuisines</td>
<td>CULA103, CULA106</td>
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<td>CULA210</td>
<td>Nutrition</td>
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<td>CULA214</td>
<td>Asian Cuisine</td>
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<td>CULA218</td>
<td>Classical European Cuisine</td>
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<td>CULA220</td>
<td>Management by Menu</td>
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<td>CULA226</td>
<td>Ala Carte</td>
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<td>CUL312</td>
<td>Innovation and Entrepreneurship</td>
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<tr>
<td>CUL314</td>
<td>Foodservice Technology and Information</td>
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<td>Foodservice Financial Management</td>
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<td>CUL319</td>
<td>Quality Service Management and Training</td>
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<td>CUL323</td>
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<td>CUL325</td>
<td>Legal Issues and Ethics for Culinarians</td>
<td>CULA250</td>
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<td>CUL340</td>
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<td>CUL356</td>
<td>Leadership and Organizational Development</td>
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<td>GEN101</td>
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<td>GEN150</td>
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<td>GEN201</td>
<td>Spanish I</td>
<td>GEN101, GEN105</td>
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<td>GEN202</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td></td>
<td>Social Science 300-Level Elective</td>
<td>GEN102, and one course from GEN240 GEN248</td>
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**CULINARY ARTS, Associate of Applied Science**  
**Offered at Chicago, Detroit, Cincinnati**

**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 complemented with basic food service management skills. Graduates of the program are prepared for entry-level positions in the food service industry.

**Desired Student Outcomes**
1. **Culinary theory and terminology**: Graduates will display proficiency of various culinary procedures and applications, will be able to define and apply appropriate culinary terminology.
2. **Cooking**: Graduates will be able to produce products according to desired outcomes based on desired quality standards.
3. **Cuisines**: Graduates will be able to identify elements of various cuisines.
4. **Finance**: Graduates will understand cost factors of food production and be able to analyze financial statements for food-service operations, and be able to effect change.
5. **Professional awareness**: Graduates will have an understanding of culinary careers and the structure and culture of the culinary field; they will understand professional and ethical behavior in the workplace.
6. **Communication**: Graduates will demonstrate effective interpersonal relations in a culinary team. In a commercial setting they will be able to read customer needs and create a clear menu.
7. **Problem-solving**: Graduates will be able to identify and solve problems related to food preparation and menu development.
8. **Context**: Graduates will 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).

**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 1507 clock hours, comprised of 765 lecture hours and 742 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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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tr>
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<td>Concepts and Theories</td>
<td>Must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA116</td>
<td>American Regional Cuisine</td>
<td>CULA103, CULA106</td>
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<td>CULA123</td>
<td>Sustainable Purchasing and Controlling Costs</td>
<td>CULA103, CULA106</td>
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<tr>
<td>CULA126</td>
<td>Introduction to Baking and Pastry Techniques</td>
<td>Must have completed TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA200</td>
<td>Garde Manger</td>
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<td>CULA204</td>
<td>Latin Cuisines</td>
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<td>CULA207</td>
<td>World Cuisines</td>
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<td>CULA210</td>
<td>Nutrition</td>
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<td>CULA214</td>
<td>Asian Cuisine</td>
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<td>CULA218</td>
<td>Classical European Cuisine</td>
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<td>CULA220</td>
<td>Management by Menu</td>
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<td>CULA226</td>
<td>Ala Carte</td>
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<td>CULA235</td>
<td>Food &amp; Beverage Operations Management</td>
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<td>CULA250</td>
<td>Management, Supervision &amp; Career Preparation</td>
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<td>CULA296</td>
<td>Art Culinaire</td>
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<td>CULA297</td>
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<td>GEN101</td>
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<td>GEN095 or placement</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<tr>
<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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</table>
Program Mission
The mission of the Hospitality Management Bachelor of Science program is to prepare future leaders for 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. Professionalism: Graduates will demonstrate an understanding of the hospitality industry; they will understand professional and ethical behavior in the workplace.
2. Communication: Graduates will use written and oral communication to work effectively with fellow employees, clients, and customers.
3. Problem Solving and Critical Thinking: Graduates will efficiently solve problems in facilities, customer relations, personnel, procurement, and community relations.
4. Management and finance: Graduates will apply management principles effectively in a variety of workplaces; demonstrate knowledge of basic accounting concepts and principles; identify through validated research consumer markets and customer buying behavior; and implement a quality customer service program and how to integrate continuous quality improvements.
5. Context: Graduates identify the differences in cultural values and perceptions of socio-cultural issues related to hospitality management and operations; explain the industry in relation to global cultural and economic diversity; articulate legal issues related to hospitality management.

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 entry level management positions in restaurant, 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 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 2237 clock hours, comprised of 1813 lecture hours, 112 lab hours, and 312 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 in which a portfolio is produced.
### Requirements for B.A. in Hospitality Management

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<tr>
<th>Course</th>
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<th>Prerequisites and Course Sequences</th>
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<tr>
<td>HM113</td>
<td>Intro to Hospitality Operations</td>
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<td>HM117</td>
<td>Diversity &amp; Ethics in Hospitality</td>
<td>HM113</td>
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<td>HM124</td>
<td>Hospitality Law</td>
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<tr>
<td>HM224</td>
<td>Catering and Event Planning</td>
<td>CULA220</td>
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<td>HM226</td>
<td>Hospitality Sales &amp; Marketing</td>
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<td>HM229</td>
<td>Training &amp; Development in Hospitality</td>
<td>HM226</td>
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<td>HM255</td>
<td>Bar and Beverage Management</td>
<td>CULA250, HM224, CULA235</td>
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<td>HM260</td>
<td>Hospitality Internship</td>
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<td>HM313</td>
<td>Emerging Hospitality Segments</td>
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<td>HM342</td>
<td>Oenology and Viticulture</td>
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<td>Multi-Unit/Chain/Franchise Operations</td>
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<td>HM440</td>
<td>Lodging Operations</td>
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<td>HM444</td>
<td>Introduction to Travel &amp;Tourism</td>
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<td>HM446</td>
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<td>Concepts and Theories</td>
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<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<td>GEN102</td>
<td>English II</td>
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<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>Mathematical Concepts and Connections</td>
<td>Follows GEN101, GEN105</td>
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<tr>
<td>GEN201</td>
<td>Spanish I</td>
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<td>GEN241</td>
<td>Economics</td>
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<td>GEN399</td>
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<td>Social Science 300-Level Elective</td>
<td>GEN102, and one course from GEN240-GEN248</td>
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HOSPITALITY MANAGEMENT, Associate of Applied Science
Offered at Chicago, Schaumburg

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 Hospitality Management program includes courses in hospitality, culinary arts, and general education relevant to preparation for 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 1045 clock hours, comprised of 933 lecture hours, 112 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 will demonstrate an understanding of the hospitality industry; they will understand professional and ethical behavior in the workplace.
2. Communication: Graduates will communicate effectively with fellow employees, clients, and customers.
3. Management and finance: Graduates will apply management principles effectively in a variety of workplaces.
4. Context: Graduates will 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

<table>
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<th>Title</th>
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<td>Intro to Hospitality Operations</td>
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<td>HM117</td>
<td>Diversity &amp; Ethics in Hospitality</td>
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<td>Hospitality Law</td>
<td>HM124; must have completed TAP Series for Food Safety Managers Certification Program</td>
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<td>Catering and Event Planning</td>
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<td><strong>Supporting Courses</strong></td>
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<tr>
<td>CULA103</td>
<td>Concepts and Theories</td>
<td>Must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<td>CULA123</td>
<td>Sustainable Purchasing and Controlling Costs</td>
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<td>CULA210</td>
<td>Nutrition</td>
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<td>CULA220</td>
<td>Management by Menu</td>
<td>CULA123</td>
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<td>CULA235</td>
<td>Food &amp; Beverage Operations Management</td>
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<td>CULA250</td>
<td>Management, Supervision &amp; Career Preparation</td>
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<td>CUL317</td>
<td>Foodservice Financial Management</td>
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<td>CUL356</td>
<td>Leadership and Organizational Development</td>
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<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Detroit, and Troy</td>
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<td>Mathematical Concepts and Connections</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<tr>
<td></td>
<td>Social Science 200-Level Elective</td>
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ADVERTISING, Bachelor of Arts Degree
Offered at Chicago, Schaumburg, Cincinnati, Tinley Park

Program Mission
The Advertising Program prepares graduates for 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. **Technical skills**: Graduates will demonstrate basic 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 as well as business software related to marketing and public relations.

2. **Graphic Design**: Graduates will develop concepts as well as analyze and incorporate aesthetics and layout in the design process for advertising campaigns and marketing communications.

3. **Marketing and Advertising Theory**: Graduates will apply industry knowledge and critical thinking skills to analyze, develop, and implement effective advertising solutions that meet professional standards.

4. **Problem Solving and Critical Thinking**: Graduates will demonstrate their knowledge of the interdependence between advertising/marketing objectives and visual expression and be able to evaluate, critique, and understand their ideas. They will be able to use this knowledge to identify problems and arrive at innovative solutions.

5. **Professionalism**: Graduates will understand the corporate climate of the advertising industry; be aware of the range of career paths and opportunities in the industry; have mastery of industry standards, professional practices and ethics.

6. **Communication**: Graduates will be able to articulate the vision behind their creative work and explain and promote their solutions to clients and colleagues. They will have basic visual communication skills related to presenting products; an ability to work collaboratively in a corporate environment; and an understanding of marketing communication.

7. **Context**: Graduates will 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.

Program Description
The Advertising Program provides graduates with the skills needed to work in the field of advertising, art direction, copywriting and account supervision. A solid art foundation combined with hands-on advertising curricula prepares students for 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 increases the graduate’s advantage when applying for a position.

Graduation Requirements
To receive a Bachelor of Arts in Advertising students must complete a minimum of 180 quarter-credits with 60 quarter-credits in general education courses and 120 in their 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tr>
<td>ADV106</td>
<td>Fundamentals of Advertising &amp; Marketing</td>
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<td>ADV108</td>
<td>Conceptual &amp; Strategic Thinking</td>
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<td>ADV112</td>
<td>Survey of Advertising</td>
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<td>ADV228</td>
<td>Storyboards &amp; Scriptwriting</td>
<td>ADV108</td>
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<td>ADV229</td>
<td>Advertising Design</td>
<td>ADV106, ADV108, GD109, GD203</td>
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<td>ADV231</td>
<td>Consumer Behavior</td>
<td>ADV112</td>
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<td>ADV317</td>
<td>Principles of Marketing Research</td>
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<td>ADV318</td>
<td>Brand Strategy</td>
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<td>ADV323</td>
<td>Account Planning</td>
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<td>ADV336</td>
<td>Sales &amp; Persuasive Techniques</td>
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<td>ADV337</td>
<td>Public Relations &amp; Promotions</td>
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<td>ADV338</td>
<td>Media Planning &amp; Buying</td>
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<td>ADV404</td>
<td>Advertising Campaigns</td>
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<td>ADV406</td>
<td>Advanced Advertising Campaigns</td>
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<td>ADV408</td>
<td>Portfolio</td>
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<td>ADV409</td>
<td>Advertising Internship</td>
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### Supporting Courses

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<td>Design Fundamentals</td>
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<td>ART110</td>
<td>Color Theory</td>
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<td>Image Manipulation</td>
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<td>GD108</td>
<td>Digital Photography for Designers</td>
<td>ART110, and DPH242</td>
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<td>Digital Illustration</td>
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<td>GD110</td>
<td>Introduction to Typography: Traditional</td>
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<td>GD211</td>
<td>Digital Pre-Press</td>
<td>GD203, and DPH242</td>
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<td>GD203</td>
<td>Digital Layout</td>
<td>ADV108 for Advertising majors</td>
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<td>GD404</td>
<td>Professional Development for Graphic Design</td>
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<td>WDIM110</td>
<td>Designing for Multimedia Display</td>
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<td>WDIM130</td>
<td>Fundamentals of Interactive Design</td>
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<td>WDIM230</td>
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### General Education Courses

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<td>English II</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td></td>
<td>Art History - GEN211 or GEN212</td>
<td>GEN101, GEN105</td>
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<td>GEN109 Computers for the Arts (Chicago, Detroit, Tinley Park, Troy) or Social Science 200-Level Elective (Schaumberg, Cincinnati)</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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GRAPHIC DESIGN, Bachelor of Fine Arts Degree
Offered at All Campuses

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 for entry-level employment and 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 foundations 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 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.

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.
<table>
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<tr>
<th>Course</th>
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<td>GD105</td>
<td>Survey of Graphic Design</td>
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<td>GD107</td>
<td>Introduction to Design Applications</td>
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<td>Digital Photography for Designers</td>
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<td>Typography: Hierarchy</td>
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<td>GD203</td>
<td>Digital Layout</td>
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<td>History of Graphic Design</td>
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<td>GD207</td>
<td>Corporate Identity</td>
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<td>Conceptual Imagery</td>
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<td>GD303</td>
<td>Typography: Expressive &amp; Experimental</td>
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<td>Media Business Law</td>
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<td>GD405</td>
<td>Sustainable Design Issues &amp; Topics</td>
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<td>GD406</td>
<td>Senior Project</td>
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**Supporting Courses**

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<td>Observational Drawing</td>
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<td>Color Theory</td>
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<td>WDIM130</td>
<td>Fundamentals of Interactive Design</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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</tbody>
</table>
GRAPHIC DESIGN, Associate of Applied Science
Offered at All Campuses

Desired Student Outcomes
1. 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.
2. Technology: Graduates apply skills in industry-specific computer software programs to produce concrete projects
3. Concept: Graduates apply design concepts to produce successful visual solutions to assigned problems.
4. Professionalism: Graduates demonstrate an understanding of industry standards, professional practices and ethics in their work and self-presentation.
5. Communication: Graduates articulate the vision behind their creative work and explain and defend their solutions.

Program Description
Study in the Associate of Applied Science 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 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.
## Requirements for A.A.S. in Graphic Design

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<th>Prerequisites and Course Sequences</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>GD105</td>
<td>Survey of Graphic Design</td>
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<td>GD107</td>
<td>Introduction to Design Applications</td>
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<td>GD108</td>
<td>Digital Photography for Designers</td>
<td>ART110, and DPH242</td>
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<td>GD109</td>
<td>Digital Illustration</td>
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<td>Introduction to Typography: Traditional</td>
<td>ART100, ART110</td>
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<td>GD211</td>
<td>Digital Pre-Press</td>
<td>GD203, follows DPH242</td>
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<tr>
<td>GD212</td>
<td>Typography: Hierarchy</td>
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<tr>
<td>GD203</td>
<td>Digital Layout</td>
<td>GD107, GD110 and GD212</td>
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<tr>
<td>GD207</td>
<td>Corporate Identity</td>
<td>GD109, and GD212</td>
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<tr>
<td>GD302</td>
<td>Portfolio I</td>
<td>Only by Permission of Academic Director</td>
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<tr>
<td>GD306</td>
<td>Graphic Design Associate Portfolio Final Review</td>
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<td>Image Manipulation</td>
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<td>WDIM230</td>
<td>Fundamentals of Authoring</td>
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<td>WDIM110</td>
<td>Designing for Multimedia Display</td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<tr>
<td></td>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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</table>
ILLUSTRATION & DESIGN, Bachelor of Fine Arts Degree
Offered at Chicago and Schaumburg

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 for 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 will be able to manipulate a variety of hand tools and art materials to draw, paint, or otherwise render an illustration from concept to finished product. They will be able to prepare illustrations for display in a variety of forms including print.
2. **Design**: Graduates will be able to apply the design elements and principles, concepts, media and layouts to their illustrations. They will be able to produce illustrations that demonstrate a concrete ability to communicate a clear and powerful idea or message using formal elements. They will cultivate a design process that is solution driven, flexible, and well informed.
3. **Technology**: Graduates will demonstrate the capability to produce layouts, scans, mechanicals, color separations, digital files, and other forms as required by a particular project.
4. **Context**: Graduates will be able to 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 will be able to use self-discipline and clear thinking to set professional goals and work on them without outside direction. They will work efficiently and possess the time management skills to meet deadlines.
6. **Professionalism**: Graduates will 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 will be able to communicate their creative vision clearly using graphic and technological means. In addition, they will 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 layout 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.

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 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 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-Chicago.

26 Academic Affairs
## Requirements for B.F.A. in Illustration & Design

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<th>Title</th>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>ILD110</td>
<td>Intermediate Drawing</td>
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<td>ILD120</td>
<td>Fundamentals of Painting</td>
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<td>ILD130</td>
<td>Illustration</td>
<td>ILD120, GD107</td>
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<td>ILD140</td>
<td>Illustration &amp; Graphic Design History</td>
<td>ILD120</td>
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<tr>
<td>ILD150</td>
<td>Intermediate Painting</td>
<td>ILD120</td>
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<td>ILD160</td>
<td>Storyboarding for Illustration</td>
<td>ILD110, ILD130</td>
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<td>ILD170</td>
<td>Editorial Illustration</td>
<td>ILD160, GD109</td>
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<tr>
<td>ILD180</td>
<td>Advanced Digital Illustration</td>
<td>ILD160, GD109</td>
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<tr>
<td>ILD190</td>
<td>Product &amp; License Illustration</td>
<td>ILD180, GD211, GD212</td>
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<tr>
<td>ILD200</td>
<td>Conceptual Illustration</td>
<td>ILD170, ILD180, GD212</td>
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<tr>
<td>ILD210</td>
<td>Graphic Novel</td>
<td>ILD200</td>
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<tr>
<td>ILD220</td>
<td>Advanced Painting</td>
<td>ILD150, ILD160</td>
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<tr>
<td>ILD230</td>
<td>Advanced Illustration</td>
<td>ILD170, ILD210</td>
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<tr>
<td>ILD240</td>
<td>The Business of Illustration</td>
<td>ILD 190</td>
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<td>ILD250</td>
<td>Internship</td>
<td>ILD240. Permission of Academic Director. International students need signed approval from the International Student Advisor.</td>
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<td>ILD260</td>
<td>Illustration Studio</td>
<td>ILD220, ILD230</td>
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<td>ILD280</td>
<td>Portfolio Preparation</td>
<td>ILD230, ILD240</td>
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<td>ILD300</td>
<td>Portfolio</td>
<td>ILD260, ILD280</td>
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<td>ART100</td>
<td>Design Fundamentals</td>
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<td>Observational Drawing</td>
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<td>ART110</td>
<td>Color Theory</td>
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<td>ART111</td>
<td>Life Drawing</td>
<td>ART100, ART110</td>
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<td>DPH242</td>
<td>Image Manipulation</td>
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<td>GD107</td>
<td>Introduction to Design Applications</td>
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<tr>
<td>GD109</td>
<td>Digital Illustration</td>
<td>Follows GD107</td>
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<td>GD110</td>
<td>Introduction to Typography: Traditional</td>
<td>ART100, and ART110</td>
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<tr>
<td>GD203</td>
<td>Digital Layout</td>
<td>GD107, GD110 and GD212 for Illustration majors</td>
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<tr>
<td>GD211</td>
<td>Digital Pre-Press</td>
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<tr>
<td>GD212</td>
<td>Typography: Hierarchy</td>
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<tr>
<td>IC402</td>
<td>Career Development</td>
<td>GEN105 or permission of instructor</td>
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<td><strong>General Education Courses</strong></td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<tr>
<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<tr>
<td>GEN155</td>
<td>Intro to Financial Mathematics</td>
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<tr>
<td>GEN211</td>
<td>History of Western Art I</td>
<td>GEN101, GEN105</td>
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<tr>
<td>GEN212</td>
<td>History of Western Art II</td>
<td>GEN101, GEN105</td>
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<tr>
<td>GEN266</td>
<td>Biology and the Human Organism</td>
<td>GEN101, GEN105</td>
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<td>GEN109</td>
<td>Computers for the Arts</td>
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<td>Humanities - Literature - GEN327, GEN312, GEN315, or GEN325</td>
<td>GEN102, and one course from GEN205 GEN233</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 300-Level Elective</td>
<td>GEN102, and one course from GEN260 GEN286</td>
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<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Social Science 300-Level Elective</td>
<td>GEN102, and one course from GEN241 GEN248</td>
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<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; and at least one 200-level courses; and at least one course between 310 and 382</td>
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</table>
INTERIOR DESIGN, Bachelor of Fine Arts Degree
Offered at All Campuses

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 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
1. **Contextual knowledge**: Graduates will have a global view and be able to make design decisions relative to ecological, socio-economic, and cultural contexts.
2. **Design and problem-solving skills**: Graduates will be able to 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.
3. **Communication**: Graduates will have written, oral, and visual communication skills and will be able to work collaboratively.
4. **Professionalism**: Graduates will demonstrate awareness of industry practices and conduct themselves in a professional manner.
5. **Design principles**: Graduates will be able to apply historic influences and design principles in order to deliver functionally and aesthetically appropriate interior spaces.
6. **Knowledge of the field**: Graduates will apply specific knowledge of the components of interior environments while considering the impact of building construction and systems.
7. **Regulations**: Graduates will have the ability to apply building codes, accessibility guidelines, and sustainable practices with consideration given to human factors.

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 understanding 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 60 quarter-credits in general education courses with a cumulative GPA of 2.0 or higher. The entire program includes 2640 clock hours, comprised of 1364 lecture hours, 1144 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 schools or another institution, is evaluated with a portfolio review where the Academic Department Director will determine if minimum competencies and standards have been met.
Note: Twenty hours of requirements vary between Schaumburg and the other three campuses. This in some cases affects prerequisites and course sequences.

### Requirements for B.F.A. in Interior Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core Courses for All Campuses (80 credit hours of core courses)</strong></td>
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<tr>
<td>ID130</td>
<td>Architectural Drafting</td>
<td>ART100</td>
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<tr>
<td>ID135</td>
<td>Presentation Techniques I</td>
<td>ART102; follows ID130 at Chicago, Cincinnati, Detroit, Tinley Park, and Troy</td>
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<tr>
<td>ID146</td>
<td>History of Design I</td>
<td></td>
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<tr>
<td>ID177</td>
<td>Textiles, Materials, + Resources</td>
<td>ID130 for Chicago, Cincinnati, Detroit, Troy</td>
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<tr>
<td>ID179</td>
<td>Elements of Interior Design</td>
<td>ART100, ID130</td>
<td>4</td>
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<tr>
<td>ID200</td>
<td>Introduction to Space Planning</td>
<td>ID179; follows GEN109 for Chicago, Detroit, Troy, and Cincinnati</td>
<td>4</td>
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<tr>
<td>ID213</td>
<td>Presentation Techniques II</td>
<td>ART110, ID135</td>
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<tr>
<td>ID227</td>
<td>Computer-Aided Design I</td>
<td>ID179; follows GEN109 for Chicago, Detroit, Tinley Park, and Troy</td>
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<tr>
<td>ID235</td>
<td>Computer-Aided Design II</td>
<td>ID200, ID227; follows ID227 for Chicago, Cincinnati, Troy, and Detroit</td>
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<tr>
<td>ID236</td>
<td>History of Design II</td>
<td>Follows ID146 if possible</td>
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<tr>
<td>ID237</td>
<td>Codes + Specifications</td>
<td>ID177, ID179; follows ID227 at Chicago, Cincinnati, Detroit, Tinley Park, and Troy</td>
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<tr>
<td>ID240</td>
<td>Lighting</td>
<td>ID200; follows ID227 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy</td>
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<tr>
<td>ID300</td>
<td>Professional Practice</td>
<td>ID200</td>
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<tr>
<td>ID306</td>
<td>Residential Environments</td>
<td>ART224, ID179, ID213, ID235, ID237, ID240</td>
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<tr>
<td>ID340</td>
<td>Computer-Aided Design III</td>
<td>ID213, ID235, ID237, ID240</td>
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<tr>
<td>ID401</td>
<td>Interior Design Internship</td>
<td>ID300; must be taken during the last three quarters; international students need signed approval from the International Student Advisor</td>
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<tr>
<td>ID402</td>
<td>History of Design III</td>
<td>ART224, ID236, ID306</td>
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<tr>
<td>ID414</td>
<td>Interior Detailing + Systems</td>
<td>ID340; ID373 for Schaumburg; follows ID310, ID315 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy</td>
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<tr>
<td>ID420</td>
<td>Interior Design Thesis I</td>
<td>Must be taken during the last three quarters. Follows GEN399 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy; follows ID237, ID300 for Schaumburg</td>
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<tr>
<td>ID425</td>
<td>Portfolio Preparation</td>
<td>Must be taken during the last quarter or with Academic Director’s approval.</td>
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### Additional Courses Required at Chicago, Detroit, Troy, and Cincinnati Campuses (20 credit hours of courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ID225</td>
<td>Interior Design Communication</td>
<td>ART224, ID179 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy; Sequence: follows GEN109 at Chicago, Detroit, Tinley Park, and Troy</td>
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<td>ID310</td>
<td>Construction Documentation</td>
<td>ID235, ID237, ID240</td>
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<tr>
<td>ID315</td>
<td>Interior Objects + Furniture</td>
<td>ID200, ID213, ID225, ID227</td>
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<td>ID382</td>
<td>Interior Design Studio</td>
<td>ID213, ID225, ID235, ID237, ID240</td>
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### Additional Courses Required at Schaumburg campus (20 credit hours of courses)

<table>
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<tr>
<td>ID275</td>
<td>Kitchen + Bath Design</td>
<td>ID177, ID213, ID227</td>
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<td>ID302</td>
<td>Sustainable Design</td>
<td>ID213, ID235, ID237, ID240</td>
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<td>ID325</td>
<td>Commercial Environments</td>
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<td>ID373</td>
<td>Specialty Design</td>
<td>ID213, ART224, ID235, ID237, ID240, ID300</td>
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<td>ID421</td>
<td>Interior Design Thesis II</td>
<td>ID325, ID420</td>
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### Elective Course: 1 course chosen from the list below: 4 credit hours

<table>
<thead>
<tr>
<th>Course</th>
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<th>Prerequisites and Course Sequences</th>
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<tbody>
<tr>
<td>ID376</td>
<td>Advanced Residential Design</td>
<td>ID306 (Offered at Schaumburg)</td>
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<tr>
<td>ID383</td>
<td>Advanced Specialty Design</td>
<td>ID325 (Offered at Schaumburg)</td>
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<td>ID391</td>
<td>Advanced Restoration</td>
<td>ID146, ID213, ID236, ID237, ID240 (Offered at Chicago, Cincinnati, Detroit, Tinley Park, and Troy)</td>
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<tr>
<td>ID395</td>
<td>Advanced 3-D Digital Design + Presentation</td>
<td>ID340 (Offered at Chicago, Cincinnati, Detroit, Tinley Park, and Troy)</td>
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<tr>
<td>ID397</td>
<td>Advanced Sustainable Design</td>
<td>ID213, ID237, ID240</td>
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</table>
Requirements for B.F.A. in Interior Design, continued

**Supporting Courses for All Campuses (16 credit hours on all campuses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Pre-requisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
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<tr>
<td>ART102</td>
<td>Observational Drawing</td>
<td>ART100, ART110</td>
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<td>ART110</td>
<td>Color Theory</td>
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<td>ART224</td>
<td>Form &amp; Space</td>
<td>ART100, ART110</td>
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**General Education Courses for All Campuses (60 credit hours on all campuses)**

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
<td>4</td>
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<tr>
<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
<td>4</td>
</tr>
<tr>
<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy, Detroit, and Troy</td>
<td>4</td>
</tr>
<tr>
<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Art History - GEN211 or GEN212</td>
<td>GEN101, GEN105</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GEN109 Computers for the Arts</td>
<td>Placement or GEN096</td>
<td>4</td>
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<tr>
<td></td>
<td>Tinley Park, Troy or Social Science</td>
<td>GEN101, GEN105</td>
<td></td>
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<tr>
<td></td>
<td>200-Level Elective (Schaumburg, Cincinnati)</td>
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<tr>
<td></td>
<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
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<tr>
<td></td>
<td>Humanities &amp; Fine Arts 300-Level Elective</td>
<td>GEN102, and one course from GEN205-GEN233</td>
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<tr>
<td></td>
<td>Mathematics Elective</td>
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<tr>
<td></td>
<td>Physical &amp; Life Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td></td>
<td>Physical &amp; Life Science 300-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Social Science 200-Level Elective</td>
<td>GEN102, and one course from GEN260-GEN286</td>
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<tr>
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<td>Social Science 300-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
</tr>
<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total credit hours:** 80 (core) + 24 (campus-specific plus elective) + 16 (supporting courses) + 60 (general education) = **180**
INTERIOR DESIGN, Associate of Applied Science
Offered at Cincinnati, and Detroit

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 secure an entry-level position in the interior design profession. The program provides 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 and problem-solving skills: Graduates will be able to implement the design process using critical and creative thinking.
2. Communication: Graduates will have written, oral, and visual communication skills.
3. Professionalism: Graduates will conduct themselves in a professional manner.
4. Design principles: Graduates will be able to apply design principles in order to deliver functionally and aesthetically appropriate interior spaces.
5. Knowledge of the field: Graduates will apply specific knowledge of the components of interior environments.
6. Regulations: Graduates will have the ability to apply building codes and accessibility guidelines.

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 highly credentialed, experienced, and dedicated 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 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 1298 clock hours, comprised of 682 lecture hours, 616 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ID130</td>
<td>Architectural Drafting</td>
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<td>ID135</td>
<td>Presentation Techniques I</td>
<td>ART102; follows ID130 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy.</td>
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<td>ID146</td>
<td>History of Design I</td>
<td>ID130 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy.</td>
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<tr>
<td>ID177</td>
<td>Textiles, Materials, + Resources</td>
<td>ID130 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy.</td>
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<tr>
<td>ID179</td>
<td>Elements of Interior Design</td>
<td>ART100, ID130</td>
<td>4</td>
</tr>
<tr>
<td>ID200</td>
<td>Introduction to Space Planning</td>
<td>ID179</td>
<td>4</td>
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<tr>
<td>ID202</td>
<td>Interior Design Associate Portfolio</td>
<td>ART110, ID135</td>
<td>4</td>
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<tr>
<td>ID213</td>
<td>Presentation Techniques II</td>
<td>ID224, ID179 for Chicago, Cincinnati, Detroit, Tinley Park, Troy. Follows ID200 if possible on all campuses; Follows GEN109 for Chicago, Detroit, Tinley Park, Troy.</td>
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<tr>
<td>ID225</td>
<td>Interior Design Communication</td>
<td>ID224, ID179 for Chicago, Cincinnati, Detroit, Tinley Park, Troy. Follows ID200 if possible on all campuses; Follows GEN109 for Chicago, Detroit, Tinley Park, Troy.</td>
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<tr>
<td>ID227</td>
<td>Computer-Aided Design I</td>
<td>ID179 ; Follows GEN109 for Chicago, Detroit, Tinley Park, Troy.</td>
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<tr>
<td>ID236</td>
<td>History of Design II</td>
<td>Follows ID146 if possible</td>
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<tr>
<td>ID237</td>
<td>Codes + Specifications</td>
<td>ID177, ID179; follows ID227 at Chicago Cincinnati, Detroit, Tinley Park, and Troy; follows or is taken with ID200 if possible</td>
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<tr>
<td>ID240</td>
<td>Lighting</td>
<td>ID200</td>
<td>4</td>
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<td><strong>Supporting Courses</strong></td>
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<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
<td>ART100, ART110</td>
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<tr>
<td>ART102</td>
<td>Observational Drawing</td>
<td>ART100, ART110</td>
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<tr>
<td>ART110</td>
<td>Color Theory</td>
<td>ART100, ART110</td>
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<td>ART224</td>
<td>Form &amp; Space</td>
<td>ART100, ART110</td>
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<td><strong>General Education Courses</strong></td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<tr>
<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
<td>4</td>
</tr>
<tr>
<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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</tr>
<tr>
<td></td>
<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
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<tr>
<td></td>
<td>Physical &amp; Life Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
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<tr>
<td></td>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
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</tbody>
</table>
FASHION DESIGN, Bachelor of Fine Arts Degree
Offered at Chicago, Schaumburg

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

Desired Student Outcomes
1. **Construction**: Graduates will have knowledge of terminology, principles, and concepts related to construction, pattern-making, draping, and other techniques used to produce garments. They will have an understanding of textiles and other products necessary to the fashion industry.
2. **Technology**: Graduates will demonstrate proficiency with traditional construction technology (sewing machines, sergers) and with computer assisted design software for creating fabrics, patterns, and other purposes.
3. **Design**: Graduates will understand and apply the principles of fashion design. They will be able to design and produce original garments. They will understand pattern drafting principles required for design and pattern development. They will be able to represent fashions on croquis and in other ways that follow industry expectations and standards.
4. **Planning and problem-solving**: Graduates will demonstrate an ability to analyze, formulate and implement innovative solutions related to designing and producing garments. They will 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.
5. **Communication**: Graduates will demonstrate professional oral, written, and visual communication skills and organizational skills according to industry expectations.
6. **Context**: Graduates will understand the broader context of their professional knowledge in relation to fashion, including design and costume history, laws and regulations, business practices, demographics, social, cultural (ethnic), psychological, forecasting, and economic theories and ideas.
7. **Professionalism**: Graduates will have developed an appropriate professional demeanor, an understanding of the nature and culture of the fashion industry, an understanding of the language and culture of marketing, an understanding of possible careers and career paths, and a clear understanding of professional ethics and standards.

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 60 quarter-credits in general education courses and 120 in their specialty area with a cumulative GPA of 2.0 or higher. The entire program includes 2618 clock hours, comprised of 1386 lecture hours, 1100 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.F.A. in Fashion Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>FD100</td>
<td>Survey of the Fashion Industry</td>
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<tr>
<td>FD121</td>
<td>Fundamentals of Construction</td>
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<td>FD123</td>
<td>Advanced Construction</td>
<td>FD121</td>
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<td>FD127</td>
<td>Textiles</td>
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<tr>
<td>FD128</td>
<td>Trends &amp; Concepts in Apparel</td>
<td>FD100; follows GEN109 at Chicago</td>
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<td>FD219</td>
<td>Knitwear</td>
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<td>FD220</td>
<td>Fundamentals of Patternmaking</td>
<td>FD123</td>
<td>4</td>
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<tr>
<td>FD222</td>
<td>Costume History</td>
<td>FD100</td>
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<td>FD223</td>
<td>Fashion Sketching &amp; Illustration</td>
<td>ART102, FD127</td>
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<td>Advanced Patternmaking</td>
<td>FD220</td>
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<td>FD226</td>
<td>Technical Drawing &amp; Design</td>
<td>FD127, FD128, FD223</td>
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<tr>
<td>FD228</td>
<td>Research &amp; Sourcing Fundamentals</td>
<td>FD100, FD220, FD226</td>
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<tr>
<td>FD232</td>
<td>Intro to Business &amp; Retailing</td>
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<tr>
<td>FD233</td>
<td>Draping &amp; Fit Analysis</td>
<td>FD224</td>
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<td>FD301</td>
<td>Computer Patternmaking</td>
<td>FD224, FD228</td>
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<td>FD303</td>
<td>Concept &amp; Line Development</td>
<td>FD222, FD224, FD226</td>
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<td>FD311</td>
<td>Design Specialties I</td>
<td>FD127, FD224, FD228, FD233, FD303</td>
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<td>FD321</td>
<td>Design Specialties II</td>
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<td>FD322</td>
<td>Production Systems</td>
<td>FD232, FD301</td>
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<tr>
<td>FD334</td>
<td>Fashion Career Management</td>
<td>GEN105</td>
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<tr>
<td>FD336</td>
<td>Surface Design</td>
<td>FD219, FD303</td>
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<tr>
<td>FD404</td>
<td>Senior Collection Concept &amp; Technical</td>
<td>FD228, FD303, FD321</td>
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<td>FD406</td>
<td>Digital Textile Design</td>
<td>FD219, FD226</td>
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<td>FD415</td>
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<td>FD321, FD322, FD404</td>
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<td>FD416</td>
<td>Product Development</td>
<td>FD228, FD232, FD226</td>
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<tr>
<td>FD426</td>
<td>Portfolio Preparation</td>
<td>FD336, FD404</td>
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<tr>
<td>FD427</td>
<td>Internship</td>
<td>Permission from Academic Director required. International students need signed approval from the International Student Advisor</td>
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<tr>
<td><strong>Supporting Courses</strong></td>
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<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
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</tr>
<tr>
<td>ART102</td>
<td>Observational Drawing</td>
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<td>4</td>
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<tr>
<td>ART110</td>
<td>Color Theory</td>
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<tr>
<td><strong>General Education Courses</strong></td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
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<tr>
<td>GEN105</td>
<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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</tr>
<tr>
<td>Art History - GEN211 or GEN212</td>
<td>GEN101, GEN105</td>
<td>4</td>
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<tr>
<td>GEN109 Computers for the Arts (Chicago, Detroit, Tinley Park, Troy) or Social Science 200-Level Elective (Schaumburg, Cincinnati)</td>
<td>Placement or GEN096, GEN101, GEN105</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td>Humanities &amp; Fine Arts 300-Level Elective</td>
<td>GEN102, and one course from GEN205-GEN233</td>
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<tr>
<td>Mathematics Elective</td>
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<tr>
<td>Physical &amp; Life Science 300-Level Elective</td>
<td>GEN102, and one course from GEN260-GEN286</td>
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<tr>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Social Science 300-Level Elective</td>
<td>GEN101, GEN105</td>
<td>4</td>
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<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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</table>
FASHION MARKETING & MANAGEMENT, Bachelor of Arts Degree
Offered at All Campuses

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

Desired Student Outcomes
1. **Industry knowledge**: Graduates will accurately use marketing and management terminology, principles, and concepts to analyze and meet client needs.
2. **Technology**: Graduates will demonstrate proficiency with common business computer programs including inventory management, presentation, spreadsheet, on-line research, and website software.
3. **Planning and problem-solving**: Graduates will demonstrate the ability to plan and analyze key marketing and management processes, including an ability to analyze, formulate and implement innovative solutions.
4. **Communication**: Graduates will demonstrate professional oral, written, and visual communication skills and organizational skills according to industry expectations.
5. **Context**: Graduates will 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.
6. **Professionalism**: Graduates will have developed an appropriate professional demeanor, an understanding of the nature and culture of the profession, an understanding of the industry at large, and the graduates’ chosen profession, with a clear knowledge of professional ethics and standards.

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 to expand beyond traditional fashion design positions and choose among options in manufacturing, design and retailing. The curriculum includes fashion industry trends and manufacturing, 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 60 quarter-credits in general education courses and 120 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 meet portfolio requirements including participation in the Senior Portfolio Show. Graduating students must pass a required course in which a portfolio is produced.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FM110</td>
<td>Survey of the Fashion Industry</td>
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<td>Intro to Business &amp; Retailing</td>
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<tr>
<td>FM126</td>
<td>Textiles</td>
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<td>FM128</td>
<td>Costume History</td>
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<td>FM130</td>
<td>Principles of Marketing</td>
<td>FM120</td>
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<td>FM210</td>
<td>Trends &amp; Concepts in Apparel</td>
<td>FM110, FM128; follows GEN109 at Chicago</td>
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<tr>
<td>FM212</td>
<td>Consumer Behavior</td>
<td>FM130</td>
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<td>FM220</td>
<td>Visual Techniques &amp; Design</td>
<td>ART100, ART110</td>
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<tr>
<td>FM226</td>
<td>Business Writing</td>
<td>GEN102, FM120; follows GEN109 at Chicago</td>
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<tr>
<td>FM236</td>
<td>Global Marketing</td>
<td>FM212</td>
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<tr>
<td>FM238</td>
<td>Foundations of Retail Mathematics</td>
<td>FM120</td>
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<td>FM310</td>
<td>Catalog Development</td>
<td>FM210, FM212, FM220</td>
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<tr>
<td>FM312</td>
<td>Retail Buying</td>
<td>FM238</td>
<td>4</td>
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<tr>
<td>FM314</td>
<td>Trade Tariff &amp; Resourcing</td>
<td>FM236</td>
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<tr>
<td>FM320</td>
<td>Inventory &amp; Stock Controls</td>
<td>FM312</td>
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<td>FM322</td>
<td>Professional Selling</td>
<td>FM130, FM238</td>
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<td>FM324</td>
<td>Apparel Evaluation &amp; Production</td>
<td>FM126, FM210</td>
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<tr>
<td>FM330</td>
<td>Business Management I</td>
<td>FM212, FM238</td>
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<tr>
<td>FM332</td>
<td>Public Relations</td>
<td>FM210; follows FM226, FM310</td>
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<tr>
<td>FM334</td>
<td>Fashion Career Management</td>
<td>GEN105; follows FM226, FM310</td>
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<td>FM410</td>
<td>Product Development</td>
<td>FM324</td>
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<tr>
<td>FM412</td>
<td>Business Management II</td>
<td>FM320, FM330</td>
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<tr>
<td>FM414</td>
<td>Advertising</td>
<td>FM226, FM310</td>
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<tr>
<td>FM420</td>
<td>Portfolio Preparation I</td>
<td>Permission from Academic Director required</td>
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<tr>
<td>FM422</td>
<td>Entrepreneurship</td>
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<td>FM424</td>
<td>Event Planning &amp; Promotion</td>
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<tr>
<td>FM430</td>
<td>Portfolio Preparation II</td>
<td>Permission of Academic Director required</td>
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<tr>
<td>FM434</td>
<td>Internship</td>
<td>Permission of Academic Director required. International students need signed approval from the International Student Advisor.</td>
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**Supporting Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
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<td>ART110</td>
<td>Color Theory</td>
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**General Education Courses**

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<thead>
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<th>Course</th>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<tr>
<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
</tr>
<tr>
<td>GEN105</td>
<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Detroit, and Troy</td>
</tr>
<tr>
<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
<td>GEN101, GEN105</td>
</tr>
<tr>
<td>GEN244</td>
<td>Psychology</td>
<td>GEN101, GEN105</td>
</tr>
<tr>
<td></td>
<td>GEN157 Introductory Statistics or</td>
<td>For 257, one 100-level mathematics course) (Offered at Schaumburg)</td>
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<tr>
<td></td>
<td>GEN257 Applied Statistics</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Art History - GEN211 or GEN212</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>GEN109 Computers for the Arts (Chicago,</td>
<td>Placement or GEN096</td>
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<td></td>
<td>Detroit, Tinley Park or Social Science</td>
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<td></td>
<td>200-Level Elective (Schaumburg, Cincinnati)</td>
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<td></td>
<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Humanities &amp; Fine Arts 300-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Physical &amp; Life Science 200-Level Elective</td>
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<td>Physical &amp; Life Science 300-Level Elective</td>
<td>GEN101, GEN105</td>
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<tr>
<td></td>
<td>Physical &amp; Life Science 300-Level Elective</td>
<td>GEN102, and one course from GEN260-GEN286</td>
</tr>
<tr>
<td></td>
<td>GEN241 Economics, where available, or</td>
<td>GEN102, and one course from GEN241-GEN248</td>
</tr>
<tr>
<td></td>
<td>Social Science 300-Level Elective</td>
<td></td>
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<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
</tr>
</tbody>
</table>
FASHION MERCHANDISING, Associate of Applied Science
Offered at All Campuses

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

Desired Student Outcomes
1. Merchandise Management: Graduates demonstrate understanding of selection, inventory, distribution, and planning processes.
2. Technology: Graduates demonstrate proficiency in current industry technology and software related to business and marketing.
3. Communication - Fashion Branding: Graduates demonstrate understanding of product attributes, benefits, and consumer beliefs and values, as well as distinguish national versus private label brands.
4. Marketing Context: Graduates demonstrate skill in merchandise presentation display and in-store sales promotion as marketing tools.
5. Professionalism: Graduates apply and articulate professional standards and business concepts related to retail and fashion industries.

Program Description
Fashion Merchandising students prepare to enter 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 90 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 1166 clock hours, comprised of 814 lecture hours, 352 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 to The Illinois Institute of Art.
## Requirements for A.A.S. in Fashion Merchandising

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>FM110</td>
<td>Survey of the Fashion Industry</td>
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<tr>
<td>FM120</td>
<td>Intro to Business &amp; Retailing</td>
<td></td>
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<tr>
<td>FM126</td>
<td>Textiles</td>
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</tr>
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<td>FM128</td>
<td>Costume History</td>
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<td>FM130</td>
<td>Principles of Marketing</td>
<td>FM120</td>
<td>4</td>
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<tr>
<td>FM210</td>
<td>Trends &amp; Concepts in Apparel</td>
<td>FM110, FM128; GEN109 at Chicago</td>
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<tr>
<td>FM212</td>
<td>Consumer Behavior</td>
<td>FM130</td>
<td>4</td>
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<tr>
<td>FM220</td>
<td>Visual Techniques &amp; Design</td>
<td>ART100, ART110</td>
<td>4</td>
</tr>
<tr>
<td>FM238</td>
<td>Foundations of Retail Mathematics</td>
<td>FM120</td>
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<tr>
<td>FM310</td>
<td>Catalog Development</td>
<td>FM210, FM212, FM220</td>
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<tr>
<td>FM312</td>
<td>Retail Buying</td>
<td>FM238</td>
<td>4</td>
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<tr>
<td>FM320</td>
<td>Inventory &amp; Stock Controls</td>
<td>FM312</td>
<td>4</td>
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<td>FM324</td>
<td>Apparel Evaluation &amp; Production</td>
<td>FM126, FM210</td>
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<td>FM424</td>
<td>Event Planning &amp; Promotion</td>
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<tr>
<td>FM338</td>
<td>Fashion Marketing Portfolio (Cincinnati) or</td>
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<td>FM202</td>
<td>Professional Selling for Merchandising (Chicago, Detroit, Schaumburg, Tinley Park, Troy)</td>
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<tr>
<td><strong>Supporting Courses</strong></td>
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<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
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<td>ART110</td>
<td>Color Theory</td>
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<td><strong>General Education Courses</strong></td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>Mathematical Concepts and Connections</td>
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<td>GEN244</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td></td>
<td>Physical &amp; Life Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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</table>
AUDIO PRODUCTION, Bachelor of Science Degree
Offered at Chicago, Detroit, Schaumburg

Program Mission
The Audio Production program is designed to prepare graduates for 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 will have written, oral, and visual communication skills needed to communicate ideas to employers, colleagues, and clients. They will effectively use technical language appropriate to audio production and also be able to communicate complex concepts to non-professionals.
2. Audio production processes: Graduates will be able to produce and assemble the audio elements of a film, including voice, sound effects, musical score, and automatic dialogue replacement and will have technical proficiency in recording and editing professional audio material. They will be able to conceptualize, plan, execute, and deliver quality music recordings and post-production projects, demonstrating industry standards and 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. Professionalism: Graduates can present and conduct themselves professionally and demonstrate an understanding of specific career paths, job responsibilities, and industry expectations. Graduates can apply the business and economic principles and practices of the audio industry while maintaining legal and ethical standards.
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.

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 meets the needs of graduates entering the industry by 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 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 2464 clock hours, comprised of 1540 lecture hours, 792 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 in which a portfolio is produced and satisfy all financial obligations to The Illinois Institute of Art.
### Requirements for B.F.A. in Audio Production

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AUD101</td>
<td>Survey of the Music Industry</td>
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<tr>
<td>AUD120</td>
<td>Fundamentals of Audio</td>
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<tr>
<td>AUD180</td>
<td>Digital Audio</td>
<td>AUD120</td>
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<tr>
<td>AUD201</td>
<td>Music Theory</td>
<td>AUD101</td>
<td>4</td>
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<td>AUD203</td>
<td>Listening and Analysis</td>
<td>AUD201</td>
<td>4</td>
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<tr>
<td>AUD210</td>
<td>Audio Technology I</td>
<td>AUD120</td>
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<td>AUD220</td>
<td>Audio Technology II</td>
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<tr>
<td>AUD225</td>
<td>History of Motion Media &amp; Mass Comm.</td>
<td>AUD101</td>
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<td>AUD230</td>
<td>Audio Recording I</td>
<td>AUD210</td>
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<td>AUD240</td>
<td>Audio Recording II</td>
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<td>AUD310</td>
<td>Audio Electronics</td>
<td>GEN380 or GEN382</td>
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<td>AUD320</td>
<td>MIDI Systems</td>
<td>AUD201, AUD220</td>
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<td>AUD331</td>
<td>Synthesis &amp; Sound Design I</td>
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<td>AUD335</td>
<td>Media Business Practices &amp; Law</td>
<td>AUD101, AUD225</td>
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<td>AUD340</td>
<td>Advanced Recording Techniques I</td>
<td>AUD240</td>
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<td>AUD350</td>
<td>Live Sound Reinforcement I</td>
<td>AUD240, AUD310</td>
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<td>AUD395</td>
<td>Media Delivery Systems &amp; Distribution</td>
<td>DFV225, DFV365</td>
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<td>AUD400</td>
<td>Entertainment Marketing &amp; Management</td>
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<td>AUD401</td>
<td>Live Sound Reinforcement II</td>
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<td>AUD412</td>
<td>Senior Project I</td>
<td>AUD400, AUD440 or concurrent</td>
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<td>AUD420</td>
<td>Internship</td>
<td>Permission of Academic Director. International Students need signed approval from the International Student Advisor</td>
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<td>AUD422</td>
<td>Senior Project II</td>
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<td>Synthesis &amp; Sound Design II</td>
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<td>Portfolio I</td>
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<td>AUD455</td>
<td>Portfolio II</td>
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<td>Introduction to Digital Filmmaking</td>
<td>ART100 or approval of Academic Director; follows GEN109 at Chicago and Detroit</td>
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<td>DFV225</td>
<td>Fundamentals of Editing</td>
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<td>DFV365</td>
<td>Sound Design</td>
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<td>IC402</td>
<td>Career Development</td>
<td>GEN105 or permission of instructor</td>
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<tr>
<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
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<tr>
<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>Mathematical Concepts and Connections</td>
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<tr>
<td>GEN256</td>
<td>College Algebra (Chicago, Detroit)</td>
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<tr>
<td>GEN250</td>
<td>Topics in Mathematics (Schaumburg)</td>
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<tr>
<td>GEN380</td>
<td>Seminar In Physical Science (Schaumburg)</td>
<td>GEN102, and one course from GEN260-GEN286</td>
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<tr>
<td>GEN382</td>
<td>Acoustics (Chicago, Detroit, Troy)</td>
<td>GEN102, and GEN256, GEN279</td>
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<td>GEN205</td>
<td>Fine Arts</td>
<td>GEN101, GEN105</td>
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<td>GEN212</td>
<td>GEN279 Introduction to College Physics (Chicago)</td>
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<td>GEN286</td>
<td>Physics With Lab (Schaumburg)</td>
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<td>GEN109</td>
<td>Computers for the Arts (Chicago, Detroit, Troy, Tinley Park)</td>
<td>Placement or GEN096, GEN101, GEN105</td>
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<tr>
<td>GEN151</td>
<td>Social Science 200-Level Elective (Schaumburg, Cincinnati)</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN102, and one course from GEN205-GEN233</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<td>GEN105</td>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>GEN105</td>
<td>Social Science 300-Level Elective</td>
<td>GEN102, and one course from GEN241-GEN248</td>
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<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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 enables 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 will understand the elements of storytelling – how to communicate with an intended audience, including a refined sense of pacing and critical story elements; they will know how to collaborate with and direct all participants in a project, including crew, talent, and clients; they will have written, oral, and visual communication skills needed to communicate ideas to employers, colleagues, and clients.
2. Cinematography and Lighting: Graduates will understand the theory, techniques, and terminology of the field; will apply cinematography and lighting as components of the storytelling process.
3. Production Processes & Problem-solving: Graduates will be able to conceptualize, pre-produce (locations, wardrobe, etc.) direct and execute successful production plans; will be able to identify, anticipate and find solutions to technical, logistical, storytelling, and personnel problems.
4. Audio production processes: Graduates will be able to produce and assemble the audio elements of a film, including voice, sound effects, and musical score, automatic dialogue replacement and will have technical proficiency in recording and editing professional audio material.
5. Editing and Critical Thinking: Graduates will understand how editing styles, techniques, and approaches affect the overall story and audience reaction; will have technical proficiency in non-linear editing techniques; will be able to critique their own and others’ work and apply their self-critiquing ability to editing a work.
6. Graphic Design & Visual Effects: Graduates will be able to produce effective motion graphic, compositing, and animation projects displaying technical aptitude, aesthetic decision-making and an awareness of intended audience.
7. Context: Graduates will be familiar with film history, aesthetics, and a wide range of stories in various genres. They will have research skills related to documentary subjects and to ensuring the accuracy of films.
8. Professionalism: Graduates will present and conduct themselves professionally; demonstrate knowledge of the film industry, including career paths, responsibilities and industry expectations; will apply business principles and practices while maintaining legal and ethical standards.

Program Description
Students take advantage of well equipped video and audio studios, up-to-date computer labs and a wide range of industry-proven 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 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 2596 clock hours, comprised of 1364 lecture hours, 1232 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.

42 Academic Affairs
## Requirements for B.F.A. in Digital Filmmaking & Video Production

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<tr>
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<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>DFV100</td>
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<td>Introduction to Digital Filmmaking</td>
<td>GEN109 at Chicago, Detroit</td>
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<td>Fundamentals of Audio</td>
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<td>Scriptwriting &amp; Storytelling</td>
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<td>Fundamentals of Editing</td>
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<td>DFV230</td>
<td>Fundamentals of Lighting</td>
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<td>DFV302</td>
<td>Media Theory &amp; Criticism</td>
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<td>Media Compositing</td>
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<td>Acting &amp; Directing</td>
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<td>Production Audio</td>
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<td>Documentary Production</td>
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<td>Portfolio Preparation I</td>
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<td>DFV360</td>
<td>Advanced Editing</td>
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<td>Sound Design</td>
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<td>DFV407 or</td>
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<td>DFV441</td>
<td>Senior Project I</td>
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<td>DFV430</td>
<td>Portfolio Preparation II</td>
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<td>DFV451</td>
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<td>Image Manipulation</td>
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<td>GEN102</td>
<td>English II</td>
<td>GEN101</td>
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<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td>MAA109</td>
<td>Fine Arts - GEN205-GEN212</td>
<td>GEN101, GEN105</td>
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<td>GEN109 Computers for the Arts (Chicago) or Social Science 200-Level Elective (Schaumburg, Cincinnati)</td>
<td>Placement or GEN096</td>
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<td>GEN102</td>
<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>Social Science 300-Level Elective</td>
<td>GEN102, and one course from GEN241-GEN248</td>
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<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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VIDEO PRODUCTION, Associate of Applied Science
Offered at Cincinnati

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. Communication: Graduates will understand the elements of storytelling; – how to communicate with an intended audi-
ence, including a refined sense of pacing and critical story elements; they will have communication skills needed to commu-
nicate ideas to employers, colleagues, and clients.
2. Cinematography and Lighting: Graduates will understand the basic theory, techniques, and terminology of the field; will
apply cinematography and lighting as components of the storytelling process.
3. Production Processes & Problem-solving: Graduates will be able to conceptualize, direct, and execute successful produc-
tion plans.
4. Audio production processes: Graduates will be able to produce and assemble basic audio elements of a film.
5. Professionalism: Graduates will present and conduct themselves professionally and demonstrate knowledge of the film
industry; they will apply business principles and practices while maintaining legal and ethical standards

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 communi-
cations skills.

Graduation Requirements
To receive an Associate of Applied Science degree (AAS) in Video Production 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 cu-
mulative 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 financial obligations with The Illinois Institute of Art.
### Requirements for A.A.S. in Video Production

<table>
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<tr>
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<td>DFV230</td>
<td>Fundamentals of Lighting</td>
<td>DFV200; follows DFV101 for DFV and VP majors</td>
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<td>Color Theory</td>
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<td>GEN101</td>
<td>English I</td>
<td>GEN095 or placement</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>Follows GEN101 at Chicago, Cincinnati, Detroit, and Troy</td>
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<td>Mathematical Concepts and Connections</td>
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<td>Art History - GEN205-GEN212</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<tr>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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DIGITAL PHOTOGRAPHY, Bachelor of Fine Arts Degree
Offered at All Campuses

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 will use written, oral, and visual communication skills to communicate ideas effectively to employers, colleagues, and clients. They will be able to communicate complex concepts to non-professionals.
2. Design: Graduates will articulate and apply the principles of design to create effective images.
3. Production Processes: Graduates will apply technical skills and use appropriate terminology with respect to photographic tools, lighting techniques, color management, and the storage and electronic presentation of images.
4. Problem-Solving: Graduates will use problem-solving processes to produce visually compelling imagery reflective of their personal styles and visions.
5. Context: Graduates will articulate how they place themselves and their work within a historical and cultural context.
6. Professionalism. Graduates will demonstrate the ability to conceptualize, plan and implement marketing strategies and a business model reflective of industry standards, while demonstrating personal motivation and ethical practices. They will present and conduct themselves professionally.

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 needed 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.

Graduation Requirements
To receive a Bachelor of Fine Arts degree in Digital Photography, 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
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<td>History and Survey of Photography</td>
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<td>DPH102</td>
<td>Principles of Photography</td>
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<td>Digital Photographic Production</td>
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<td>Digital Darkroom</td>
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<td>Fundamentals of Lighting</td>
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<td>DPH266</td>
<td>Location Photography</td>
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<td>Editorial Photography</td>
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<td>Advanced Lighting</td>
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<td>Photographic Studio</td>
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<td>Specialization</td>
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<td>Art History - GEN211 or GEN212</td>
<td>GEN101, GEN105</td>
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<td>GEN211</td>
<td>GEN109 Computers for the Arts (Chicago, Detroit, Tinley Park, Troy or Social Science 200-Level Elective (Schaumburg, Cincinnati))</td>
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<td>GEN260</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<tr>
<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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</table>
GAME ART & DESIGN, Bachelor of Fine Arts Degree
Offered at Chicago, Schaumburg

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 highly skilled visual communicators and who combine artistic talent with technical competency. The program prepares graduates for 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 work as members of development teams to produce digital games, interactive entertainment, and educational and training software products.

Desired Student Outcomes
1. Communication: Graduates will be highly skilled visual communicators, will effectively collaborate with other artists and designers on a team, will be able to tell a story visually, and will possess written and oral skills that enable them to communicate effectively with prospective employers, colleagues, and clients.
2. Problem Solving: Graduates will 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 will understand the process of project management.
3. Conceptual: Graduates will have the conceptual and drawing skills to create storyboards and design characters, environments, and other visual elements.
4. Technical: Graduates will understand the elements and principles of image manipulation, 2D and 3D animation, audio production, programming, and game design including technical skills and terminology.
5. Context: Graduates will understand game art and design in social, cultural, and historical contexts; will have the research skills needed to develop game elements; will be able to apply mathematical concepts; the principles of acting and staging; and will possess an ability to apply real world observations to animation.
6. Professional: Graduates will have developed current professional awareness, a high standard of ethics, an ability to work independently, an understanding of the corporate cultures of the game industry, and a desire for life-long learning and professional growth.

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, 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 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 2640 clock hours, comprised of 1320 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, 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

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<td>GAD211</td>
<td>Interactive Storytelling</td>
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<td>Background &amp; Character Design</td>
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<td>Game Prototyping</td>
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<td>GAD338</td>
<td>Game Modeling &amp; Animation</td>
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<td>2D Digital Authoring</td>
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<td>GAD445</td>
<td>Advanced Game Prototyping</td>
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<td>Character Animation</td>
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<td>Programming for the Artist</td>
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<td>Interior Spaces &amp; Worlds</td>
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<td>Drawing for Animation</td>
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<td>3D Modeling</td>
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<td>MAA221</td>
<td>Storyboarding</td>
<td>ART111</td>
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<td>MAA224</td>
<td>2D Animation Principles</td>
<td>ART111</td>
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<td>MAA227</td>
<td>Materials &amp; Lighting</td>
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<tr>
<td>MAA228</td>
<td>3D Animation</td>
<td>MAA217; follows MAA101 for MAA students</td>
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<tr>
<td>MAA337</td>
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<td>MAA347</td>
<td>Advanced Lighting &amp; Texturing</td>
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<td>MAA451</td>
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<td>MAA461</td>
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<td>MAA451 – Second to Last Quarter</td>
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<td>MAA471</td>
<td>Portfolio Production II</td>
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<td>GEN101 at Chicago</td>
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<td>Mathematical Concepts and Connections</td>
<td>GEN101, GEN105</td>
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<td>Fine Arts - GEN205-GEN212</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>Mathematics Elective</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<td>Physical &amp; Life Science 300-Level Elective</td>
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<td>Social Science 300-Level Elective</td>
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<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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MEDIA ARTS & ANIMATION, Bachelor of Fine Arts Degree
Offered at All Campuses

Program Mission
The Bachelor of Fine Arts in Media Arts & Animation program provides graduates with the relevant career skills needed to obtain 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 will be skilled visual communicators, will effectively collaborate with other artists and designers on a team, will be able to tell a story visually, and will possess written and oral skills that enable them to communicate effectively with prospective employers, colleagues, and clients.
2. Problem Solving: Graduates will 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 will understand the process of project management.
3. Conceptual: Graduates will have the conceptual and drawing skills to create storyboards and design original characters, backgrounds, and other visual elements.
4. Technical: Graduates will understand the elements and principles of image manipulation, 2-D and 3-D animation, audio production, programming, and game design including technical skills and terminology.
5. Context: Graduates will possess an ability to apply real world observations to animation, an understanding of the human figure; will understand the principles of acting and staging; will understand animation in social, cultural, and historical contexts; and will have the research skills needed to develop animation elements.
6. Professional: Graduates will have developed current professional awareness, a high standard of ethics, an ability to work independently, an understanding of the corporate culture and business practices of the film and animation industry, and a desire for life-long learning and professional growth.

Program Description
The Media Arts & Animation curriculum provides students with a substantial foundation in drawing skills, color 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 enhance our student’s versatility and creativity and enables 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 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 2640 clock hours, comprised of 1320 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, 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

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<th>Title</th>
<th>Prerequisites and Course Sequences</th>
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<td>MAA101</td>
<td>Language of Animation and Film</td>
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<td>MAA116</td>
<td>Audio for Games &amp; Animation</td>
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<td>Drawing for Animation</td>
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<td>Storyboarding</td>
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<td>MAA224</td>
<td>2D Animation Principles</td>
<td>ART111</td>
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<td>MAA227</td>
<td>Materials &amp; Lighting</td>
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<td>MAA228</td>
<td>3D Animation</td>
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<td>MAA234</td>
<td>Digital Ink &amp; Paint</td>
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<td>MAA344</td>
<td>2D Animation</td>
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<td>MAA346</td>
<td>Motion Graphics</td>
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<td>2D Animation Studio</td>
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<td>3D Animation Studio</td>
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<td>MAA467</td>
<td>3D Modeling Studio</td>
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<td>Color Theory</td>
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<td>Life Drawing</td>
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<td>Character Modeling &amp; Rigging</td>
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<td>Art History - GEN211 or GEN212 - or Music - GEN205</td>
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<td>Humanities &amp; Fine Arts 300-Level Elective</td>
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<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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</table>
VISUAL EFFECTS & MOTION GRAPHICS, Bachelor of Fine Arts Degree
Offered at Schaumburg

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

Desired Student Outcomes
1. Communication: Graduates will understand the elements of effectively telling a story to an audience; they will be able to apply principles of visual communication to their work; they will have skills in interpersonal communication and conflict resolution and work effectively in teams; they will have oral and written presentation skills appropriate to working with employers, colleagues, and clients.
2. Graphic Design: Graduates will be able to apply the principles of graphic design, including visual design, motion and timing skills, and audience and aesthetic considerations to effectively create compelling graphic and motion graphic projects; will have technical proficiency in motion graphic creation.
3. Compositing: Graduates will understand the principles and terminology of compositing, including pre-production, shooting, lighting and final compositing in order to create compelling visual projects.
4. Animation & Visual Effects: Graduates will understand the concepts, techniques, and terminology of animation and be able to utilize them in 2D and 3D applications; will have an understanding of both practical and computer generated visual effects.
5. Video and Photography: Graduates will be able to conceptualize, plan, execute, and deliver visual elements of a film, including digital cinematography, audio, still digital photography, lighting, and editing.
6. Audio: Graduates will be able to produce and assemble necessary audio elements, including voice, sound effects and music and apply them effectively to motion graphic and visual projects.

Program Description
The Visual Effects & Motion Graphics program prepares graduates with the knowledge, skills and attitudes necessary to enter 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 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 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 Visual Effects & Motion Graphics

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<td>DFV101</td>
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<td>DFV200</td>
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<td>VFX307</td>
<td>Visual Effects</td>
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<td>VFX333</td>
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<td>Color Theory</td>
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<td>Life Drawing</td>
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<td>Storyboarding</td>
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<td>MAA227</td>
<td>Materials &amp; Lighting</td>
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<td>MAA228</td>
<td>3D Animation</td>
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<td>3D Visual Effects &amp; Compositing</td>
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<td>MAA337</td>
<td>Hard Surface &amp; Organic Modeling</td>
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<td>GEN102</td>
<td>English II</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td>Fine Arts - GEN205-GEN212</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<td>GEN102, and one course from GEN241GEN248</td>
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<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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WEB DESIGN & INTERACTIVE MEDIA, Bachelor of Fine Arts Degree
Offered at Schaumburg, Detroit, Troy, Cincinnati

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 for 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 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 Web Design & Interactive Media

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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</tr>
<tr>
<td>WDIM110</td>
<td>Designing for Multimedia Display</td>
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<tr>
<td>WDIM120</td>
<td>Writing for Interactive Media</td>
<td>ART110</td>
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<tr>
<td>WDIM130</td>
<td>Fundamentals of Interactive Design</td>
<td>Follows WDIM110</td>
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<td>WDIM160</td>
<td>Web Scripting</td>
<td>WDIM130</td>
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<td>WDIM210</td>
<td>Project Management</td>
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<td>WDIM225</td>
<td>Interactive Authoring I</td>
<td>WDIM110</td>
<td>4</td>
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<td>WDIM230</td>
<td>Fundamentals of Authoring</td>
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<td>WDIM260</td>
<td>Web Animation</td>
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<td>WDIM265</td>
<td>Advanced Web Scripting</td>
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<td>Database Management</td>
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<td>E-Learning Design I</td>
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<td>WDIM315</td>
<td>Interactive Authoring II</td>
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<td>Interactive Motion Graphics</td>
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<td>WDIM350</td>
<td>Web Marketing and E-Commerce Law</td>
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<td>WDIM355</td>
<td>E-Learning Design II</td>
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<td>WDIM370</td>
<td>Web Design &amp; Interactive Media Production Team</td>
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<td>WDIM415</td>
<td>E-Commerce Site Design</td>
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<td>ART100</td>
<td>Design Fundamentals</td>
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<td>ART102</td>
<td>Observational Drawing</td>
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<td>Color Theory</td>
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<tr>
<td>DFV100</td>
<td>Survey of Film &amp; Video</td>
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<td>DFV101</td>
<td>Introduction to Digital Filmmaking</td>
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<td>DFV120</td>
<td>Fundamentals of Audio</td>
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<td>DPH242</td>
<td>Image Manipulation</td>
<td>ART110 or approval of Academic Director; follows GEN109 at Chicago, Detroit, Tinley Park, and Troy</td>
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<td>DPH252</td>
<td>Advanced Image Manipulation</td>
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<td>IC402</td>
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<td>ART100</td>
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<td>VFX250</td>
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<td><strong>General Education Courses</strong></td>
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<td>GEN101</td>
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<td>GEN102</td>
<td>English II</td>
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<td>GEN105</td>
<td>Effective Speaking</td>
<td>GEN101 at Chicago, Detroit, and Troy</td>
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<tr>
<td>GEN150</td>
<td>Mathematical Concepts and Connections</td>
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<td></td>
<td>Fine Arts - GEN205-GEN212</td>
<td>GEN101, GEN105</td>
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<td>GEN109 Computers for the Arts (Detroit, Troy or</td>
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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
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<td>GEN399</td>
<td>General Education Capstone</td>
<td>All required 100-level courses; at least 5 200-level courses; and at least one course between 310 and 382</td>
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WEB DESIGN & INTERACTIVE MEDIA, Associate of Applied Science
Offered at Detroit, Cincinnati, Schaumburg, Troy

Program Mission
The mission of the Associate of Applied Science program in Web Design & Interactive Media is to prepare student 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.
### Requirements for A.A.S. in Web Design & Interactive Media

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<td>Interactive Authoring I</td>
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<td>WDIM435</td>
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**Core Courses**

**Supporting Courses**

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<th>Title</th>
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**General Education Courses**

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<td>Humanities &amp; Fine Arts 200-Level Elective</td>
<td>GEN101, GEN105</td>
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<td>Physical &amp; Life Science 200-Level Elective</td>
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<td></td>
<td>Social Science 200-Level Elective</td>
<td>GEN101, GEN105</td>
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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.
BAKING & PASTRY, Diploma  
Offered at Chicago, Cincinnati, Detroit

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 provides students with culinary skills combined with a focus on baking and pastry. This combination skill set and basic food service management skills will 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 1001 clock hours, comprised of 341 lecture hours, 660 lab hours, and no internship or practicum hours.

Program Objectives
Upon successful completion of the program, graduates should be able to:

Cooking: Prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.

Cuisines: 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: Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.

Professional awareness: Seek employment in retail, commercial and institutional food service settings in entry-level job positions.

Requirements for Diploma in Baking & Pastry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULA103</td>
<td>Concepts and Theories</td>
<td>Must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA116</td>
<td>American Regional Cuisine</td>
<td>CULA103, CULA106</td>
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</tr>
<tr>
<td>CULA123</td>
<td>Sustainable Purchasing and Controlling Costs</td>
<td>CULA126</td>
<td>4</td>
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<tr>
<td>CULA126</td>
<td>Introduction to Baking and Pastry Techniques</td>
<td>Must have completed TAP Series for Food Safety Managers Certification Program</td>
<td>6</td>
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<tr>
<td>CULA204</td>
<td>Latin Cuisines</td>
<td>CULA103, CULA106</td>
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<tr>
<td>CULA210</td>
<td>Nutrition</td>
<td>CULA103, CULA106</td>
<td>3</td>
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<tr>
<td>CULA214</td>
<td>Asian Cuisine</td>
<td>CULA103, CULA106</td>
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<tr>
<td>CULA250</td>
<td>Management, Supervision &amp; Career Preparation</td>
<td>CULA126</td>
<td>4</td>
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<tr>
<td>CUL207</td>
<td>Artisan Breads &amp; Baking Production</td>
<td>CULA126</td>
<td>4</td>
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<tr>
<td>CUL210</td>
<td>Advanced Patisserie &amp; Display Cakes</td>
<td>CULA126</td>
<td>4</td>
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<tr>
<td>CUL236</td>
<td>European Cakes &amp; Tortes</td>
<td>CULA126</td>
<td>4</td>
</tr>
<tr>
<td>CUL238</td>
<td>Chocolate, Confections &amp; Centerpieces</td>
<td>CULA126</td>
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</table>
CULINARY ARTS, Diploma
Offered at Chicago, Cincinnati, Detroit

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 990 clock hours, comprised of 336 lecture hours and 624 lab hours.

Program Objectives
Upon successful completion of the program, graduates should be able to:
- Culinary procedures: Establish and maintain safety and sanitation procedures
- Cooking: Prepare standardized recipes using a variety of cooking techniques which meet industry quality standards
- Cuisines: Prepare a variety of international recipes utilizing the correct techniques, ingredients and equipment which meet industry quality standards
- Professionalism: Define and articulate the core values of the culinary professional.

Requirements for Diploma in Culinary Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CULA103</td>
<td>Concepts and Theories</td>
<td>Must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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<tr>
<td>CULA106</td>
<td>Fundamentals of Classical Techniques</td>
<td>Co-requisite CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program</td>
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</tr>
<tr>
<td>CULA116</td>
<td>American Regional Cuisine</td>
<td>CULA103, CULA106</td>
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<tr>
<td>CULA123</td>
<td>Sustainable Purchasing and Controlling Costs</td>
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<tr>
<td>CULA126</td>
<td>Introduction to Baking and Pastry Techniques</td>
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<tr>
<td>CULA200</td>
<td>Garde Manger</td>
<td>CULA103, CULA106</td>
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<td>CULA204</td>
<td>Latin Cuisines</td>
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<tr>
<td>CULA207</td>
<td>World Cuisines</td>
<td>CULA103, CULA106</td>
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<td>CULA210</td>
<td>Nutrition</td>
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<tr>
<td>CULA214</td>
<td>Asian Cuisine</td>
<td>CULA103, CULA106</td>
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<td>CULA226</td>
<td>Ala Carte</td>
<td>CULA106, CULA116, CULA126, CULA200, CULA235</td>
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<tr>
<td>CULA235</td>
<td>Food &amp; Beverage Operations Management</td>
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<tr>
<td>CULA250</td>
<td>Management, Supervision &amp; Career Preparation</td>
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</tbody>
</table>
RESIDENTIAL PLANNING, Diploma
Offered at Schaumburg

Mission
The mission of the Residential Planning diploma program is to prepare students to enter 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 to succeed 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 obtain 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 550 clock hours, comprised of 242 lecture hours, 308 lab hours, and no internship or practicum hours.

Program Outcomes
1. Knowledge of the field: Graduates will 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, business principles.
2. Professionalism: Graduates will demonstrate the professional skills necessary to seek and obtain employment.
3. Professional awareness: Graduates will be prepared for entry-level employment in their field of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART100</td>
<td>Design Fundamentals</td>
<td>ART100</td>
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<tr>
<td>ID130</td>
<td>Architectural Drafting</td>
<td>ART100</td>
<td>4</td>
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<tr>
<td>ID146</td>
<td>History of Design I</td>
<td>ID130</td>
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<td>ID177</td>
<td>Textiles, Materials, + Resources</td>
<td>ID177</td>
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<td>ID179</td>
<td>Elements of Interior Design</td>
<td>ID177, ART100</td>
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<td>ID200</td>
<td>Introduction to Space Planning</td>
<td>ID200</td>
<td>4</td>
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<td>ID236</td>
<td>History of Design II</td>
<td>ID200</td>
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<tr>
<td>ID300</td>
<td>Professional Practice</td>
<td>ID300</td>
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<tr>
<td>ID425</td>
<td>Portfolio Preparation</td>
<td>ID200, Must be taken during the last quarter or with</td>
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<td></td>
<td>Academic Director’s approval.</td>
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</table>
DIGITAL DESIGN, Diploma
Offered at Schaumburg

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 obtain employment in the field within printing companies, digital service bureaus, and in-house communications departments.

Program Requirements
The Diploma in Digital Design 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.

Program Outcomes
1. **Graphic design principles and skills**: Graduates will demonstrate the creative and technical skills employers in the digital design field require, which include a) design principles, b) layout skills, c) production skills.
2. **Professionalism**: Graduates will demonstrate the professional skills necessary to seek and obtain employment.
3. **Professional awareness**: Graduates will be prepared to seek entry-level employment in their field of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DPH252</td>
<td>Advanced Image Manipulation</td>
<td>ART110 or approval of Academic Director</td>
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<td>GD109</td>
<td>Digital Illustration</td>
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<td>GD110</td>
<td>Introduction to Typography: Traditional</td>
<td>Permission of Academic Director</td>
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<tr>
<td>GD203</td>
<td>Digital Layout</td>
<td>GD110</td>
<td>4</td>
</tr>
<tr>
<td>GD211</td>
<td>Digital Pre-Press</td>
<td>Follows GD203</td>
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<tr>
<td>GD212</td>
<td>Typography: Hierarchy</td>
<td>GD110</td>
<td>4</td>
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<tr>
<td>GD300</td>
<td>Conceptual Imagery</td>
<td>GD302</td>
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<tr>
<td>GD302</td>
<td>Portfolio I</td>
<td>Permission of Academic Director</td>
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</tr>
<tr>
<td>WDIIM110</td>
<td>Designing for Multimedia Display</td>
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<td>4</td>
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</tbody>
</table>
FASHION RETAILING, Diploma
Offered at All Campuses

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 teaches students how to use their combined creative and business skills to display, market, and sell fashion merchandise. The well-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 gain knowledge of consumer behavior, retail operations, visual merchandising, the larger marketplace, and business skills.

Program Requirements
The Diploma in Fashion Retailing requires a total of 48 credit hours. The entire program includes 638 clock hours, comprised of 418 lecture hours, 220 lab hours, and no internship or practicum hours.

Desired Student Outcomes
1. Industry knowledge: Graduates will possess retail management and business skills that prepare them for a career in fashion retailing in boutiques, specialty stores, national department stores, and discount chains with focus on retail sales, management, operations, fashion trends, and promotion.
2. Technology: Graduates will demonstrate proficiency with common business computer programs including inventory management, presentation, spreadsheet, on-line research, and website software.
3. Planning and problem-solving: Graduates will demonstrate the ability to plan and analyze key marketing and management processes, including an ability to analyze, formulate and implement innovative solutions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FM110</td>
<td>Survey of the Fashion Industry</td>
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<tr>
<td>FM120</td>
<td>Intro to Business &amp; Retailing</td>
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</tr>
<tr>
<td>FM126</td>
<td>Textiles</td>
<td></td>
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<tr>
<td>FM130</td>
<td>Principles of Marketing</td>
<td>FM120</td>
<td>4</td>
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<tr>
<td>FM210</td>
<td>Trends &amp; Concepts in Apparel</td>
<td>FM110, FM130</td>
<td>4</td>
</tr>
<tr>
<td>FM212</td>
<td>Consumer Behavior</td>
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<tr>
<td>FM220</td>
<td>Visual Techniques &amp; Design</td>
<td>Approval of Academic Director</td>
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<tr>
<td>FM322</td>
<td>Professional Selling</td>
<td>Approval of Academic Director</td>
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<td>FM324</td>
<td>Apparel Evaluation &amp; Production</td>
<td>FM126, FM210</td>
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<td>FM332</td>
<td>Public Relations</td>
<td>FM210</td>
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<td>FM410</td>
<td>Product Development</td>
<td>FM324</td>
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<tr>
<td>FM424</td>
<td>Event Planning &amp; Promotion</td>
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</table>
DIGITAL IMAGE MANAGEMENT, Diploma
Offered at Chicago, Cincinnati, Detroit, Troy, Schaumburg, and Tinley Park

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 focus 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 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 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. Design: Graduates will articulate and apply the principles of design to create effective images. They will be able to create digital photographs and videos, websites, and electronic images for print and the web and apply basic business principles.
2. Production Processes: Graduates will apply technical skills and use appropriate terminology with respect to photographic tools and electronic presentation of images.
3. Problem-Solving: Graduates will use problem-solving processes to produce visually compelling imagery reflective of their personal styles and visions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADV317</td>
<td>Principles of Marketing Research</td>
<td>ART100 or approval of Academic Director; follows GEN109 at Chicago, Detroit</td>
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<tr>
<td>DFV101</td>
<td>Introduction to Digital Filmmaking</td>
<td>ART110 or approval of Academic Director</td>
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<td>DPH102</td>
<td>Principles of Photography</td>
<td>ART110 or approval of Academic Director</td>
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<tr>
<td>DPH242</td>
<td>Image Manipulation</td>
<td>DPH17, DPH242; or permission of Academic Director</td>
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<td>DPH252</td>
<td>Advanced Image Manipulation</td>
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<td>DPH253</td>
<td>Digital Photographic Production</td>
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<tr>
<td>DPH258</td>
<td>Digital Darkroom</td>
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<td>DPH405</td>
<td>The Business of Photography</td>
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<td>DPH416</td>
<td>Art Direction</td>
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<td>Digital Pre-Press</td>
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<td>WDIM110</td>
<td>Designing for Multimedia Display</td>
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<tr>
<td>WDIM230</td>
<td>Fundamentals of Authoring</td>
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</table>
WEB DESIGN & DEVELOPMENT, Diploma
Offered at Cincinnati, Detroit, Troy, Schaumburg, and Tinley Park

Mission
The mission of the diploma Web Design & Development Program is to prepare students to obtain positions in their field and function as trained professionals. Students are primarily focused on the efficient and effective design and development 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 & Development diploma program teaches students how to create the look, feel and functionality of World Wide Web pages for client Web sites. This involves developing a design that effectively communicates the ideas being promoted by the Web sites, and focusing on the ways in which the Web sites function for optimum information delivery. The program also focuses on the design and development of mobile device applications.

Program Requirements
The Diploma in Web Design & Development requires a total of 52 credit hours. The entire program includes 858 clock hours, comprised of 286 lecture hours, 572 lab hours, and no internship or practicum hours.

Desired Student Outcomes
1. 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.
2. Design: Graduates will successfully apply the principles, technical skills, and terminology of image manipulation and web design. They will apply the efficient and effective design and development of Web sites and mobile device applications in order to best convey the transmission and sharing of information through the Web.
3. 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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>WDIM130</td>
<td>Fundamentals of Interactive Design</td>
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<td>Web Scripting</td>
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<td>WDIM225</td>
<td>Interactive Authoring I</td>
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<td>WDIM230</td>
<td>Fundamentals of Authoring</td>
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<td>WDIM260</td>
<td>Web Animation</td>
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<td>Advanced Web Scripting</td>
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<td>Web Marketing and E-Commerce Law</td>
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<td>WDIM435</td>
<td>Portfolio I</td>
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<td>Supporting Courses</td>
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<tr>
<td>DFV101</td>
<td>Introduction to Digital Filmmaking</td>
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<tr>
<td>DFV120</td>
<td>Fundamentals of Audio</td>
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<tr>
<td>DPH242</td>
<td>Image Manipulation</td>
<td>ART110 or approval of Academic Director</td>
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<tr>
<td>VFX110</td>
<td>Digital Typography</td>
<td>ART100 or permission of Academic Director</td>
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WEB DESIGN & INTERACTIVE COMMUNICATIONS, Diploma
Offered at Cincinnati, Detroit, Troy, Schaumburg, and Tinley Park

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 teaches 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 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. 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.
2. Design: Graduates will successfully apply the principles, technical skills, and terminology of image manipulation and web design. Graduates will be able to utilize current web technologies and apply the efficient and effective design and development of Web sites and mobile device applications in order to best convey the transmission and sharing of information through the Web.
3. 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.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites and Course Sequences</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPH242</td>
<td>Image Manipulation</td>
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<tr>
<td>MAA346</td>
<td>Motion Graphics</td>
<td>MAA234 or permission of Academic Director</td>
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<td>WDIM110</td>
<td>Designing for Multimedia Display</td>
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<td>WDIM210</td>
<td>Project Management</td>
<td>WDIM110 or permission of Academic Director</td>
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<tr>
<td>WDIM300</td>
<td>Database Management</td>
<td>WDIM225 or permission of Academic Director</td>
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<td>WDIM315</td>
<td>Interactive Authoring II</td>
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<td>WDIM320</td>
<td>Interactive Motion Graphics</td>
<td>WDIM265 or permission of Academic Director</td>
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<td>WDIM355</td>
<td>E-Learning Design II</td>
<td>WDIM305 or permission of Academic Director</td>
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<tr>
<td>WDIM370</td>
<td>Web Design &amp; Interactive Media Production Team</td>
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<td>WDIM415</td>
<td>E-Commerce Site Design</td>
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<td>WDIM435</td>
<td>Portfolio I</td>
<td>WDIM225 or permission of Academic Director</td>
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<td>WDIM480</td>
<td>Portfolio II</td>
<td>WDIM300, WDIM435</td>
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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.

Diploma Satisfactory Academic Progress Policy

<table>
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<tr>
<th>Evaluation Point</th>
<th>Milestones (CGPA and ICR)</th>
<th>Required Action</th>
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<tbody>
<tr>
<td>End of First Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
<td>Probation</td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
<td>Dismissal</td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50% &gt; 1.0 and 33.33%</td>
<td>Probation</td>
</tr>
<tr>
<td>End of Fourth Quarter and every quarter thereafter</td>
<td>&lt; 2.0 and 66.667%</td>
<td>Dismissal</td>
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Graduation Requirements
To receive a diploma, students must complete between 36 and 55 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**

NOTE: Where no prerequisites are listed below, none are required. Prerequisites listed after courses below must be satisfactorily completed by all students before enrolling in the course. Some courses also list “sequences,” which must be followed by students in specific situations (certain programs, degrees, locations) but not others.

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.

**ADV106 Fundamentals of Advertising & Marketing (4 credits)**
This course is a basic introduction to advertising and the fundamental concepts and principles of marketing. We will examine various definitions of advertising and different methods off marketing communication. Learning about the major events, trends, and influences on advertising will help the student place current events in context and help nourish the student’s understanding of the possibilities of various types of advertising and marketing campaigns. The overview of marketing 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 learn to recognize emerging trends and capitalize on them. Students will also learn how to identify the ways in which world events and cultural assumptions influence marketing.

**ADV108 Conceptual & Strategic Thinking (4 credits)**
Exercises in creative problem solving will strengthen and expand the student’s concept generation skills. Critical analysis, problem identification, and idea refinement will be the focus in producing media content for targeted audiences and intended delivery systems. Students will learn basic skills that will support their learning throughout the course and help them create a foundation for nurturing creativity in their work and lives. They will be given the tools to help them identify and solve problems, formulate objectives, and create a plan to reach their objectives.

**ADV112 Survey of Advertising (4 credits)**
This course is a basic introduction to advertising and the history, potential and limitations. We will examine the role of advertising and different methods of communication, as well as the advertising spiral, advertising objectives, advertising copy, and federal regulations. We will analyze media choices and strategies, research, target audiences and creating campaigns. The course will also help the student recognize emerging trends and capitalize on them.

**ADV228 Storyboards & Scriptwriting (4 credits)**
This course focuses on applying industry-standard storyboarding and scripting techniques to communicate effectively for various forms of media. 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. (Prerequisite: ADV108)

**ADV229 Advertising Design (4 credits)**
This course will further define the role of graphic design in an advertising context. Students will be introduced to informational and administrative approaches to the development of advertising. Campaign strategies, based on media and marketing realities, will also be defined and applied. (Prerequisite: ADV106, ADV108, GD109, GD203)

**ADV231 Consumer Behavior (4 credits)**
This course examines the cultural, social, and individual variables involved in consumer behavior. It also reviews how they are incorporated into buyer decision processes and marketing practices. (Prerequisite: ADV112)

**ADV317 Principles of Marketing Research (4 credits)**
The use of the marketing research process as a tool for solving management problems is a focus of this course. The source of data, sampling procedures, questionnaire design, data collection, and analysis will be covered.

**ADV318 Brand Strategy (4 credits)**
Although good brands are easy to identify, they are hard to create. This course addresses the factors which make a brand successful, and then approaches the factors—like price pressure, fragmented markets and media and proliferating competition—that businesses must control to build a strong, successful brand. (Prerequisite: ADV229)

**ADV323 Account Planning (4 credits)**
Account planning demands a mixture of account services and research. Stated simply, an account planner frequently takes responsibility for ensuring that the client’s needs are met. This usually requires managing communication between departments in an advertising agency as well as being the point of contact between an agency and the client. Inside the agency, an account planner helps choose and integrate research and considers proposed advertising decisions from the perspective of consumer behavior. This course helps the student understand these functions and integrate them into a successful approach to advertising and advertising campaigns. Sequence: follows ADV317 for Advertising Majors.

**ADV336 Sales & Persuasive Techniques (4 credits)**
An understanding of the sales process and the steps to sell a product or service is essential to a student who works in any area of business. Selling is an essential skill for the sales function of a business, but is also part of the job for many other employees. This course focuses
on the essential skills and knowledge one needs to effect a sale, as well as the ways that the sales pitch can be focused to solve customer problems. This course also covers persuasive communication techniques in the area of advertising. Areas covered include the fields of logic and psychology. Among the topics to be covered are the framing effect, emotional hot buttons, mass appeal, snob appeal, subliminal messages, and the band wagon effect. Maslow’s hierarchy of needs, emotional reactions and how to achieve them and the various types of media that could be used to achieve the appropriate desired response are also covered. (Prerequisite: ADV231)

ADV337 Public Relations & Promotions (4 credits)
This course examines the historical development of public relations, showing the principles, methods, and means of influencing public opinion. (Prerequisite: ADV231, ADV336)

ADV338 Media Planning & Buying (4 credits)
Media as part of a delivery channel for a marketing message will be the focus of this course. Topics include media as critical to the fulfillment of the overall marketing strategy, cost effectiveness, and alternative and new media. (Prerequisite: ADV323)

ADV340 Advertising Copywriting (4 credits)
Through materials presented in this course, students learn the techniques to develop effective advertising strategies that underlie and enable creative executions, and to cultivate clear, logical and creative copywriting skills. (Prerequisite: ADV323)

ADV400 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: GEN102, ADV229)

ADV404 Advertising Campaigns (4 credits)
Students in the course research, create, and present mixed-media campaigns. The students learn the fundamentals of conceiving and executing an integrated local/regional advertising campaign that utilizes major advertising media. (Prerequisite: Only by Permission of Academic Director)

ADV406 Advanced Advertising Campaigns (4 credits)
Students research and develop a fully integrated advertising/promotional campaign for a National name brand account in this course. The student’s senior project documents, supports and argues the rationale and effectiveness of the campaign in written form. Students prepare, present and defend a graduate project suitable for a professional audience. (Prerequisite: Only by Permission of Academic Director)

ADV408 Portfolio (4 credits)
This course focuses on the completion of the portfolio. The final portfolio should focus on individual strengths. This work should reflect uniqueness and an ability to meet demanding industry standards. (Prerequisite: Only by Permission of Academic Director)

ADV409 Advertising Internship (4 credits)
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: Only by Permission of Academic Director)

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.

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.

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.

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 compositions. (Prerequisite: ART100, ART110)

ART135 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.
ART224 Form & Space (4 credits)
Form and space examines the formal understanding and manipulation of the basic organizing principles of the three dimensional worlds. Students translate 2-D design principles to solve 3-D design problems using basic hand tools and readily available materials. Form and Space also addresses the manipulation of 3-D space to manipulate visual experience. (Prerequisite: ART100, ART110)

AUD101 Survey of the Music Industry (4 credits)
Students explore the music industry and its constituent sectors, including music performing, recording, promoting, and record distribution. Lectures and projects focus on identifying various career opportunities and typical career paths in the music industry and knowledge and skill sets needed to succeed as an entry level professional.

AUD120 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/music in video production is explained and exemplified. Techniques to integrate digital audio for Animation, Video, CDROM, and web applications will be explored. Sequence: follows GEN109 or concurrent for Chicago.

AUD180 Digital Audio (4 credits)
This course introduces students to 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. Through lectures and in-class projects, students develop knowledge and skills needed to operate non-linear audio workstations. (Prerequisite: AUD120)

AUD201 Music Theory (4 credits)
This course introduces students 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. (Prerequisite: AUD101)

AUD203 Listening and Analysis (4 credits)
This course introduces the student to 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: AUD201)

AUD210 Audio Technology I (4 credits)
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. (Prerequisite: AUD120)

AUD220 Audio Technology II (4 credits)
In this course students 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. Some of the topics studied in depth are: signal processors, dynamic range, distortion, analogue recording, and SMPTE time code. (Prerequisite: AUD210)

AUD225 History of Motion Media & Mass Comm. (4 credits)
This course presents a survey of major events and development in the history of motion media and mass communication. The survey focuses on the relationship between technology and media development and explores the impact motion media and mass communication have on society and economy. (Prerequisite: AUD101)

AUD230 Audio Recording I (4 credits)
This course runs in conjunction with AUD210 Audio Technology II. The theoretical foundations presented in Audio Technology II 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 tapes and eight-track recording projects. (Prerequisite: AUD210)

AUD240 Audio Recording II (4 credits)
Students expand and develop the skills learned in AUD230 Audio Recording I 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: AUD230)

AUD310 Audio Electronics (4 credits)
This course introduces students to the fundamental concepts of electronics as they relate to audio production. Topics include Ohm’s Law, AC and DC circuits, basic troubleshooting for audio equipment, AC line voltage and filtered DC voltage, etc. (Prerequisite: GEN380 or GEN382)

AUD320 MIDI Systems (4 credits)
This course allows students to develop a working theoretical and skills-based knowledge of the multi-timbral synthesizer and the sequencing environment within the
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context of the contemporary MIDI production studio. Both live and studio applications are covered, and full use is made of the digital signal processing resources available within the equipment. (Prerequisite: AUD201, AUD220)

AUD331 Synthesis & Sound Design I (4 credits)
This course develops 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: AUD320)

AUD335 Media Business Practices & Law (4 credits)
This course covers the multiple facets of media business. Topics of learning include business plan, production budget, business proposal, business contracts, business ethics, government regulations, copyright and other business laws, etc. Course materials are covered through lecture, discussion, research, writing, and presentation. (Prerequisite: AUD101, AUD225)

AUD340 Advanced Recording Techniques I (4 credits)
This course covers the techniques and technology typical to professional music recording and mixing using advanced large format consoles. Topics include: studio procedures and professionalism, SSL Console operation, advanced signal flow, signal processing, analytical and critical listening skills, close, distant and stereo mic techniques for a variety of musical instruments, and basic mixdown strategies. (Prerequisite: AUD240)

AUD350 Live Sound Reinforcement I (4 credits)
This course presents students more sophisticated and complex situations for live sound reinforcement. Through studio settings or real world events, students learn to 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: AUD240, AUD310)

AUD395 Media Delivery Systems & Distribution (4 credits)
This course 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: DFV225, DFV365)

AUD400 Entertainment Marketing & Management (4 credits)
Students explore the various aspects and business practices of the entertainment marketing and management field. Students will create a business and promotional plan and are introduced to concepts such as licensing, copyright exploitation, publishing and other promotional vehicles. The course also increases the students understanding of strategic analysis of the entertainment industry. (Prerequisite: AUD225, AUD335)

AUD401 Live Sound Reinforcement II (4 credits)
In this course 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: AUD350)

AUD412 Senior Project I (4 credits)
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: AUD400, AUD440 or concurrent)

AUD420 Internship (4 credits)
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. Students will gain the experience they need to enter the field upon graduation. (Prerequisite: Permission from Academic Director required. International students need signed approval from the International Student Advisor.)

AUD422 Senior Project II (4 credits)
This course continues the two-quarter long comprehensive project begun in AUD412 Senior Project I. Students will employ cumulative skills to produce a significant, sophisticated, multi-track digital audio work. Projects will be carried out individually or in groups based on the needs of the class as determined by the instructor. (Prerequisite: AUD412)

AUD431 Synthesis & Sound Design II (4 credits)
This course will survey both commercially available synthesis methods and recent developments at audio research institutes. Students will also survey the current market for hardware and software implementation of various synthesis methods. Analytical listening sessions will expose students to synthesis methods in various musical contexts. Detailed study of subtractive, FM, physical modeling and granular synthesis will culminate in original sound design projects. (Prerequisite: AUD331)

AUD440 Advanced Recording Techniques II (4 credits)
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
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multitrack formats, use digital audio sampling for sound replacement, and integrate Pro Tools 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: AUD340)

AUD445 Portfolio I (4 credits)
In this first portfolio course, students will assess personal strengths to establish a career goal and decide how to organize their audio production work in a graduation portfolio. Guided by a faculty or a team of faculty, each student assembles a preliminary portfolio and identifies areas for more work and/or content enhancement. (Prerequisite: AUD440)

AUD455 Portfolio II (4 credits)
Built on the preliminary collection of work from AUD445 Portfolio I, this course allows each student to determine and design the final organization and presentation of the graduation portfolio. Each student is expected to verbally present the portfolio and address audience questions as a format of defense. (Prerequisite: AUD445)

CUL200 Advanced Cakes & Classical Tortes (4 credits)
Students are introduced to the fundamental skills, concepts and techniques of advanced cakes. Students learn through lecture, demonstrations and hands-on technique to make classical meringue tortes, souffles, intricate garnishes and traditional European cakes. (Culinary Management elective)

CUL207 Artisan Breads & Baking Production (4 credits)
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.

CUL210 Advanced Patisserie & Display Cakes (4 credits)
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: CULA126)

CUL227 Exploring Wines & Culinary Arts (4 credits)
This course provides an introduction to the production of wine from vineyard to bottle, as well as a review of the basic grape varietals 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: CUL235)

CUL236 European Cakes & Tortes (4 credits)
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 bombs. (Prerequisite: CULA126)

CUL238 Chocolate, Confections & Centerpieces (4 credits)
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: CULA126)

CUL242 Show Pieces (3 credits)
This class is devoted to competitions, specialty showpieces, creative accessories and finishing procedures for pastry. Students will have the ability to specialize in specific areas of chocolate, sugar, pastillage, nougatine, assorted garnishes and other serious pastry art forms that bring about competitive results.

CUL300 Management Externship (4 credits)
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. (International students need signed approval from the International Student Advisor.) (Prerequisite: Permission of Academic Director)

CUL305 Global Management and Operations in the Hospitality Industry (4 credits)
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...
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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)

CUL311 Human Resource Management (4 credits)
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: CULA250)

CUL312 Innovation and Entrepreneurship (4 credits)
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)

CUL314 Foodservice Technology and Information (4 credits)
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.

CUL315 Advanced Food & Beverage Cost Control (4 credits)
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.

CUL317 Foodservice Financial Management (4 credits)
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: CULA123)

CUL319 Quality Service Management and Training (4 credits)
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: CULA235)

CUL323 Senior Project Capstone (4 credits)
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)

CUL325 Legal Issues and Ethics for Culinarians (4 credits)
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: CULA250)

CUL340 Hospitality Marketing (4 credits)
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.

CUL356 Leadership and Organizational Development (4 credits)
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: CULA250)

CUL400 Senior Practicum (2 credits)
This course is intended to be a practical capstone for the culinary management curriculum. It will draw on the

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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)

**CULA442 Facility Management & Design** (4 credits)
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.

**CULA103 Concepts and Theories** (2 credits)
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. (Prerequisite: Must be currently enrolled in TAP Series for Food Safety Managers Certification Program)

**CULA106 Fundamentals of Classical Techniques** (6 credits)
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 CULA103; must be currently enrolled in TAP Series for Food Safety Managers Certification Program)

**CULA200 Garde Manger** (6 credits)
This course teaches the student about methods related cold food preparation, hors d’oeuvres, display platters, charcuterie, and culinary centerpieces. Students enhance skills through production, presentation and service. (Prerequisite: CULA103, CULA106)

**CULA204 Latin Cuisines** (2 credits)
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: CULA103, CULA106)

**CULA207 World Cuisines** (2 credits)
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: CULA103, CULA106)

**CULA123 Sustainable Purchasing and Controlling Costs** (4 credits)
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.

**CULA126 Introduction to Baking and Pastry Techniques** (6 credits)
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)

**CULA200 Garde Manger** (6 credits)
This course teaches the student about methods related cold food preparation, hors d’oeuvres, display platters, charcuterie, and culinary centerpieces. Students enhance skills through production, presentation and service. (Prerequisite: CULA103, CULA106)

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CULA210 Nutrition (3 credits)
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.

CULA214 Asian Cuisine (2 credits)
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: CULA103, CULA106)

CULA218 Classical European Cuisine (2 credits)
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: CULA103, CULA106)

CULA220 Management by Menu (3 credits)
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. (Prerequisite: CULA123) (Offered at Chicago, Schaumburg, and Detroit)

CULA226 A la Carte (6 credits)
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 a College requirement of a minimum of 90 hours of field experience in food production outside of the College. 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: CULA106, CULA116, CULA126, CULA200, CULA235)

CULA235 Food & Beverage Operations Management (4 credits)
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.

CULA240 Internship (3 credits)
An internship is a monitored program where students work part-time in a professional work place approved by their department, applying their knowledge, skills and professionalism in a program-related environment. In the culinary arts internship 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 Arts students focus on culinary techniques and production. (International students need signed approval from the International Student Advisor.) (Prerequisite: Permission of Academic Director required. International students need signed approval from the International Student Advisor.)

CULA250 Management, Supervision & Career Preparation (4 credits)
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.

CULA296 Art Culinaire (4 credits)
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: CULA106, CULA116, CULA126, CULA200, CULA235)

CULA297 Culinary Associate Capstone (4 credits)
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,
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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)

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. (Prerequisite: ART100) Sequence: follows GEN109 at Chicago, Detroit, Tinley Park, and Troy for degree-level students.

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. Sequence: follows GEN109 at Chicago, Detroit.

DFV200 Digital Cinematography (4 credits)
Students learn to use the video camera as a technical and creative tool for communication and art by emphasizing camera shooting aesthetics, technology and operation, as well as industry techniques and standards of shot composition, framing and sequencing. Students practice interior and exterior production techniques, color correction, shutter speed and aperture settings, and achieving a “film look” on video. (Prerequisite: ART100) Sequence: follows DFV100, DFV101 for students in Digital Filmmaking & Video Production program and Video Production program).

DFV201 Scriptwriting & Storytelling (4 credits)
This course focuses on the planning, scripting and storyboarding for a variety of media productions. Narrative scripting techniques are taught. Scripts are developed with an emphasis on characterization, plotting, target audience, messages and script format. This course addresses the need to communicate in writing on the job. A variety of materials must be written for business: memos, letters, news summaries, proposals, presentations and copy for advertising or marketing. Students learn to identify the requirements of different types of writing and to prepare material to communicate clearly and effectively. (Prerequisite: DFV100)

DFV202 Digital Filmmaking Associate Portfolio (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.

DFV220 Studio Production (4 credits)
This course introduces the student to the digital video studio, including the studio control room where they conduct a live television program. Students learn to work together in a production group, develop their ability to collaborate in a live video production, operate professional video cameras, work with actors and complete a short television program. (Prerequisite: DFV100, DFV101, DFV120)

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. Sequence: follows DFV100, DFV101, DFV120 for students in Digital Filmmaking & Video Production program; DFV120 for students in Visual Effects & Motion Graphics 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. (Prerequisite: DFV200) Sequence: follows DFV101 for DV and VP majors.

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. (Prerequisite: MAA221) Sequence: follows DFV201, DFV220 for DFV majors.
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**DFV302 Media Theory & Criticism** (4 credits)
In this course, students explore the different theories and approaches to media and their impact on society and culture so as to inform and enrich their own work. (Prerequisite: DFV101, DFV201)

**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. (Prerequisite: VFX250) Sequence: follows DFV200, DFV225, DFV230 for DFV majors.

**DFV312 Short Form Production** (4 credits)
Students learn to capture a live performance event and turn it into a short video composition. Using one or more cameras, students learn to capture a live event and apply post-production techniques to create a short piece with a thematic composition. Students learn the production management skills to organize a crew, schedule a production and utilize appropriate production management methods and documentation. (Prerequisite: DFV120, DFV225, DFV300)

**DFV315 Acting & Directing** (4 credits)
This course exposes students to the role and responsibilities of a director in helping actors bring their characters to life. Acting fundamentals will be studied through classroom exercises, assignments, observations and critiques. In addition, this course helps students understand the process of reading a script, conceiving a vision and communicating it to cast members to enhance performance. (Prerequisite: DFV300)

**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. (Prerequisite: DFV120) Sequence: follows DFV220 for DFV major.

**DFV325 Documentary Production** (4 credits)
Working alone or in production teams, students conceptualize, design and execute a digital production of a non-fictional documentary video on a chosen topic for a targeted audience. Students shoot interviews, gather supporting video footage, record audio and subsequently edit the footage into a completed final piece. (Prerequisite: DFV100, DFV101, DFV120)

**DFV330 Portfolio Preparation I** (4 credits)
A design portfolio is assembled and refined in preparation for use in seeking industry employment. Students select representative projects showcasing their personal styles and demonstrating overall conceptual skill and technical mastery. Students compile the first 50% of their portfolio materials to be fully completed in DFV430 Portfolio Preparation II. (Prerequisite: DFV300, DFV305, DFV325)

**DFV360 Advanced Editing** (4 credits)
Focusing on advanced editing systems and methods, this course enables students to process audio and video elements in media content and organize the content for total effect and final delivery. Students apply a comprehensive set of critical and evaluative skills to make sound judgment calls and sophisticated editing decisions. (Prerequisite: DFV225, DFV325)

**DFV365 Sound Design** (4 credits)
This course addresses the design of a sound track for a short digital film or video. Students learn how to design an appropriate sound track for a specific production according to its relation with the final product including issues relating to dialog acquisition, field recording, multi-track editing, sound effects, foley, ADR and audio post-production. Students learn about the audio production industry and how it relates to digital filmmaking and video production. Sequence: follows DFV120, DFV225, DFV325 for DFV majors.

**DFV407 Internship** (4 credits)
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. Students will gain the experience they need to enter the field upon graduation. (Prerequisite: Permission from Academic Director required. International students need signed approval from the International Student Advisor.)

**DFV430 Portfolio Preparation II** (4 credits)
A design portfolio will be assembled and refined in preparation for use in seeking industry employment. Students select representative projects showcasing their personal styles and demonstrating overall conceptual skill and technical mastery. A video portfolio on DVD or VHS tape is supplemented by a print portfolio documenting the design and production process. (Prerequisite: DFV360, DFV312, DFV330, VFX350)

**DFV441 Senior Project I** (4 credits)
This course presents lectures on contemporary trends and advanced skills in digital filmmaking and video production technique. Students create a complete pre-production plan for a short digital film production. (Prerequisite: DFV315, DFV325, DFV330)
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DFV451 Senior Project II (4 credits)
The student applies advanced creative and production skills to shoot and edit an original short digital film production employing the skills learned throughout the program. (Prerequisite: DFV365 and either DFV407 or DFV441)

DPH101 History and Survey of Photography (4 credits)
This course provides a framework for critically considering significant photographers and their work. Students are expected to describe, interpret, and evaluate the origins, stylistic changes, and artistic innovations in the history of photography from the 19th Century through contemporary times.

DPH102 Principles of Photography (4 credits)
In this foundation course, students examine the essential tools, materials, and techniques of photography. The student will learn to use the camera, film processing, composition, print finishing, and basic darkroom printing. The student will be challenged to investigate the photographic medium and consider its role in image making.

DPH117 Photographic Design (4 credits)
In this course, students experience primary design elements of visual communication as they apply to the photograph. Topics include image composition, color theory, lighting theory and the art of the critique. (Prerequisite: ART100, DPH102)

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. (Prerequisite: ART110 or approval of Academic Director) Sequence: follows DPH102 for Digital Photography majors; GEN109 at Chicago, Detroit, Tinley Park, and Troy.

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; Permission of Academic Director for Digital Design diploma students)

DPH253 Digital Photographic Production (4 credits)
In this introduction to digital photo production, students become acquainted with the concepts, hardware, and software related to digital image acquisition, manipulation, and output, including scanning, masking, layering, retouching, and printing. (Prerequisite: DPH117, DPH242; or permission of Academic Director)

DPH258 Digital Darkroom (4 credits)
Emphasis will be placed on those digital techniques that correspond to traditional darkroom processes. The course will address issues related to color theory, resolution, contrast and density controls and the production of photo quality digital prints from scanned film and direct digital captures. (Prerequisite: DPH242, DPH253; or permission of Academic Director)

DPH260 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. (Prerequisite: DPH253)

DPH266 Location Photography (4 credits)
This course explores the special needs of location photography, including both the technical and logistical aspects of location work. Students are challenged with a variety of assignments related to fashion, portraiture, product, stock, and architectural photography. (Prerequisite: DPH253, DPH260)

DPH267 Editorial Photography (4 credits)
Students will produce assignments related to photojournalism, location, and editorial photography. Emphasis is placed on digital technologies and formal assignment presentation. The class is devoted to subject research and creative photography in both fine art and commercial applications. (Prerequisite: DPH253, DPH260)

DPH315 Advanced Lighting (4 credits)
This course expands on DPH260 Fundamentals of Lighting, with an emphasis on lighting for products and people in both the studio and on location. The necessary and correct utilization of electronic flash and lighting tools in the studio and on location is covered. Emphasis is placed on the imaginative application of lighting technique and style. (Prerequisite: DPH260)

DPH319 Photographic Studio (4 credits)
Students will develop the ability to solve problems of visual communication through assignments designed to challenge their skills in lighting, camera operation, and commercial interpretation. All aspects of studio photography are discussed from lenses to lighting and people to products. (Prerequisite: DPH315)

DPH325 Photographic Essay & Visual Narrative (4 credits)
This course addresses photography as a narrative or illustrative medium used in support of the text content of publications. Students are required to produce their own renditions of picture stories, illustrations, magazine covers, and page layouts for all types of print media. (Prerequisite: DPH266, DPH267, DPH315)

DPH405 The Business of Photography (4 credits)
This course reviews considerations faced by photographers
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when establishing and managing a studio operation. Topics include recruitment, appraisal, and delegation to a studio staff; negotiating with clients and talent; and the management of large productions. Students must use business management software to estimate costs for photographic work and manage a studio budget. (Prerequisite: GD404 for students in DPH program)

DPH410 Specialization (4 credits)
In this course, the student elects to specialize in one or more of the major fields of photography, including photographic illustration, industrial, editorial, photojournalism, landscape/ nature, commercial and portraiture. Advanced application, marketing and preparation of portfolio for employment are stressed. This is considered to be the most important section of the overall portfolio requirements. (Prerequisite: Only by Permission of Academic Director)

DPH416 Art Direction (4 credits)
The role of the art director will be examined through a team environment. Leadership, communication and negotiation skills will be an intricate part of the team design projects. Professional quality portfolio examples will be the outcome of the projects by coordinating creative efforts from concept to finished product. (Prerequisite: Only by Permission of Academic Director)

DPH420 Internship (4 credits)
Through a field internship experience, students will be able to apply acquired subject matter and career/professional 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 business related to their fields of study. Students will gain the experience they need to enter the field when they graduate. (Prerequisite: Permission from Academic Director required. International students need signed approval from the International Student Advisor.)

DPH425 Portfolio Preparation (4 credits)
This course will prepare students for job interviews by helping them compile a portfolio. Students will demonstrate their conceptual design, craftsmanship, and other skills as they assemble and refine their portfolio pieces. Each student will select representative pieces, showcasing work that reflects a unique style. Particular emphasis is placed on identifying short and long term professional employment goals, as well as related strategies and resources. (Prerequisite: Only by Permission of Academic Director)

DPH430 Senior Project (4 credits)
This course focuses on the completion of the portfolio and enables students to begin their career search. The student should come into this course with work for the portfolio and determine the quality of the work so those enhancements can be made. The student also completes a professional resume and begins the job search. (Prerequisite: Only by Permission of Academic Director)

FD100 Survey of the Fashion Industry (4 credits)
Students are given an overview of the fashion industry, including design, production and marketing of women’s, men’s, and children’s fashions, from the development of fibers and fabrics to the strategies of fashion merchandisers and retailers. (Prerequisite: GEN095 or placement)

FD121 Fundamentals of Construction (4 credits)
Students demonstrate a working knowledge of stitches, alterations, seams, zippers and basic construction methods of garment making in a laboratory setting.

FD123 Advanced Construction (4 credits)
Further exploration of construction techniques in a laboratory setting. Students use custom patterns to produce professional looking garments. (Prerequisite: FD121)

FD127 Textiles (4 credits)
This course explores natural and manufactured fibers, their production, uses, characteristics, and properties. Content includes discussion of yarns, fabrics, finishes, design methods, aesthetic applications and ordering specifications.

FD128 Trends & Concepts in Apparel (4 credits)
A comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. (Prerequisite: FD100) Sequence: follows GEN109 at Chicago.

FD219 Knitwear (4 credits)
Techniques of knitwear and production are stressed, with an emphasis on developing knitting specifications. CAD software is introduced. (Prerequisite: FD127) Sequence: follows GEN109 at Chicago.

FD220 Fundamentals of Patternmaking (4 credits)
This is a laboratory course in which students analyze garment designs and apply basic flat pattern techniques. (Prerequisite: FD123)

FD222 Costume History (4 credits)
This course covers historic, national, and cultural themes in costume and fashion from ancient to modern times. (Prerequisite: FD100)

FD223 Fashion Sketching & Illustration (4 credits)
Students further explore techniques of fashion illustration for design communication. (Prerequisite: ART102, FD127)

FD224 Advanced Patternmaking (4 credits)
Students analyze methods of garment manufacturing, including advanced patternmaking and grading processes. Students develop production patterns and specifications suitable for manufacturing. (Prerequisite: FD220)
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FD226 Technical Drawing & Design (4 credits)
Students study CAD design software as used in garment and textile production. Students develop their own printed textile designs on the computer. (Prerequisite: FD127, FD128, FD223)

FD228 Research & Sourcing Fundamentals (4 credits)
In this laboratory class, students analyze construction standards and techniques used in the ready-to-wear market. Research serves as the foundation for developing skills in garment specifications, assembly and finishing. (Prerequisite: FD100, FD220, FD226)

FD232 Intro to Business & Retailing (4 credits)
This course provides an overview of the business and retail environment. It examines and addresses basic terminology and concepts related to business trends, traditional and non-store retailing, operations and planning.

FD233 Draping & Fit Analysis (4 credits)
This course is an introduction to the technique of draping. Students are exposed to the proper method of 3-D patternmaking, allowing for accurate expression of the design concept. Proportion, line, grain and fit are analyzed in this laboratory class. (Prerequisite: FD224)

FD301 Computer Patternmaking (4 credits)
In this class, students learn use of patternmaking systems and skills in CAD. Students engineer patterns on the computer from original designs in a laboratory setting. (Prerequisite: FD224, FD228)

FD303 Concept & Line Development (4 credits)
Specialty design areas are explored through research, analysis and forecasting. Advanced design skills are applied through hand rendering skills. Includes the production of concept boards for finished portfolio work. (Prerequisite: FD222, FD224, FD226)

FD311 Design Specialties I (4 credits)
In a laboratory setting, students design and construct apparel for the women’s market. All specialty areas are analyzed. (Prerequisite: FD127, FD224, FD228, FD233, FD303)

FD321 Design Specialties II (4 credits)
Students design and construct apparel for the men’s and children’s markets. Problem solving skills are used to develop product prototypes. (Prerequisite: FD127, FD224, FD228, FD233, FD303)

FD322 Production Systems (4 credits)
Students further explore manufacturing systems with the application of program industry specific CAD software. Production grade rules and markers are created for various garments. (Prerequisite: FD232, FD301)

FD334 Fashion Career Management (4 credits)
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. Students will develop interview skills and will prepare for an internship in the industry. (Prerequisite: GEN105)

FD336 Surface Design (4 credits)
The study of textile design as related to the garment, textile and home furnishing industry. In this laboratory class, students develop and implement designs using a variety of dyeing and printing techniques. Students are introduced to CAD software. (Prerequisite: FD219, FD303)

FD404 Senior Collection Concept & Technical (4 credits)
This course gives students the opportunity to develop and implement their own apparel from concept to patternmaking. (Prerequisite: FD228, FD303, FD321)

FD406 Digital Textile Design (4 credits)
Students learn about the use of CAD design software to develop textiles for manufacturers. Complete boards, catalogs and swatches are developed in this laboratory class. (Prerequisite: FD219, FD226)

FD415 Senior Collection Technical & Production (4 credits)
This course provides students with the opportunity to implement their own apparel line. Students will construct a collection using industry standards, determine an accurate cost for the production of the collection and present the collection from muslin to completion. (Prerequisite: FD321, FD322, FD404)

FD416 Product Development (4 credits)
Students take products from concept to marketplace researching trim and fabric markets and analyzing trends for development of private label merchandise. Prototypes are developed, and manufacturing and budgetary issues are analyzed. (Prerequisite: FD228, FD232, FD226)

FD426 Portfolio Preparation (4 credits)
Formal portfolios are assembled to represent the student’s special skills and interests developed throughout the program. (Prerequisite: FD336, FD404)

FD427 Internship (4 credits)
Institute staff members coordinate the internship program with upper-level students to work part-time with cooperating employers. Available to qualified students who obtain approval from the Academic Director. Students are required to keep a log, communicate weekly with faculty members and maintain attendance requirements. (Prerequisite: Permission from Academic Director required. International students need signed approval from the International Student Advisor.)

FM110 Survey of the Fashion Industry (4 credits)
In this class, students are given an overview of the fashion industry including design, production and marketing
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of women’s, men’s, and children’s fashions from the development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

FM120 Intro to Business & Retailing (4 credits)
This course provides an overview of the business and retail environment. It examines and addresses basic terminology and concepts related to business trends, traditional and non-store retailing, operations and planning.

FM126 Textiles (4 credits)
This course explores natural and manufactured fibers, their production, uses and characteristics. Content includes discussion of yarns, fabrics, finishes, design methods, aesthetic applications and ordering specifications.

FM128 Costume History (4 credits)
This course covers historic, national and cultural themes in costume and fashion from ancient to modern times.

FM130 Principles of Marketing (4 credits)
This course examines the basic principles of marketing, integrating the concepts of consumer motivation with modern marketing strategizing and planning. Students investigate the importance marketing plays in the success of modern business. (Prerequisite: FM120)

FM202 Fashion Marketing Portfolio (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.

FM210 Trends & Concepts in Apparel (4 credits)
This course is a comprehensive study of trend forecasting, demographics and social issues that affect fashion and related industries. (Prerequisite: FM110, FM128)
Sequence: follows GEN109 at Chicago.

FM212 Consumer Behavior (4 credits)
Students examine the basic concepts of consumer behavior including theory and measurement, primary considerations in marketing and advertising practices. Strategies to study and influence the behavior of the consumer are included. (Prerequisite: FM130)

FM220 Visual Techniques & Design (4 credits)
This survey course explores creative and technical approaches to window and interior store displays. Students work in a laboratory setting creating three-dimensional displays as they familiarize themselves with standard and innovative techniques. (Prerequisite: ART100, ART110; approval of Academic Director for Fashion Retailing diploma students)

FM226 Business Writing (4 credits)
This course addresses the need to communicate in writing for a professional environment. A variety of materials must be written for a business: memos, letters, news summaries, proposals, presentations and copy for advertising or marketing. Students will learn to identify the requirements of different types of writing and to prepare materials to communicate clearly and effectively. (Prerequisite: GEN102, FM120) Sequence: follows GEN109 at Chicago.

FM236 Global Marketing (4 credits)
This course is a practicum in cultural understanding and appreciation of international business practices. Students consider the importance of cultural self-awareness as well as verbal and non-verbal communications in cross cultural business settings. (Prerequisite: FM212)

FM238 Foundations of Retail Mathematics (4 credits)
This course provides an understanding of the various financial tools used by retailers to evaluate performance. Students calculate, analyze and interpret financial concepts associated with accounting from a merchandising perspective. (Prerequisite: FM120)

FM310 Catalog Development (4 credits)
With a concentration in catalog development students also explore other forms of non-store retailing such as electronic retailing, direct mail, multi-level marketing, telemarketing and the Internet. (Prerequisite: FM210, FM212, FM220)

FM312 Retail Buying (4 credits)
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: FM238)

FM314 Trade Tariff & Resourcing (4 credits)
Students examine basic policies of import/export trade regulations, tariff laws and the enforcement of quotas. Current world trade disputes and United States import/export policies are studied from the perspective of the manufacturer and retailer. (Prerequisite: FM236)

FM320 Inventory & Stock Controls (4 credits)
This advanced course in the study of stock control and managing open-to-buys provides a practicum in buying and utilizing computer spreadsheets for data analysis. (Prerequisite: FM312)

FM322 Professional Selling (4 credits)
This course focuses on the application of professional selling and sales management techniques to real-life situations. The emphasis is placed on selling products and services outside of the retail store arena. (Prerequisite: FM130, FM238; approval of Academic Director for Fashion Retailing diploma students)
FM324 Apparel Evaluation & Production (4 credits)
In this laboratory class students analyze construction standards and techniques used in the ready-to-wear market. Research serves as the foundation for developing skills in garment specifications, assembly and finishing. CAD software introduced. (Prerequisite: FM126, FM210)

FM330 Business Management I (4 credits)
Addresses fundamental theories of business management with a focus on business ethics, law, communication and leadership skills. (Prerequisite: FM212, FM238)

FM332 Public Relations (4 credits)
This is an advanced course in marketing that focuses on the advantages and opportunities of creative partnering. Students draw on competencies of earlier classes to develop innovative, cooperative marketing strategies and programs. (Prerequisite: FM210) Sequence: follows FM226, FM310 for FMM majors.

FM334 Fashion Career Management (4 credits)
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. Students will develop interview skills and will prepare for an internship in the industry. (Prerequisite: GEN105) Sequence: follows FM226, FM310.

FM338 Professional Selling for Merchandising (2 credits)
This course focuses on verbal and non-verbal techniques used to present and sell merchandise to consumers and suppliers, and provides a foundation for developing and sustaining customer relationships, while delivering the value solutions consumers/buyers need and want.

FM410 Product Development (4 credits)
Students take products from concept to marketplace researching trim and fabric markets and analyzing trends for development of private label merchandise. Prototypes are developed and manufacturing and budgetary issues are analyzed. CAD software utilized. (Prerequisite: FM324)

FM412 Business Management II (4 credits)
Introduces students to basic business accounting and finance principles to prepare students to make effective business decisions. (Prerequisite: FM320, FM330)

FM414 Advertising (4 credits)
This course focuses on the role of advertising and public relations in the dissemination and promotion of apparel and accessory products, as well as the creation of brand name and label recognition, image and special product features. (Prerequisite: FM226, FM310)

FM420 Portfolio Preparation I (4 credits)
Students design and prepare a marketable portfolio and promotional pieces. Upon completion of this course, students will have generated a portfolio that is consistent with their goals and that represents their specific skills and interest in prospective employers. (Prerequisite: Permission from Academic Director required)

FM422 Entrepreneurship (4 credits)
Students explore innovation and rapid change as they relate to the entrepreneur. Issues regarding financial, behavioral, organizational and marketing challenges facing emerging enterprises are discussed. 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 individual success. (Prerequisite: FM412)

FM424 Event Planning & Promotion (4 credits)
Students develop an understanding of retail special events requiring the planning and implementation of an actual event.

FM430 Portfolio Preparation II (4 credits)
In this laboratory class students design and prepare a marketable portfolio and promotional pieces. Upon completion of this course students will have generated a portfolio that is consistent with their career goals and which represents their specific skills and interest to prospective employers. (Note: This class may not be taken prior to the second to last quarter of study. Permission from Academic Director required.)

FM434 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. School staff members coordinate the program with upper-level students. Available to qualified students who obtain approval from the Academic Director. Students are required to keep a log, communicate weekly with faculty members and maintain attendance requirements. (Prerequisite: Permission from Academic Director required. International students need signed approval from the International Student Advisor.)

GAD101 Game Design & Game Play (4 credits)
A well-designed game is an integration of artistic and technological components that must have a clearly defined goal, set of game criteria and rules for game play. Students learn the fundamentals of what makes a game enjoyable, playable, challenging, and marketable by creating a game document. (Prerequisite: None)

GAD211 Interactive Storytelling (4 credits)
This course will focus on the aspects of interactive and multi-threaded storytelling. Narrative scripting techniques will also be taught. Scripts will be developed with an emphasis on characterization, plotting, target audience, messages and script format. (Prerequisite: GAD101)
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GAD233 Background & Character Design (4 credits)
This course focuses on the fundamentals of background layout with an emphasis on perspective, composition, design basics, staging, mood, texture and lighting. Students will also learn the basics of using props as background and foreground design elements. (Prerequisite: ART111)

GAD325 Level Design (4 credits)
Using learned concepts from GAD101 Game Design & Game Play, students analyze and extract level design needs. Students begin the process of determining the basic design elements and assets necessary to create a level. (Prerequisite: DPH241)

GAD335 Game Prototyping (4 credits)
In this course, students will perform as members of a pre-determined team to create a game level within an existing engine. Students will implement a pre-existing design determined by the teacher to create the game environment. (Prerequisite: GAD325)

GAD338 Game Modeling & Animation (4 credits)
Real-time 3D animation requires a thorough understanding and ability to create scenes and characters in such a way as to minimize the time it takes for a computer to redraw the scene as it moves in a game. Students will learn level detail creation techniques using industry-standard 3D modeling software and computers. (Prerequisite: MAA228)

GAD356 2D Digital Authoring (4 credits)
This course incorporates various media elements into a demonstrative work. It explores and integrates elements of video, audio, animation, user interface design, gaming, CD/DVD authoring, and web page authoring to produce effective final products. Students will learn the functions of flowcharting, linking, branching and the basic principles of interactivities between action and response. Effective design aesthetics and usability will be integrated across multiple interactive media platforms. (Prerequisite: MAA224)

GAD357 Character Modeling & Rigging (4 credits)
This course covers advanced modeling techniques used for building a 3-dimensional character. Students will explore techniques of character modeling to include various approaches to figure construction. (Prerequisite: MAA337)

GAD445 Advanced Game Prototyping (4 credits)
In this course, students will perform as members of a pre-determined team to create a game level within an existing engine. Students will continue to develop a project that began in GAD335 Game Prototyping by a different team of students. Final will be complete delivery of project through a presentation and use of marketing materials. (Prerequisite: GAD325)

GAD448 Character Animation (4 credits)
This course is the culmination of all modeling and animation courses. Students will create work based on understanding of modeling, animation and rigging. (Prerequisite: MAA228)

GAD455 Team Game Production (4 credits)
Students will either select or accept a specific role on the production team and, acting in a timely and professional capacity, ensure that the game project is completed. 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. (Prerequisite: GAD335 or GAD445)

GAD466 Programming for the Artist (4 credits)
This course introduces basic scripting to extend the capabilities of the artist working in media applications. Students will be introduced to data structures, constructs, classes, and high level scripting languages. A functional application relating to their field of study will be produced utilizing a scripting language. (Prerequisite: GAD356)

GAD467 Interior Spaces & Worlds (4 credits)
Most levels of popular games are designed as building interiors and contain characteristics common to interior design layouts. This course provides the opportunity for students to create architectural interiors representing houses, buildings, and entire worlds in which to place animation and game characters. (Prerequisite: MAA227)

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)
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**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)

**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 hierarchical 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)
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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)

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)

GEN092 Foundation Portfolio (1 credit)
This course is designed to help students develop academic success skills in tandem with a great appreciation and awareness of the visual arts and the role of the artist in society. Students are exposed to practical information and skills necessary for academic survival and success as a student and an artist.

GEN095 English Fundamentals (4 credits)
This transitional studies course builds an adequate foundation for GEN101 English I. Emphasis is placed on fundamental grammar and written communication skills as well as essentials of writing paragraphs and short essays.

GEN096 Essentials Of Computer Applications (0 credits)
This transitional course introduces students to the basic operation of computer hardware on both Mac and PC platforms. File management and storage, basic word
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processing, Power Point, and spreadsheets are explored. The use of scanners, printers, external drives, and other equipment are examined. Students are introduced to the Internet as a research and networking tool.

**GEN101 English I (4 credits)**
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 credits)**
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 credits)**
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. Sequence: follows GEN101 at Chicago, Cincinnati, Detroit, Troy.

**GEN107 Computers for Culinary (4 credits)**
This course acquaints and prepares students in the use of computer related knowledge and skills necessary for a culinary career. Covered are word processing, spreadsheets, file management, Web search skills and operation of peripheral equipment such as a printer, scanner and storages devices. In addition, students learn fundamental concepts and associated vocabulary. All projects are tailored to the needs of the culinary industry. (Offered at Chicago, Detroit, and Cincinnati)

**GEN109 Computers for the Arts (4 credits)**
Students are introduced to advanced computer knowledge and skills with emphasis on various software applications. Students develop their visual communication and representation skills using software as a tool. (Prerequisite: GEN096 or placement) (Offered at Chicago, Detroit, Tinley Park, Troy)

**GEN150 Mathematical Concepts and Connections (4 credits)**
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 credits)**
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) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

**GEN155 Intro to Financial Mathematics (4 credits)**
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) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

**GEN157 Introductory Statistics (4 credits)**
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) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

**GEN201 Spanish I (4 credits)**
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 credits)**
Spanish II builds on the knowledge gained from GEN201 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: GEN201)

**GEN205 Music Appreciation (4 credits)**
Introduction to representative music masterpieces through
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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 credits)
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 credits)
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 credits)
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)

**GEN224 United States History II** (4 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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)

**GEN233 Non-Western Civilization** (4 credits)
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, polities 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) (Offered at Chicago)

**GEN241 Economics** (4 credits)
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 credits)
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 credits)
This course explores the concepts and theories necessary for a systematic understanding of social worlds. Topics include considering sociology as science, the nature
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of large and small-scale groups, social interactions, ideologies, conformity and social deviance, and/or social stratification. (Prerequisite: GEN101, GEN105)

GEN248 Anthropology (4 credits)
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 credits)
This course helps build on students' previous math experience to explore more advanced topics. (Prerequisite: One 100-level mathematics course) (Offered at Schaumburg)

GEN253 Mathematical Models In Art and Nature (4 credits)
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: One 100-level mathematics course) (Offered at Schaumburg)

GEN256 College Algebra (4 credits)
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) (Offered at Chicago, Cincinnati, Detroit, Troy)

GEN257 Applied Statistics (4 credits)
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: One 100-level mathematics course) (Offered at Schaumburg)

GEN260 Environmental Biology (4 credits)
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) (Offered at Schaumburg)

GEN264 Biological Design (4 credits)
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 credits)
Examines 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 credits)
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. 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) (Offered at Chicago, Cincinnati, Detroit, Troy)

GEN275 Intro to College Chemistry (4 credits)
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 credits)
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)

GEN277 Chemistry & Society (4 credits)
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: GEN101, GEN105)

GEN279 Introduction to College Physics (4 credits)
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 credits)**
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 credits)**
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) (Offered at Schaumburg)

**GEN310 Seminar In Fine Arts (4 credits)**
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) (Offered at Schaumburg and Cincinnati)

**GEN312 Trends in Contemporary Art (4 credits)**
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 credits)**
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 credits)**
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 credits)**
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 credits)**
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 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 credits)**
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 credits)**
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 who lived history – 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 credits)**
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 credits)**
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 credits)**

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 credits)**

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 credits)**

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) (Offered at Schaumburg)

**GEN347 Topics in Human Relations (4 credits)**

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 credits)**

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) (Offered at Schaumburg)

**GEN365 Ethical Issues in Science (4 credits)**

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 credits)**

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) (Offered at Schaumburg)

**GEN382 Acoustics (4 credits)**

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) (Offered at Chicago, Detroit)

**GEN399 General Education Capstone (4 credits)**

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)

**HM113 Intro to Hospitality Operations (4 credits)**

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 credits)**

This course focuses on many of the current issues associated with of 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 credits)**

This course introduces students to the fundamentals of hospitality law, as applicable to negligence, obligation and liability. Topics include an introduction to contract,
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licensing, and franchising laws, employer/employee relationships, and specific applications to as they relate to the lodging, food and beverage, meeting, convention, and exposition management industries. (Prerequisite: must have completed TAP Series for Food Safety Managers Certification Program)

HM224 Catering and Event Planning (4 credits)
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: CULA220)

HM226 Hospitality Sales & Marketing (4 credits)
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 credits)
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 credits)
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: CULA250, HM224, CULA235)

HM260 Hospitality Internship (4 credits)
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 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 credits)
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 credits)
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, CULA235)

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

HM440 Lodging Operations (4 credits)
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
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HM442 Hospitality Accounting (4 credits)
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 credits)
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 credits)
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.

Creativity: Imagination, ingenuity; the ability to create; the act of relating previously unrelated things; the application of a person’s mental ability and curiosity to discover something new.

Innovation: The introduction of something new; the development of new processes, methods, devices, products, and services for use by oneself and/or others.

Entrepreneurship: The pursuit of opportunity without regard to resources currently controlled; the process of creating value by combining resources in unique ways to exploit opportunity. Involves taking responsibility for implementing innovative concepts.

HM448 Hospitality Capstone (4 credits)
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 credits)
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)

IC202 Management, Supervision & Career Development (4 credits)
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 (Prerequisite: GEN105 for degree students) (Offered at Chicago, Detroit, and Cincinnati)

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)

ID130 Architectural Drafting (4 credits)
In this beginning studio course, students examine the language, tools, and techniques of manual drafting and subsequently learn to communicate relevant information through architectural drawings. Students are introduced to the interior designer’s role in producing construction documents. (Prerequisite: ART100)

ID135 Presentation Techniques I (4 credits)
In this beginning studio course, students are introduced to the basic principles of manual perspective drawing. The focus is on the use of various perspective drawing methods as means to communicate the spatial envelope with an introduction to basic rendering and other presentation techniques. (Prerequisite: ART102) Sequence: follows ID130 at Chicago, Cincinnati, Detroit, Tinley Park, and Troy.
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ID146 History of Design I (4 credits)
This lecture course covers the evolution of architecture, furniture, and design from the ancient world through the mid-nineteenth century. Discussions of how these eras were influenced by the cultural, political, social, and economic conditions of the times are central to this course.

ID177 Textiles, Materials, + Resources (4 credits)
This course examines product information, specifications, and resources available to interior designers. Content includes product properties, industry quality control, installation methods, applications, and quantity calculations of various interior materials. Concepts in sustainability are introduced. (Prerequisite: ID130 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy)

ID179 Elements of Interior Design (4 credits)
In this introductory studio course, students study the application of the elements and principles of design in residential spaces to create aesthetic solutions. Lessons in ergonomics, space planning, and human factors introduce the skills needed to make functional design decisions. Students are introduced to the responsibilities of the interior design professional. (Prerequisite: ART100, ID130)

ID200 Introduction to Space Planning (4 credits)
This course explores the programming and schematic phases of the design process and the issues relevant to preliminary space planning with an emphasis on human factors and their impact on design. Students develop skills and judgement in organizing spaces and traffic patterns within a commercial design project and in the ability to graphically represent their ideas through conceptual drawings and other supporting graphic materials. (Prerequisite: ID179) Sequence: follows GEN109 for Chicago, Detroit, Troy BFA students.

ID202 Interior Design Associate Portfolio (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. (Offered at Detroit, Cincinnati)

ID213 Presentation Techniques II (4 credits)
This course expands on methods of graphically communicating interior space and design solutions. Advanced applications of various rendering techniques using mixed media are explored. (Prerequisite: ART110, ID135)

ID225 Interior Design Communication (4 credits)
In this course, students develop techniques and methods of formal presentation which utilize visual, verbal and written communication skills. These skills help them to communicate, excite, educate and persuade clients and others about their design concepts. (Prerequisite: ART224, ID179 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy) Sequence: follows GEN109 at Chicago, Detroit, Tinley Park, Troy. Follows ID200 if possible on all campuses.

ID227 Computer-Aided Design I (4 credits)
This course introduces how to use computer-aided design (CAD) software as a method to communicate two-dimensional construction drawings. (Prerequisite: ID179) Sequence: follows GEN109 for Chicago, Detroit, Tinley Park, Troy.

ID235 Computer-Aided Design II (4 credits)
This course expands on how to use computer-aided design software as a method to communicate two-dimensional construction drawings while introducing techniques in three-dimensional digital graphic presentation. (Prerequisite: ID200, ID227)

ID236 History of Design II (4 credits)
This lecture course covers the evolution of architecture, furniture, and design in England from the Tudor period and the American and International styles through the 20th century. Discussions of how these eras were influenced by the cultural, political, social, and economic conditions of the times are central to this course. Sequence: Follows ID146 if possible.

ID237 Codes + Specifications (4 credits)
This lecture and studio course covers code information and specifications concerning life safety, barrier-free, and universal design as applied in both residential and commercial spaces. (Prerequisite: ID177, ID179) Sequence: follows ID227 at Chicago, Cincinnati, Detroit, Tinley Park, and Troy. Follows or taken with ID200 if possible.

ID240 Lighting (4 credits)
This course is an introduction to artificial and natural lighting used in interior spaces. Problem-solving analysis of user needs is discussed to determine the appropriate lighting of spaces. Various lamps and luminaires; and their application consideration of comfort, task, color, and code are discussed. Calculation methods as they relate to the design and specification process are explained. Project assignments also incorporate energy management and sustainable lighting design. (Prerequisite: ID200) Sequence: follows ID227 for Chicago, Cincinnati, Detroit, Tinley Park, and Troy.

ID275 Kitchen + Bath Design (4 credits)
This course challenges students to use planning requirements to create universal and accessible designs. Construction, electrical, and basic plumbing are taught with emphasis on these applications within residential kitchens and baths. Industry relevant nomenclature and product information are used to create technical documents and custom aesthetic solutions. (Prerequisite: ID177, ID213, ID227) (Offered at Schaumberg)
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ID300 Professional Practice (4 credits)
This course is an introduction to the business procedures and documents that are typically used in residential and commercial design firms. Contracts, bidding, ethics and client/designer/trade relationships are included within lessons of business administration and project management. The course reinforces critical life skills while examining interviewing techniques, resume writing, state registration and licensing, the National Council for Interior Design Qualification (NCIDQ) exam, and relevant professional organizations. This class must be taken prior to internship. (Prerequisite: ID200)

ID302 Sustainable Design (4 credits)
This studio course focuses on environmental issues concerning interior designers and the construction industry. Students participate in discussions on green design topics and learn about resources for improving indoor air quality and more responsible design choices. Following LEED (Leadership in Energy and Environmental Design analysis, a final project implements sustainable design methods technically and creatively. (Prerequisite: ID213, ID235, ID237, ID240) (Offered at Schaumburg)

ID306 Residential Environments (4 credits)
This studio course explores various types of residential dwellings as they relate to different inhabitants. Project work applies the programming and design development phases of the residential design process to include information gathering, needs analysis, concept and spatial development, and FF&E selections based on research and suitability. (Prerequisite: ART224, ID179, ID213, ID225, ID235, ID237, ID240)

ID310 Construction Documentation (4 credits)
This advanced architectural drawing course covers the coordination needed to complete a full set of construction documents using CAD as the primary drawing tool. Emphasis is placed on interaction with engineers and other consultants as well as the level of detail needed for an entire working document package. A team project further enhances leadership, communication and negotiation skills. (Prerequisite: ID235, ID237, ID240) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

ID315 Interior Objects + Furniture (4 credits)
This studio course explores the relationships between material and form with a hands-on approach to designing and fabricating objects and furniture. (Prerequisite: ID200, ID213, ID225, ID227) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

ID325 Commercial Environments (4 credits)
In this advanced course, the design of an upscale, global, corporate interior reflects the comprehensive synthesis of problem identification, research, programming, preliminary design, design development, and construction documents. Problem solving centers on the creative and technical aspects involved in the universal design of commercial environments including space planning with code compliance, way-finding techniques, and specifying corporate furnishings, finishes and materials. (Prerequisite: ID302) (Offered at Schaumburg)

ID340 Computer-Aided Design III (4 credits)
Students successfully completing this course will be able to use Computer-Aided Design software to assist them in three-dimensional project development. Students will gain a comprehensive understanding of the integration of computer technology into the design process and an introduction to Building Information Modeling (BIM) technology. (Prerequisite: ID213, ID235, ID237, ID240)

ID373 Specialty Design (4 credits)
This senior level studio course covers the physical and psychological factors that impact hospitality environments. Students are expected to graphically demonstrate original and viable solutions. Research on human factors, codes, and lighting are combined with product mix and multi-sensory aspects of design to influence perceived value to the customer. (Prerequisite: ID213, ART224, ID235, ID237, ID240, ID300) (Offered at Schaumburg)

ID376 Advanced Residential Design (4 credits)
This senior elective studio covers the total process of residential design from concept development through two- and three-dimensional presentations. Building codes, covenants, and restrictions create the guidelines for solutions; while knowledge of sustainable practices, residential business practice, construction methods, materials and custom interior architectural details are applied. (Prerequisite: ID306) (Offered at Schaumburg)

ID382 Interior Design Studio (8 credits)
This eight credit senior studio course allows students to explore the total design process in a larger scope, and more complex project program. Students reinforce critical competencies such as synthesis of problem identification, research, programming, schematic design, design development and construction documents. (Prerequisite: ID213, ID225, ID235, ID237, ID240) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

ID383 Advanced Specialty Design (4 credits)
Hotel style, classification, and themes are examined for making appropriate design decisions as course content centers on the interrelationships between the elements of three-dimensional space planning, material/furnishing selections, contract specification, and detailing within hospitality environments. Presentations are developed to reflect current industry standards for client presentations and sale center displays. (Prerequisite: ID325) (Offered at Schaumburg)

ID391 Advanced Restoration (4 credits)
This elective studio course gives students an opportunity to explore the historical references of an existing space and...
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**ID395 Advanced 3-D Digital Design + Presentation (4 credits)**

This elective course focuses on the advanced study of the use of CAD with modeling systems for the purpose of interior design presentations. Studio projects transform CAD floor plans and models into 3-D software programs; adding lighting and materials to create photo-realistic renderings. (Prerequisite: ID340)

**ID397 Advanced Sustainable Design (4 credits)**

This senior elective course expands on the environmental issues concerning interior designers and the building industry. Students are exposed to discussions on “green design” topics including environmentally responsible materials, recyclability and re-use and indoor air-quality and implement this knowledge in a studio design project. (Prerequisite: ID213, ID237, ID240) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

**ID401 Interior Design Internship (4 credits)**

Internship is a monitored program for senior-level students to work part-time within the interior design industry. Field experience is an opportunity for students to apply and advance their knowledge, skills and professionalism under the supervision of a qualified mentor. (Prerequisite: ID300; must be taken during the last three quarters; international students need signed approval from the International Student Advisor)

**ID402 History of Design III (4 credits)**

This studio presents an in-depth study of the architecture and furniture developments of several major non-western cultures. Religious, philosophical, and social beliefs and customs are emphasized while construction methods, building materials, motifs, fabrics, and decorative arts are explored. Students work within teams to present their research on Middle Eastern, Asian, African, Mesoamerican, and North American cultures. Projects include the development of furniture and accessory designs created through the fusion of world styles. (Prerequisite: ART224, ID236, ID306)

**ID414 Interior Detailing + Systems (4 credits)**

This senior level studio is a study of the materials and fabrication techniques used in the design and construction of interiors and how these details are communicated three-dimensionally and in construction documents. Content includes interior construction detailing of ceilings, walls, flooring, and millwork. Project solutions will consider the integration of building technology such as mechanical, electrical, plumbing, and other relevant systems. (Prerequisite: ID340; ID373 for Schaumburg) Sequence: follows ID310, ID315 for Chicago, Cincinnati, Detroit, Tinley Park, Troy).

**ID420 Interior Design Thesis I (4 credits)**

In this senior-level course, students use critical thinking skills through research, writing, discussion, and problem-solving. Emphasis is on the identification of a design problem that could be better met through more responsible design. Students choose a research topic with instructor approval. (Prerequisite: Must be taken during the last three quarters.) Sequence: follows GEN399 for Chicago, Cincinnati, Detroit, Tinley Park, Troy; follows ID237, ID300 for Schaumburg.

**ID421 Interior Design Thesis II (4 credits)**

In this senior-level studio course, students develop a viable and visual solution for the project typically researched in ID420. Solutions incorporate environmentally sound, cost effective, and responsible design methods to influence an audience using creative delivery methods. (Prerequisite: ID225, ID300 for Chicago, Cincinnati, Detroit, Tinley Park, Troy; ID325, ID420 for Schaumburg)

**ID425 Portfolio Preparation (4 credits)**

This studio for pending graduates provides an opportunity to enhance and refine several completed projects to best represent a broad range of skills and knowledge. Students apply graphic design skills to define an original brand in printed and digital formats for distribution and interviewing purposes. (Prerequisite: Must be taken during the last quarter or with Academic Director’s approval.)

**ILD110 Intermediate Drawing (4 credits)**

Continuing to develop the various drawing skills from the drawing courses, students will focus on depicting gesture and motion, capturing essence of movement and form in space, and creating compositions based on the four basic lighting situations. (Prerequisite: ART102, ART111)

**ILD120 Fundamentals of Painting (4 credits)**

In this introductory course to painting students will learn to make the transition from drawing to painting with an emphasis on watercolor, acrylic washes and 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 watercolor, acrylic washes, dry brush, glazing and mixing wet and dry media. (Prerequisite: ART102, ART111)

**ILD130 Illustration (4 credits)**

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, values, composition and function. (Prerequisite: ILD120, GD107)

**ILD140 Illustration & Graphic Design History (4 credits)**

This course will examine the influences of societal trends, historical events, technological developments and the fine arts on contemporary graphic design, illustration, typographic developments, photography and fashionable design a viable solution for the current time. (Prerequisite: ID146, ID213, ID236, ID237, ID240) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)

**ILD140 Illustration & Graphic Design History (4 credits)**

This course will examine the influences of societal trends, historical events, technological developments and the fine arts on contemporary graphic design, illustration, typographic developments, photography and fashionable design a viable solution for the current time. (Prerequisite: ID146, ID213, ID236, ID237, ID240) (Offered at Chicago, Cincinnati, Detroit, Tinley Park, Troy)
Course Descriptions

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.

ILD150 Intermediate Painting (4 credits)
This course builds on skills developed in ILD120, with an emphasis on painting the human form, using light, and expanding the repertoire of techniques. (Prerequisite: ILD120)

ILD160 Storyboarding for Illustration (4 credits)
With a focus on applying industry-standard storyboarding and scripting techniques to media production, students explore 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. (Prerequisite: ILD110, ILD130)

ILD170 Editorial Illustration (4 credits)
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: ILD160, GD109)

ILD180 Advanced Digital Illustration (4 credits)
Using digital media, students develop an individual illustration style. They create illustrative solutions using computer technology, develop a marketable illustration style, study current illustration trends, evaluate technical and aesthetic needs of illustrations, and justify illustrative solutions to problems. (Prerequisite: ILD160, GD109)

ILD190 Product & License Illustration (4 credits)
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: ILD180, GD211, GD212)

ILD200 Conceptual Illustration (4 credits)
Students research current evolving cultures, both domestic and international, in this course. They then apply these images to create original illustrations in the genre of fantasy, humor, cartoons, and editorial commentary, developing creative original concepts in a variety of styles. (Prerequisite: ILD170, ILD180, GD212)

ILD210 Graphic Novel (4 credits)
This course examines visual development of narrative as it relates to storytelling. Students will explore methods of illustration related to contemporary graphic novels, zines, and book illustration. (Prerequisite: ILD200)

ILD220 Advanced Painting (4 credits)
This course continues to develop painting skills and further explores various painting media and techniques. Students are encouraged to begin developing an individual style for illustration. (Prerequisite: ILD150, ILD160)

ILD230 Advanced Illustration (4 credits)
This course will emphasize the importance of concept and originality of ideas in contemporary illustration. Students will further advance illustration skills to include technical and original solutions to conceptual editorial and advertising concepts as the designer and illustrator. (Prerequisite: ILD170, ILD210)

ILD240 The Business of Illustration (4 credits)
Students formulate their career goals and develop a self-promotion and marketing plan, exploring the pros & cons of self-promotion and representation. (Prerequisite: ILD190)

ILD250 Internship (4 credits)
This monitored program gives upper-level students the opportunity to work part-time with cooperating employers. Students are required to keep a log, communicate weekly with faculty, and maintain attendance requirements. Available to qualified students who obtain approval from the department chair. (Prerequisite: ILD240. Permission of Academic Director. International students need signed approval from the International Student Advisor.)

ILD260 Illustration Studio (4 credits)
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: ILD220, ILD230)

ILD280 Portfolio Preparation (4 credits)
Students assess their personal strengths to establish career goals, explore strategies for conducting an effective job search and decide how to organize their illustration and design work in a pre-graduation portfolio. Guided by a faculty member or a team of faculty members, each student assembles a preliminary portfolio and identifies areas for more work or content enhancement. Interviewing, networking, self-promotion, business etiquette, and presentation skills. (Prerequisite: ILD230, ILD240)

ILD300 Portfolio (4 credits)
In preparation for job interviews, students refine and present their illustration & design portfolios. They identify career paths and roles in the illustration industry, focus on marketing themselves to intended employers, and assess personal strengths and weaknesses. Students also complete a professional resume and begin the job search. This course must be taken in the final quarter of
Course Descriptions

the bachelor’s degree program. Students need approval of the faculty committee responsible for reviewing portfolio proposals in the quarter before the portfolio course is to be taken. (Prerequisite: ILD260, ILD280)

MAA101 Language of Animation and Film (4 credits)
Fundamentals of animated cinematography addressed through a historical survey. Course will consider trends and genres of animated film in a variety of media.

MAA116 Audio for Games & Animation (4 credits)
This course is a conceptual introduction to audio production techniques for games & animation. Students will learn to digitize sound and apply it for audio enhancement of their animations. Students will also learn how to produce appropriate audio effects and transition in computer animation.

MAA123 Drawing for Animation (4 credits)
Building on knowledge from preceding drawing courses, students will develop their drawing skills in the context of professional media arts and animation applications as well as their figure sculpting skills. This course will place emphasis on advanced drawing techniques and strengthening skills through real world observation. (Prerequisite: ART111)

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. (Prerequisite: DPH242)

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. Sequence: follows ART111 for students in Game Art & Design and Media Arts & Animation programs.

MAA224 2D Animation Principles (4 credits)
Students will study timing and weight through a series of projects designed to demonstrate the principles of animation. Issues such as keyframing, in-betweening, and cycling will be addressed. (Prerequisite: ART111)

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. (Prerequisite: MAA217)

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. (Prerequisite: MAA217) Sequence: follows MAA101 for MAA students.

MAA234 Digital Ink & Paint (4 credits)
This course is an introduction to the computer as an ink and paint media for animation. Basics of scanning, clean up, ink and paint, and camera will be explored. (Prerequisite: MAA224, MAA101)

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. (Prerequisite: MAA228)

MAA337 Hard Surface & Organic Modeling (4 credits)
This course covers advanced modeling techniques used for building organic and hard surface objects and environments. (Prerequisite: MAA217)

MAA338 Intermediate 3D Animation (4 credits)
Using 3D animation software, students further explore character animation techniques using bone systems and inverse kinematics, as well as continuing to refine their lighting, camera, and timing techniques. (Prerequisite: MAA228)

MAA344 2D Animation (4 credits)
Students will apply basic animation principles to produce a sequence. Emphasis will be placed on timing and performance. Use of a capture device, pencil tests, inking and other 2D animation skills will be explored. (Prerequisite: MAA234)

MAA346 Motion Graphics (4 credits)
This course is an introduction to the use of titling in the theatrical and broadcast graphics. Techniques for design and implementation will be covered. Students will produce title sequences and montages integrating image manipulation applications and other image processing support. (Prerequisite: MAA234 or permission of Academic Director)

MAA347 Advanced Lighting & Texturing (4 credits)
In this course students will continue to develop lighting and texturing skills. (Prerequisite: MAA227)

MAA451 Portfolio Foundations (4 credits)
In this course, students begin production of their digital portfolio and explore career development concepts. Through class activities, students organize their work to reflect and enhance their individual strengths in computer animation. (Prerequisite: 4 quarters or less from graduation)
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MAA454 2D Animation Studio (4 credits)
Students work with team members on actual animation jobs from the field, or create a completed animation that demonstrates storytelling techniques. (Prerequisite: MAA344)

MAA458 3D Animation Studio (4 credits)
Students will use advanced animation techniques to create, design, produce and edit a fully realized concept. (Prerequisite: MAA338)

MAA461 Portfolio Production I (4 credits)
This course will focus on the refinement of previous work into a comprehensive collection representative of Media Arts & Animation skills. Emphasis will be on development, design, craftsmanship and presentation. This course begins the process of examining the student’s strengths and building upon them to produce a marketable portfolio. (Prerequisite: MAA451 – Second to Last Quarter)

MAA467 3D Modeling Studio (4 credits)
Students will continue to refine their modeling skills as they plan and develop a summative modeling project of their choice, utilizing high-level modeling, texturing, and lighting techniques that demonstrate the skill and proficiency expected of entry-level modelers within the animation industry. (Prerequisite: MAA461 – Last Quarter)

MAA468 Team Animation Production (4 credits)
In this course students will work in a studio environment and will focus on the production and post production of an animated short. (Prerequisite: MAA347)

MAA471 Portfolio Production II (4 credits)
This course focuses on the completion of a student’s portfolio and enables the student to begin their career search. Students will present work for the portfolio and will review and determine the quality of the work and make any enhancements necessary. The student will also complete several targeted, professional resumes and an extensive job search. (Prerequisite: MAA461 – Last Quarter)

VFX110 Digital Typography (4 credits)
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: ART100) Sequence: follows GEN109 for BFA degrees at Chicago, Detroit, Tinley Park, Troy.

VFX210 Advanced Image Manipulation (4 credits)
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: DPH242) (Offered at Schaumburg)

VFX250 Fundamentals of Motion Graphics (4 credits)
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: VFX110)

VFX307 Visual Effects (4 credits)
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: MAA228)

VFX333 Visual Effects Career Development (4 credits)
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 credits)
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: MAA221, VFX250)

VFX403 Portfolio I (4 credits)
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: MAA228)

VFX407 Advanced Visual Effects (4 credits)
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.
Course Descriptions

Utilization of motion capture data, data clean up, data attachment are included. (Prerequisite: VFX307)

VFX410 Advanced Motion Graphics (4 credits)
This course exposes students to the disciplines used in finalizing a video or animation project using compositing software. The class reinforces compositing concepts, techniques, and vocabulary that students have learned in previous classes. More sophisticated tools and techniques are introduced. (Prerequisite: VFX403)

VFX415 Portfolio II (4 credits)
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 credits)
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: VFX403)

VFX440 Studio Production (4 credits)
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 multicamera program. (Prerequisite: VFX403)

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 data base 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)
Course Descriptions

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, 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

NOTE: Admissions processes are the same at each campus unless otherwise indicated.

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 is committed to nondiscrimination 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, 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
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hold a General Educational Development (GED) Certificate. Success in this program is dependent on the student having some prior proficiency in design software.

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
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<tbody>
<tr>
<td>ACCUPLACER:</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Sentence Skills</td>
<td>75</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>70</td>
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<tr>
<td>ASSET:</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy associate degrees 40%, bachelor’s degrees 80%</td>
<td></td>
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</tbody>
</table>
Admissions

Reading 40
Writing 40
Numerical Skills 40

SAT:
Essay (applicable for test taken after May 2005) 07
Writing/Reading 460
Mathematics 500

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 (nonimmigrant) applicants to The Illinois Institute of Art must meet the same admissions standards as all other students (please refer to Admissions Requirements for all students). International students may not apply for admission to the Troy campus.

English Language Proficiency Policy
The following chart is used for the English Language Proficiency Policy, which states that regardless of country of birth or citizenship, immigrant or nonimmigrant status, all applicants to The Illinois Institute of Art whose first language is not English must demonstrate competence in the English language before admission to or enrollment in any course or program of study, excepting for admission and enrollment to an approved English as a Second Language (ESL) program or by special agree-


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ment between The Illinois Institute of Art and a partner institution relating to collaborative studies. Any such agreement must be approved by the appropriate Academic Affairs office in the EDMC education system. Demonstration that English is an applicant’s first language can be satisfied if the applicant submits a diploma from a secondary school or post-secondary school in a system in which English is the official language of instruction. If English is not the applicant’s native or first language, the applicant must demonstrate sufficient command of the English Language by providing evidence that he or she meets one of the English language proficiency standards listed below.

Minimum Acceptable Proof of English Language Proficiency Standard

<table>
<thead>
<tr>
<th>Test</th>
<th>Diploma</th>
<th>Associate/ Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOEFL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>480</td>
<td>500</td>
</tr>
<tr>
<td>i-BT (internet based test)</td>
<td>54-55</td>
<td>61</td>
</tr>
</tbody>
</table>

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
- 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

* 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.

Undergraduate (diploma, associate and bachelor level) applicants may also satisfy the minimum standard of English language proficiency by submitting official documentation of one of the following:

- Successful completion of a minimum of two semesters or quarters of post-secondary course work at a regionally accredited college or university or a college or university accredited by an approved national accrediting body in which English is the language of instruction. Successful completion is defined as passing all courses for which the student was registered during the two semesters;
- U.S. High School Diploma or GED administered in English;
- Equivalent of a U.S. High School Diploma from a country in which English is the official language (equivalency must be verified by a recognized evaluator of international credits);
- Satisfactory completion of English 101 or 102 at an English speaking college or university within the U.S., achieving a grade of “C” or higher.

The above stated English language proficiency requirements are effective October 1, 2011.

**Admissions Requirements for Nonimmigrant Students**

Applicants seeking to enroll in valid student nonimmigrant status must submit each of the following items:
Admissions

- 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);
- 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 <<school name>>;
- Proof of Health Insurance. Students who do not possess health insurance upon applying to << school name>> must be prepared to purchase health insurance through an approved provider upon commencement of studies.

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
## Administrative & Financial Services

### Tuition and Fees

The current tuition and fees applicable to The Illinois Institute of Art programs are as follows:

<table>
<thead>
<tr>
<th>The Art Institute of Michigan - Detroit</th>
<th>Degree/Diploma</th>
<th>Program</th>
<th>Quarters</th>
<th>Quarter credits</th>
<th>Application Fee*</th>
<th>Administration Fee*</th>
<th>Starting Kit**</th>
<th>Digital Resource Fee***</th>
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## Administrative & Financial Services

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<th>Digital Resource Fee***</th>
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### The Art Institute of Ohio - Cincinnati

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<th>Digital Resource Fee***</th>
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</tr>
</tbody>
</table>

*Please note: Tuition and fees are subject to change.*

### Administrative & Financial Services

<table>
<thead>
<tr>
<th>Degree/Diploma</th>
<th>Program</th>
<th>Quarters</th>
<th>Quarter Credits</th>
<th>Application Fee*</th>
<th>Administration Fee*</th>
<th>Starting Kit**</th>
<th>Digital Resource Fee***</th>
<th>TOTAL Tuition for Program NOT including starting kit or fees****</th>
</tr>
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<tbody>
<tr>
<td>A.A.S.</td>
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<td>$50-75</td>
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</tbody>
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*Please note: Tuition and fees are subject to change.*
# Administrative & Financial Services

<table>
<thead>
<tr>
<th>Degree/Diploma</th>
<th>Program</th>
<th>Quarters</th>
<th>Quarter credits</th>
<th>Application Fee*</th>
<th>Administration Fee*</th>
<th>Starting Kit**</th>
<th>Digital Resource Fee***</th>
<th>TOTAL Tuition for Program NOT including starting kit or fees****</th>
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<tbody>
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<td>B.A.</td>
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<td>$23,184</td>
<td>$23,184</td>
<td></td>
</tr>
</tbody>
</table>

* 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 an 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.
Administrative & Financial Services

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 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.
Administrative & Financial Services

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:

1. Prepaid tuition and fees for any period beyond the current quarter will be refunded in full.

2. The student may voluntarily 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.
Administrative & Financial Services

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:

<table>
<thead>
<tr>
<th>Quarter Start:</th>
<th>Mid-Quarter Start:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 – $50 total</td>
<td>Week One – 25%</td>
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<tr>
<td>Days 2 and 3 – $300 Total</td>
<td>Week Two – 50%</td>
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<tr>
<td>Day 4 through Week Four – 20%</td>
<td>Week Three – 75%</td>
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<tr>
<td>Weeks Five and Six – 70%</td>
<td>After Week Three – 100%</td>
</tr>
<tr>
<td>After Week Six – 100%</td>
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</tr>
</tbody>
</table>

Adjustment of Charges – The Art Institute of Ohio-Cincinnati

In accordance with The Art Institute policy, The Art Institute will earn tuition and fees as follows, based on the week in which the student withdraws:

Quarter and Mid-Quarter Starts:

| Week One | 25% |
| Week Two | 50% |
| Week Three | 75% |
| After Week Three | 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 post-secondary propriety 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 includes 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 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: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG. 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. 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 re-
main 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: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, PLUS Loan and Alternative Loan. 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: Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, PLUS Loan, Alternative Loan, 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 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.
Administrative & Financial Services

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 with a total approximate value of $1,000,000 for the 2009-2010 school year. The actual amount of scholarships awarded can vary at the sole discretion of The Illinois Institute of Art.

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 Illinois Institute of Art–Chicago Scholarship Competition

High school seniors may compete for six half-tuition scholarships offered annually by Chicago campus of The Illinois Institute of Art. Awards are based on ability and commitment to a career in fashion design or marketing, interior design, advertising, graphic design, visual communications, media arts & animation, game art & design, and digital filmmaking & video production. Contact the Admissions department for more information and an entry form. The ILIC Scholarship competition is a
The Illinois Institute of Art–Chicago Presidential Scholarship
The Presidential Scholarship program provides scholarships to students who show evidence of merit. Eligibility is based on the student’s GPA from previous education—either high school or college. Student must have a GPA of 3.2 from previous institution. The Presidential scholarship is $500 per quarter.

The Art Institutes and Americans For the Arts Poster Design Competition
This competition is for students who are ready to challenge themselves to create a poster that brings to life the message “Life Is Better With Art In It.” You need to be a high school senior planning to study graphic design (or a qualifying student interested in another program) to qualify for this competition. Local first place winners advance to the national competition. National scholarships are awarded in addition to local scholarships. The national winner receives a full-tuition scholarship.

National Art Honor Society Scholarship
High school seniors who also belong to the National Art Honor Society may apply for the Art Institutes National Art Honor Society Scholarship. National first-place winners will be awarded a non-renewable $10,000 tuition scholarship to one of 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.

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 Receipients on a first-come, first-served basis.

The Art Institutes Passion For Fashion Competition
This competition is your opportunity to earn a scholarship in the Fashion Design and Fashion Marketing & Management program. This completion is right for you even if you love fashion but you are not a designer. The grand prize winners receive a full-tuition scholarship to attend one of The Art Institutes programs in Fashion Design or Fashion Marketing & Merchandising. In addition, the grand prize winner receives a VIP trip to Fashion Week in New York City and a $500 shopping spree, participated in a meet and greet at Seventeen’s New York City offices and lunched with a Seventeen style pro. Second place winners in the Fashion Design and Fashion Marketing & Merchandising and Fashion Retail Management each earn a $5,000 tuition scholarship. The third place winners in the aforementioned categories each earn a $4,000 tuition scholarship.

The Art Institutes Best Teen Chef Competition
Compete against students for the prized title of Best Teen Chef 2011. Your skills in the kitchen could earn you a scholarship in one of our Culinary Arts Program.

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 Institute Schools.

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 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.

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.

Non payment of charges
Non-payment of tuition, housing, fees and/or other charges due to The Illinois Institute of Art results in additional collection costs, collection agency costs and legal costs. In addition, The Illinois Institute of Art reserves the right to report failure to pay amounts owed to one or more national credit bureau organizations. Your academic transcript will not be released until all debts to The Illinois Institute of Art are paid in full.
Administrative & Financial Services

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.

Satisfactory Academic Progress

The Illinois Institute of Art is approved as an eligible Title IV funding institution. All students who receive federal or state-sponsored financial assistance must maintain satisfactory academic progress for financial assistance eligibility. Students receiving any form of financial aid are required to meet standards for academic progress and attendance. Proof of such progress on a periodic basis is verified prior to any disbursements of financial aid. Failure to make satisfactory academic progress or satisfactory attendance requirements may result in the termination or reduction of financial aid.

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.

Federal Financial Aid Programs
Administrative & Financial Services

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 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 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. 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) re-
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 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.

Undergraduate Satisfactory Academic Progress (SAP) Policy
I. Purpose/Scope
The Satisfactory Academic Progress Policy ensures that all students enrolled in certificate, diploma, and undergraduate degree programs are maintaining satisfactory academic progress towards a successful completion of their academic programs. The criteria and standards contained in this policy are set to recognize exemplary academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. The Satisfactory Academic Progress Policy complies with requirements of accrediting commission(s) along with federal regulatory guidelines.

II. 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/Vice President 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/Vice President 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/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 will negatively affect Satisfactory Academic Progress.
Failing courses or withdrawing from courses could result in the loss of financial aid and academic dismissal. Please meet with academic advisor if you are having attendance concerns, feel you are failing a course or courses or before withdrawing from a course or courses to determine how that will impact SAP at your next evaluation points. 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 quarterly 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:

<table>
<thead>
<tr>
<th>Term GPA</th>
<th>Honors Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>President’s Honor Roll</td>
</tr>
<tr>
<td>3.7-3.99</td>
<td>Dean’s Honor Roll</td>
</tr>
<tr>
<td>3.5-3.69</td>
<td>Honor Roll</td>
</tr>
</tbody>
</table>

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 the Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.

Certificate and Diploma Programs

1. At the end of the first quarter, students must attain a minimum CGPA of 1.0 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 progress Satisfactory Academic Progress (SAP).

2. At the end of the second quarter, students must attain a minimum CGPA of 1.5 and an ICR of 50.00%. Anything below these standards 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 milestones will result in Academic/Financial Aid Dismissal. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.

3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.0 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.

4. 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.

5. 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.
6. 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.

7. 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.

8. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting progress Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.

9. 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.

10. 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.

<table>
<thead>
<tr>
<th>Certificate/Diploma</th>
<th>Evaluation Point</th>
<th>Milestones (CGPA and ICR)</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Quarter</td>
<td>&lt; 1.0 and/or 33.33%</td>
<td>Academic/Financial Aid Warning</td>
<td></td>
</tr>
<tr>
<td>End of Second Quarter</td>
<td>&lt; 1.5 and/or 50.00%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)</td>
<td></td>
</tr>
<tr>
<td>End of Third Quarter And every quarter thereafter</td>
<td>&lt; 2.0 and 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</td>
<td></td>
</tr>
<tr>
<td>At Any Time</td>
<td>Anything in excess of 150% MTF</td>
<td>Academic/Financial Aid Dismissal</td>
<td></td>
</tr>
<tr>
<td>Transitional Studies</td>
<td>At Any Time</td>
<td>3x Attempted Failures</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
</tbody>
</table>

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 Appeals 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 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.

1. At the end of the first academic year (an academic year is three (3) quarters in which courses are attempted in
Academic Policies

each quarter); students must achieve a minimum CGPA of 1.0 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal. Please note that if your ICR and/or GPA is at the minimum or you are close to the minimum, you may need to pass most or all of your courses during the next three quarters. While you are making SAP, we recommend that you meet with your academic advisor.

2. At the end of the second academic year, students must attain a minimum CGPA of 2.0 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.

3. 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 2.0 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

---

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Evaluation Point</th>
<th>Milestones (CGPA and ICR)</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of First Academic Year</td>
<td>&lt; 1.00 and/or 33.33%</td>
<td>Academic/Financial Aid Dismissal</td>
<td></td>
</tr>
<tr>
<td>End of Second Academic Year</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Dismissal</td>
<td></td>
</tr>
<tr>
<td>End of Seventh Quarter and Thereafter</td>
<td>&lt; 2.0 and/or 66.67%</td>
<td>Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Warning)</td>
<td></td>
</tr>
<tr>
<td>Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)</td>
<td></td>
<td>Academic/Financial Aid Dismissal</td>
<td></td>
</tr>
<tr>
<td>At Any Time</td>
<td>Anything in excess of 150% MTF</td>
<td>Academic/Financial Aid Dismissal</td>
<td></td>
</tr>
<tr>
<td>Transition- al Studies</td>
<td>At Any Time</td>
<td>3x Attempted Failures</td>
<td>Academic/Financial Aid Dismissal</td>
</tr>
</tbody>
</table>
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.

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/Vice President of Academic Affairs for re-entry before the start of the quarter in which he or 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/she will be able to meet satisfactory academic progress if re-admitted.

The Dean/Vice President 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/Vice President of Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Dean/Vice President 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
- Work-related transfer during the period
- Change in work schedule during the period
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no alternative means of transportation
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid; 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).

The Dean/Vice President 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 the student’s ability to avoid the circumstance. 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 since students have at least two quarters to adjust to college life.

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. Academic Advisors, Registrars, and/or Academic Department Chairs/Program Directors must document and maintain as part of the appeals process a concrete plan for how a student will complete his or her remaining coursework by the next measurement point as well as how the student’s progression will be monitored. 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. The Academic Plan must be reviewed with the student to ensure that designated Academic Plan is being met and the student is on track to achieve the success measures within the approved timeframe. There cannot be a change to the academic plan once approved by the student and the institution. Failure to meet the established goals approved in the appeal will result in Academic/Financial Aid 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.

In addition to the Institution’s review of the Appeal, it must also be reviewed by the Art Institute Vice President of Academic Affairs.
Academic Policies

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 4.0 scale in assigning grade points.

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

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.

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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0*</td>
</tr>
</tbody>
</table>

*F does compute in GPA and CGPA and does count as credit attempted.

Other Grade Codes worth Zero Quality Points

<table>
<thead>
<tr>
<th>Grade Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Credit through examination. Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Affects ICR/MTF/CGPA(Computes as an F)</td>
</tr>
<tr>
<td>S</td>
<td>Suspension. Affects ICR/MTF/CGPA (Computes as an F)</td>
</tr>
<tr>
<td>NP</td>
<td>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.</td>
</tr>
<tr>
<td>P</td>
<td>Proficiency Credit by Exam or Portfolio. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>PA</td>
<td>Pass. This grade designation is utilized to indicate that a student acceptably completed a non credited course.</td>
</tr>
<tr>
<td>RE</td>
<td>Remedial Course. This code will appear for remedial courses taken at schools utilizing the Campus Vue Student Information System (SIS). This code will be followed by the course grade. Does not affect ICR/MTF/CGPA/SCGPA.</td>
</tr>
<tr>
<td>SP or SA</td>
<td>Satisfactory/PASS. This grade designation is utilized to indicate that a student acceptably completed a non credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>T</td>
<td>Termination from course. Affects ICR/MTF/CGPA (Computes as an F)</td>
</tr>
<tr>
<td>TR</td>
<td>External Transfer Credit. Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>WV</td>
<td>Waiver. Commonly used when waiving a Transitional course and does not affect ICR/MTF/CGPA.</td>
</tr>
<tr>
<td>WX</td>
<td>Course was registered for but never attended. Self-explanatory and does not affect ICR/MTF/CGPA.</td>
</tr>
</tbody>
</table>

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.
Academic Policies

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 ‘F’ 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/Vice President 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

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.

In this example:
- 16 grade points + 9 grade points = 25 total grade points earned
- 25 grade points earned divided by 7 total hours earned = student’s GPA for the quarter, 3.57, which is rounded to 3.6.

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. (The CGPA is calculated by rounding up to the nearest tenth if the last digit is 5 or greater. It is rounded down to the nearest tenth of the last digit if the last digit is less than 5. Example: 1.95 = 2.0, 1.94 = 1.90)

Incremental completion rate is determined as follows (transitional study credits do not count in this calculation):

\[
\frac{\text{Earned Credits at the Institution} + \text{Transfer Credits Accepted}}{\text{Attempted Credits at the Institution} + \text{Transfer Credits Accepted}}
\]

The 150% MTF: Only the attempted and transferred 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:

\[
\text{Total Credits Needed to Graduate from the Program} \times 1.5
\]

\[
= \text{Total Number of Credits Allowed to be Attempted}
\]
STUDENT STATUS CHANGES AND SAP

Transfer Students
Transfer credits from other post-secondary institutions applied to the current program of study are used to calculate attemptable credits remaining and remaining credits to graduate. 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 X 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), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violating Satisfactory Academic Progress cannot transfer or be considered a New student (if they had a break in enrollment) at another 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/Vice President of Academic Affairs, 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 CGPA. For ICR and 150% MTF only those courses transferred to the second program will apply.

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.

Incremental completion rate is determined as follows (Transitional studies credits do not count in this calculation):

\[
\begin{align*}
(\text{EARNED CREDITS in the New Program} + \text{TRANSFER CREDIT ACCEPTED}) & \quad \text{minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS} \\
(\text{ATTEMPTED CREDITS in the New Program} + \text{TRANSFER CREDITS Accepted}) & \quad \text{minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS}
\end{align*}
\]

The 150% MTF: Only the attempted and transferred courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. An MTF violation occurs when the credits remaining to graduate exceeds the attemptable credits remaining.

The 150% MTF is determined as follows:

\[
\begin{align*}
\text{TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE} & \times 1.5 = \text{TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.}
\end{align*}
\]

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.
Academic Policies

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: 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.

Attendance 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.

Consecutive Absenteeism: A student absent fourteen consecutive calendar days without notifying the Registrar is considered withdrawn from the program.

Attendance Policy
Absenteeism in a course may result in attendance withdrawal in that class. An example would be that 32% absenteeism would equal 11 hours of absenteeism in a three-hour week course, 14 hours in a four-hour week course, 17.5 hours in a five-hour week course and 21 hours of absenteeism in a six-hour week course. For culinary students, all lab classes are limited to 10% absenteeism and all lecture classes are limited to 20% absenteeism. This equals six hours for a three-hour-per-week course and 18 hours for an 18-hour-per-week course.

This missed time includes accumulated time marked as “tardy” from class as well as total absences from classes, as well as any classes missed during the Schedule Adjustment period. Students may be withdrawn from the class and receive a ‘W’ and must repeat the course with a pass-
Academic Policies

Attendance Withdrawal

A student who receives attendance withdrawals in all classes will be suspended from school. Attendance withdrawal accompanied by an unsatisfactory SAPP or ICR status may also result in dismissal.

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.

Transfer Credit

The sections below describe the various conditions under which credits might be transferred into or out of The Illinois Institute of Art. 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 Illinois Institute of Art 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 Illinois Institute of Art 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 Illinois Institute of Art 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 Illinois Institute of Art will transfer to the receiving institution before entering a program at The Illinois Institute of Art.

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 The Illinois Institute of Art 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.
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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. 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 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 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” of 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” of 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.

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. 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.

**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 50 percent program credits has 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
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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.

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 schedule 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.

- 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.
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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 Illinois Institute of Art 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 Illinois Institute of Art 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 Illinois Institute of Art must obtain approval from the 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.
Academic Policies

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.

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the Vice President or Dean of Academic Affairs or the Director of Administrative and Financial Services. 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 are made within a reasonable period of time but in no case more than 45 days after the request was made. 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 the 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, records of instructional, supervisory, administrative, and certain educational personnel who 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.

Disclosure of Educational Records

The Illinois Institute of Art generally does 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:

- 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 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
  - 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,
  - To certain officials of the United States Department of Education, the Comptroller General of the United States, the
  - To the Attorney General of the United States and state and local educational authorities in connection with state or federally supported educational programs.
  - 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.
  - To organizations conducting certain studies for or on behalf of the school.
  - To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
  - To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
  - To comply with a judicial order or lawfully issued subpoena.
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- To appropriate parties in health or safety emergencies.
- To officials of another school, which a student seeks or intends to enroll.
- To an alleged victim of a crime of violence or a non-forcible 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.
- To any person—not just the victim of a crime of violence or non-forcible sexual offense—the final results of the disciplinary proceedings described 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)).
- 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.

Directory Information (see Section IV below).
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.

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.

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:
- Student’s name
- Local address, email and Web site
- Telephone number (local)
- Date and place of birth
- Program of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended school
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- Student honors and awards received.
- 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 directory information be kept confidential is given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar of the local campus. Failure to request nondisclosure of directory information results in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.
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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 procedures for the correction of records:

1. A student must ask the Director of Administrative and Financial Services or the Vice President or Dean of Academic Affairs to amend a record. The student should identify the part of the record requested to be changed and specify why it is believed to be inaccurate, misleading or in violation of the student’s 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 notifies the student of its decision and advises 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 is 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 is 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 prepares a written decision based solely on the evidence presented at the hearing. The decision includes 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 (a) amends the record accordingly; and (b) informs 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 informs 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 six above, The Illinois Institute of Art will: maintain the statement with the contested part of the record for as long as the record is maintained; and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Student Right to File a 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 Polices 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.

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
Academic Policies

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 begins and ends 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.

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
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.

I. Purpose and Scope
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.

II. Terminology
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 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; (vi) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction; (vii) 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
Academic Policies

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.

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.

III. The Rights of the Creator of Intellectual Property

A. Faculty, Staff and Student Works


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 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
academic policies

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 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 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 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 within a given time period of graduation.
- Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination.

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.

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.

Non-term Based Programs

Student’s coursework is divided into payment periods based 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.
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 effective only upon the student
Student Affairs

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.

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 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 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 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 interest and potentially violates a campus policy.

SECTION IV. RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the 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 The Illinois Institute of Art and to other individuals who make up the community. By enforcing its Student Conduct Policy, the 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 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 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)
   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 intimidat- ing 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
    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

12. Unauthorized Use or Misuse of College Facilities
**Student Affairs**

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
   2) Failure to comply with direction of college officials, faculty, staff or security officers who are acting in the performance of their duties
   3) Failure to exit during fire drill,
   4) 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.

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:

1. Warning: A notice in writing that a student has failed to meet some aspect of the school’s standards and expectations
2. 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.
3. Discretionary Sanctions: The student will be required to complete an educational service, attend counseling, or have restricted privileges.
4. 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.
5. 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.

6. 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.

7. 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.

1. The complaint shall be prepared in writing or in an incident report and directed to the Chief Conduct Officer or his/her delegate.

2. 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.

3. 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.

1. 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 should receive advance notice of the allegations and the reason for the meeting. After the meeting,

2. 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.

1. 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)

2. 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

3. 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.

4. 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

5. 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.

6. The Disciplinary Panel may hear from any person who may have relevant information and the Panel may review any documents presented to them.
   a) Pertinent records, documents and written statements may be considered by the Hearing Officer at his/her discretion
   b) The Disciplinary Panel may ask questions and may seek information not provided to it.

7. 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.

8. 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.

9. 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:

1. serious allegations are being investigated
2. serious allegations are pending before a disciplinary panel
3. in advance of a disciplinary panel hearing; or
4. 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

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.

Campus Security Policy

The Illinois Institute of Art faculty, staff and administration are concerned that every student enjoys a safe secure stay with the college. Crime awareness and campus security are matters for which every student must take personal responsibility. The Illinois Institute of Art Student Conduct Codes strictly prohibits the possession of weapons and the unlawful use of alcohol, controlled substances, and drugs on the campus or in off-campus housing. Violation of these rules or criminal acts of any kind may result in prompt disciplinary action including expulsion.

The Illinois Institute of Art Campus Security Policy is distributed to every student and employee. It discusses, among other topics, the importance of prompt reporting of crimes to school officials and local police; campus security procedures aimed at encouraging students and employees to be responsible for their own security and the security of others; counseling and other assistance available from The Illinois Institute of Art to any student who may be the victim of a crime; and statistics on selected crimes that The Illinois Institute of Art maintains pursuant to the Crime Awareness and Campus Security Act. Students can find Crime Report and Crime statistics for The Illinois Institute of Art in the annual Student Handbook/Planner or on MyAiCampus.com. These data are publicly available on the web as described on page 3 of this catalog (Consumer Information).

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.

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 are 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 and Tinley Park**

Academic matters: Rae DeRose, Human Resource Generalist, Mart Campus, 312-777-8646, rderose@aii.edu
Non-academic matters: Rae DeRose, Human Resource Generalist, Mart Campus, 312-777-8646, rderose@aii.edu

**Cincinnati**

Academic matters: Dr. Kenneth Spencer, Dean of Academic Affairs, 513-833-2468, kespencer@aii.edu
Non-academic matters: Bonnie Byrne, Dean of Student Affairs, 513-833-2403, bbyrne@aii.edu
Upon learning of possible sexual violence involving a student, The Illinois Institute of Art will take immediate action to 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:

1. Reporting any subsequent harassment or retaliation to (insert title of appropriate school official)
2. Providing an escort to ensure the alleged victim can move safely between classes and activities
3. Ensuring that the alleged victim and the alleged perpetrator do not attend the same classes
4. Providing referral to counseling services or providers
5. Providing academic support services, such as tutoring
6. 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 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 suggestive 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.

GENERAL STUDENT COMPLAINT PROCEDURES

If you have a complaint or problem you are encouraged to follow the Student Complaint Procedure.

1. 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.

2. 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.

3. 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.

4. 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:

<table>
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<tr>
<th>State</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Illinois</td>
<td>The Deputy Director Board of Higher Education-State of Illinois 4 West Old Capitol Plaza Room 500 Springfield, IL 62701</td>
</tr>
<tr>
<td>Ohio</td>
<td>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: <a href="mailto:bpsr@scr.state.oh.us">bpsr@scr.state.oh.us</a></td>
</tr>
<tr>
<td>Indiana</td>
<td>Executive Director Indiana Commission on Proprietary Education 302 West Washington Street, Room 201 Indianapolis, Indiana 46204 (800)227-5695 or 317/232-1320</td>
</tr>
<tr>
<td>Michigan</td>
<td>Department of Energy, Labor &amp; Economic Growth P.O. Box 30004 Lansing, MI 4890 Phone: 517-373-1820 Fax: 517-373-2129</td>
</tr>
<tr>
<td>Any students</td>
<td>The Higher Learning Commission 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604</td>
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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 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](http://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 than 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**
Student Affairs

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.

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 College’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 College’s policies prohibit use of the College 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.)
Student Affairs

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 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, Mart Campus, 312-777-8646, rderose@aii.edu
   Non-academic matters: Rae DeRose, Human Resource Generalist, Mart Campus, 312-777-8646, rderose@aii.edu

   Cincinnati
   Academic matters: Dr. Kenneth Spencer, Dean of Academic Affairs, 513-833-2468, kespencer@aii.edu
   Non-academic matters: Bonnie Byrne, Dean of Student Affairs, 513-833-2403, bbyrne@aii.edu

   Detroit and Troy
   Academic matters at Detroit: Karen Clerk, Dean of Academic Affairs, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377. 248-675-3817, kclerk@aii.edu
   Academic matters at Troy: Maria J. Aguerri-Gomez, Associate Dean of Academic Affairs, 1414 E Maple Road, Suite 127, Troy, MI 48083
   Non-academic matters: Leslie Toth, 248-675-3841

   Schaumburg
   Academic matters: Dr. Robert L. Brown, Dean of Academic Affairs, 847-585-4535, rbrown@aii.edu
   Non-academic matters: Amrita Nijjar, Human Resources, 847-585-4529, anijjar@aii.edu

   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 The Illinois Institute of Art will investigate the allegations. 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 twenty calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The President’s decision shall be final.

5. Insert 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 HYPERLINK “http://www2.ed.gov/about/offices/list/ocr/index.html”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 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 persons bringing forward allegations of harassment or discrimination. The following persons have been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the non-discrimination policy:

Chicago and Tinley Park
Academic matters: Rae DeRose, Human Resource Generalist, Mart Campus, 312-777-8646, rderose@aii.edu
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Non-academic matters: Leslie Toth, 248-675-3841

Schaumburg
Academic matters: Dr. Robert L. Brown, Dean of Academic Affairs, 847-585-4535, rbrown@aii.edu
Non-academic matters: Amrita Nijjar, Human Resources, 847-585-4529, anijjar@aii.edu

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); Chane12 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.
**Student Affairs**

**TelephoneNumber 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.

**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 & Administration

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<th>Education</th>
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</thead>
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### 2012-2013 Academic Calendar

#### Fall Quarter 2012
- First Day of Fall Quarter: Monday, October 1, 2012
- Mid-Quarter Start: Thursday, November 8, 2012
- Thanksgiving Day: Thursday, November 22, 2012
- Day After Thanksgiving Day: Friday, November 23, 2012
- Last Day of Fall Quarter: Saturday, December 15, 2012
- December Holiday: Monday, December 24, 2012
- Christmas Day: Tuesday, December 25, 2012
- New Year’s Holiday: Monday, December 31, 2012
- New Year’s Day: Tuesday, January 1, 2013

#### Winter Quarter 2013
- First Day of Winter Quarter: Monday, January 7, 2013
- Martin Luther King Day: Monday, January 21, 2013
- Mid-Quarter Start: Thursday, February 14, 2013
- President’s Day: Friday, February 22, 2013
- Last Day of Winter Quarter: Saturday, March 23, 2013

#### Spring Quarter 2013
- First Day of Spring Quarter: Monday, April 1, 2013
- Good Friday: Friday, March 29, 2013
- Mid-Quarter Start: Thursday, May 9, 2013
- Memorial Day: Monday, May 27, 2013
- Last Day of Spring Quarter: Saturday, June 15, 2013

#### Summer Quarter 2013
- Independence Day: Tuesday, July 4, 2013
- First Day Summer Quarter: Monday, July 10, 2013
- Summer Mid-Term Start: Thursday, August 15, 2013
- Labor Day: Monday, September 2, 2013
- Last Day of Summer Quarter: Saturday, September 21, 2013
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