

**GEN202 Spanish II (4 credits)**

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

**GEN225 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 and GEN105)

**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 and 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 and 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 and 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, politics and cultures became increasingly interrelated. This course helps students understand the economic, political and cultural transformations of the global society in which they live. (Prerequisite: GEN101 and GEN105)

**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 and 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 and 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 of large and small-scale groups, social interactions, ideologies, conformity and social deviance, and/or social stratification. (Prerequisite: GEN101 and GEN105)

**GEN250 Topics in Mathematics (4 credits)**

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

**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: GEN101 and GEN105)

**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: GEN150)

**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 and GEN105)

**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 and GEN105)

**GEN266 Biology and the Human Organism (4 credits)**

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

**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 and GEN105)

**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 and 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 and 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 and GEN105)

**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 and GEN105)

**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 and GEN105 and GEN150)

**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)

**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 from the past – students will explore the interaction between how we think and how we live. (Prerequisite: GEN102 and one course from GEN205-GEN233)

**GEN335 20th Century World History (4 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 and 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)

**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)

**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)

**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)

**GWDB101 Applications & Industry (4 credits)**

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

**GWDB102 Rapid Visualization (4 credits)**

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

**GWDB103 Digital Illustration (4 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.

**GWDB111 Introduction to Layout Design (4 credits)**

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

**GWDB112 Typography – Traditional (4 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.

**GWDB113 Fundamentals of Web Page Scripting (4 credits)**

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

**GWDB122 Typography – Hierarchy (4 credits)**

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

**GWDB213 Timeline Animation & Interaction (4 credits)**

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

**GWDB303 Interactive Motion Graphics (4 credits)**

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

**GWDB305 Art Direction (4 credits)**

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. (Permission of Academic Program Chair/Coordinator)

**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 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, licensing, and franchising laws, employer/employee relationships, and specific applications as they relate to the lodging, food and beverage, meeting, convention, and exposition management industries.

**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: CULB102)

**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: CULB208 and HM224 and CULB206)

**HM260 Hospitality 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. 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, CULB206)

**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)

**HM350 Casino/Club Management (4 credits)**

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

**HM440 Lodging Operations (4 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 operation. (Prerequisite: HM260)

**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.

**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)

**IC402 Career Development (4 credits)**

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

**ID202 Interior Design Associate Portfolio (2 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. (Prerequisite: Permission of Academic Program Chair/Coordinator)

**ILD100 Concepts in Illustration (4 credits)**

Using variety of media, students will explore how to articulate an idea or concept through innovation in the creation of conceptual images. Students will be exposed to ideation through the research and study of the creative process as it relates to illustration. Students will recognize and express feeling and emotion through visual language. (Prerequisite: FND105)

**ILD208 Intermediate Drawing (4 credits)**

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

**ILD205 Advanced Life Drawing (4 credits)**

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

**ILD209 Fundamentals of Painting (4 credits)**

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

**ILD215 Illustration Studio I (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, value, composition and function. Students will produce illustrations that explore the various markets in Illustration using a combination of traditional and digital media. (Prerequisite: ILD205 and GWDB103)

**ILD235 Conceptual Illustration (4 credits)**

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

**ILD310 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 appropriate for illustration applications. (Prerequisite: ILD209 and ILD205)

**ILD320 Commercial 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: ILD209 and ILD205)

**ILD330 Advanced Digital Illustration (4 credits)**

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

**ILD350 History of Illustration (4 credits)**

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

**ILD360 Graphic Novel (4 credits)**

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

**ILD370 The Business of Illustration (4 credits)**

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

**ILD380 Illustration Studio II (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: ILD215 and ILD310)

**ILD390 Book Illustration (4 credits)**

Students will research and identify current movements in book illustration. Using a combination of traditional and digital illustration techniques, students will produce a quarter-long book illustration project. (Prerequisite: ILD360 and ILD330)

**ILD400 Professional Practices in Illustration (4 credits)**

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

**ILD410 Product & License Illustration (4 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: ILD380)

**ILD415 Portfolio (4 credits)**

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

**ILD420 Digital and Web Portfolio (4 credits)**

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

**ILD430 Internship (4 credits)**

This monitored program gives upper-level students the opportunity to work part-time with cooperating employers relating to the field of Illustration. Students are required to keep a log, communicate weekly with faculty, and maintain attendance requirements. (Prerequisite: ILD370 and Permission of Academic Program Chair/Coordinator.) 132 internship hours required.

**INTB101 Architectural Drafting (4 credits)**

This course is an introduction to the basic drafting techniques, terminology, and symbols used on drawings, including use of drafting equipment, lettering, plan and elevation construction with an emphasis on proper line weight, quality, and scale.

**INTB102 Introduction to Interior Design (4 credits)**

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

**INTB103 CAD I (4 credits)**

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

**INTB105 Sketching & Ideation (4 credits)**

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

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

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

**INTB111 Space Planning (4 credits)**

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

**INTB112 Design Basics 3D (4 credits)**

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

**INTB201 Textiles, Materials & Specifications (4 credits)**

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

**INTB202 Presentation Techniques (4 credits)**

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

**INTB203 CAD II (4 credits)**

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

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

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

**INTB211 Codes & Regulations (4 credits)**

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

**INTB212 Residential Design I (4 credits)**

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

**INTB232 Lighting Design (4 credits)**

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

**INTB262 Construction Documents (4 credits)**

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

**INTB302 Residential Design II (4 credits)**

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

**INTB306 Professional Practice (4 credits)**

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

**INTB313 Digital Modeling (4 credits)**

This course introduces students to 3D modeling software as a communication tool. Students produce design solutions volumetrically as part of the design process. Students will also apply camera and lighting techniques as they apply to interior environments. (Prerequisite: INTB203)

**INTB322 Interior Detailing & Mechanical Systems (4 credits)**

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

**INTB332 Environmental & Sustainable Design (4 credits)**

This course covers the principles and practices of sustainable and environmental design as applied to a design project. (Prerequisite: INTB211)

**INTB342 Commercial Design (4 credits)**

This course is the design and presentation of a complex commercial project with emphasis on universal and barrier free design as well as the workplace environment. (Prerequisite: INTB211)

**INTB352 Hospitality Design (4 credits)**

This course is the design and presentation of a team-based hospitality project with emphasis on innovation and creativity. (Prerequisite: INTB342)

**INTB402 Senior Studio I (4 credits)**

Students select a subject based on their individual career aspirations and develop a project of a substantial scope. Emphasis is on real-world needs that could be better met through more responsible interior design and architecture. Content includes problem identification, analysis of user needs, observation and information gathering. Ultimately a design program and schematic solution are prepared that will be further developed into a complete design solution in Senior Studio II for an interior environment that will better support the psychological and physiological health, safety and welfare of the public. (Prerequisite: INTB306)

**INTB406 Internship (4 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 seek entry to the field when they graduate. (Prerequisite: Permission of Academic Program Chair/Coordinator; International Students must receive permission from International Student Advisor.) 132 internship hours required.

**INTB409 Portfolio I (4 credits)**

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

**INTB412 Institutional Design (4 credits)**

This course is the design and presentation of an Institutional Project with emphasis on anthropometrics, human factors, and human behavior. (Prerequisite: INTB342)

**INTB422 Senior Studio II (4 credits)**

In this culminating studio course, students continue the development of a viable solution for the project initiated in Senior Studio I. Skills from the entire program are leveraged into a final portfolio project motivated by environmentally sound, cost-effective and responsible design practices. (Prerequisite: INTB402)

**LNPT101 Launchpoint (0 credits) – offered at the Schaumburg Campus**

Launchpoint is a series of not-for-credit workshops offered at no additional charge and available to all students of The Illinois Institute of Art-Schaumburg. These workshops focus on providing resources to assist students in their studies and academic success at the college. The types of workshops can include: using campus technology, using campus resources, networking, budgeting, time management, study skills, and academic professionalism. The series is available for any new student enrolling with less than 24 earned college credits. Students registering this series of workshops will show a “pass” on their transcript for the course upon successful completion.

**MAA217 3D Modeling (4 credits)**

Through critical analysis, the student will apply basic design principles to the solution of visual problems using elements of 3D design. The student will conceptualize 3D coordinate systems, construct 3D models, and apply them to geometric construction. Only for students in VFX program. (Prerequisite: DPH242 or FND135)

**MAA221 Storyboarding (4 credits)**

This course focuses on applying industry-standard storyboarding and scripting techniques to animation. Contents to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script. Only for students in VFX program.

**MAA227 Materials & Lighting (4 credits)**

In this class students will be introduced to materials, textures and lighting strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures. Only for students in VFX program. (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. Only for students in VFX program.

**MAA336 3D Visual Effects & Compositing (4 credits)**

Effects animation takes students through the basics of making special effects. Students will be using such tools as particles, soft bodies, dynamics and expressions to create several scenes. Only for students in VFX program.

**MAA337 Hard Surface & Organic Modeling (4 credits)**

This course covers advanced modeling techniques used for building organic and hard surface objects and environments. Only for students in VFX program.

**MAAB101 Language of Animation & Film (4 credits)**

Students explore fundamentals of animation through a historical survey. This course will consider trends and genres of animated film in a variety of media.

**MAAB102 Life Drawing & Gesture (4 credits)**

In this introductory course on drawing the human figure, students will continue developing their drawing skills. Course will focus on an interpretation of the human body, based on major masses organized by gestural line. Line of action, gesture, motion, measurement, and foreshortening will be covered in this course. (Prerequisite: FND110)

**MAAB111 Animation Principles (4 credits)**

Students will explore and implement the principles of animation through projects that emphasize analyzing real-world movement, adapting that movement for the animation medium, and creating the illusion of life. (Prerequisite: MAAB102)

**MAAB112 Short Format Storytelling (4 credits)**

This course introduces students to short format storytelling and the various elements of an effective story. Students will also translate a written story into visual elements in a storyboard.

**MAAB202 Character & Object Design (4 credits)**

This course focuses on designing and drawing characters or objects for animation using line to accurately delineate the form. Attention is given to appropriate proportion and form for an animated character or object. Characters and objects are created using various media. (Prerequisite: MAAB102)

**MAAB204 Acting & Movement for Animators (4 credits)**

The course is an introduction of acting as a tool of research through studies of animated movement. Characters' personality, expression, motivation, body language, and posture will be studied through classroom exercises in a variety of media. (Prerequisite: MAAB111)

**MAAB213 3D Modeling (4 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: FND150)

**MAAB222 Storyboarding & Animatics (4 credits)**

This course focuses on applying industry-standard storyboarding techniques for animation. Topics to be covered include the various purposes, formats, terminology, and concepts used in the creation of storyboards and animatics with audio. (Prerequisite: MAAB112)

**MAAB223 Hard Surface & Organic Modeling (4 credits)**

This course covers modeling techniques used for building organic and hard surface objects and environments. Students will utilize industry standard techniques to produce 3D objects. (Prerequisite: MAAB213)

**MAAB232 3D Animation (4 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: MAAB213)

**MAAB233 Motion Graphics (4 credits)**

This course is an introduction to timeline based compositing for both creative and technical processes. (Prerequisite: FND135)

**MAAB242 Character & Technical Modeling (4 credits)**

In this course students will use advanced modeling techniques to create 3D characters and detailed visualizations of engineered objects and spaces. Students will research and create models based on anatomy and technical reference materials using industry standard techniques. Students also illustrate the physical effects of lighting, textures, and movement for animation and visualizations. (Prerequisite: MAAB223)

**MAAB243 Material & Lighting (4 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: MAAB223)

**MAAB302 3D Character Animation (4 credits)**

This is an advanced level 3D animation course building on techniques learned from previous modeling and animation courses. Students will learn how to apply real life action sequences to characters. (Prerequisite: MAAB242)

**MAAB303 3D Character Rigging (4 credits)**

This course is an introduction to the fundamentals of character setup. The character rig will be tested by animation assignments. During the course each student will create, set up and test a character model. (Prerequisite: MAAB223)

**MAAB312 Animation Studio (4 credits)**

Students will use advanced animation techniques to create, design, produce and edit a fully realized concept. (Prerequisite: MAAB302)

**MAAB313 Advanced Lighting & Texturing (4 credits)**

In this class students will continue their exploration of and expand on their knowledge of materials, textures, lighting and rendering strategies to add detail and realism to objects without adding complexity to the model. Students will simulate real world surfaces and textures. (Prerequisite: MAAB243)

**MAAB323 Emerging Technologies for Animation (4 credits)**

This course examines delivery methods of animation for various platforms. Students explore the capabilities and limitations of delivery systems and distribution methods, Assets will be generated and delivered based on given technical requirements for mobile and other platforms. (Prerequisite: MAAB232)

**MAAB333 Dynamics and Simulation (4 credits)**

This course takes students through the process of making visual effects through the creation and control of dynamic simulations. Students will emulate properties of real world phenomena. (Prerequisite: MAAB232)

**MAAB343 Pre-Production Team (4 credits)**

This course will expose students to the pre-production processes used in animation and related industries. The primary components of the course will be a thorough review of all pre-production activities and project management. Students will participate in production teams and will focus on planning of all aspects of an animation production. (Prerequisite: Permission of Academic Program Chair/Coordinator)

**MAAB363 Advanced Illustration for Production (4 credits)**

Students will refine their illustration techniques through an advanced study of illustration media while solving design problems related to a variety of print and online venues. Personal style will be emphasized while students create an illustration portfolio using appropriate rendering techniques as well as typography. Deadlines and professional presentation will be stressed throughout the course. (Prerequisite: FND135)

**MAAB403 Production Team (4 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: MAAB343)

**MAAB406 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 seek entry to the field when they graduate. (Prerequisite: Permission of Academic Program Chair/Coordinator; International Students must receive permission from International Student Advisor.) 132 internship hours required.

**MAAB409 Portfolio Production (4 credits)**

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

**MAAB419 Portfolio Presentation (4 credits)**

In this class students complete the portfolio process. Students assemble portfolios, web sites, resumes, marketing and self-promotion materials into a comprehensive presentation. Students participate in a thesis exhibition. (Prerequisite: MAAB409)

**PHOB101 Principles of Photography (4 credits)**

Students will identify basic photographic tools and their intended purposes, including the proper use of aperture, shutter speed, ISO, focal length, and light metering. Students will analyze photographs and produce their own visually compelling images by employing professional photographic techniques and digital workflow.

**PHOB102 Introduction to Photography Applications (4 credits)**

Introduces the student to an overview of vector, raster, and time-based software tools used in the digital media industry. It sets expectations for future classes regarding standards for files, their construction and delivery within the classroom and professional studio.

**PHOB103 Digital Image Management (4 credits)**

Introduces digital photographic workflow and asset management. Students become acquainted with the terms, concepts and processes of photographic editing. Areas of instruction include image acquisition, management, global and local adjustments and modes for output.

**PHOB105 Photojournalism (4 credits)**

Addresses the photography as a narrative or illustrative medium used in support of the text content of publications. Students are shown examples of photojournalism and will be required to produce their own renditions. (Prerequisite: PHOB101)

**PHOB112 Photographic Design (4 credits)**

Students demonstrate their ability to define and solve advanced design problems. Students will analyze the characteristics and purposes of various problems and then offer clear and creative solutions for each. The students are expected to communicate ideas using symbolism appropriately. (Prerequisite: PHOB102)

**PHOB113 Lighting (4 credits)**

Students will be introduced to the basic concepts and principles of lighting for photography. Fundamentals of recognizing and controlling both natural and studio lighting with emphasis on the quality, quantity, and direction and its effect on the photographic image. (Prerequisite: PHOB101)

**PHOB115 History of Photography (4 credits)**

The history of photography through the discussion of recognized photographers and their influences on society and provides a framework for critically considering photographs through describing, interpreting, evaluating and theorizing. Students are expected to write papers and review exhibitions. (Prerequisite: GEN101)

**PHOB122 View Camera Theory (4 credits)**

Working individually and in teams, students will utilize large format cameras both in the studio and on location, working with various light sources. Students will develop a frame of reference for their own work by examining the effective and ineffective characteristics in various examples of art and design. (Prerequisite: PHOB101)

**PHOB123 Color Management & Printing (4 credits)**

Students learn and apply the techniques of digital color management including building and applying color profiles. The course covers the calibration of devices to produce consistent, predictable color. Students will refine printing skills and theory to create a benchmark for quality digital output. Students will develop proficiencies in file preparation, resolution selection, print-profiling, paper selection and soft-proofing techniques. (Prerequisite: FND135)

**PHOB202 Studio Photography (4 credits)**

Students will develop the ability to solve visual communication problems through assignments designed to challenge their skills in lighting, camera operation, and commercial applications. All aspects of studio photography are discussed from lenses to lighting and people to products. This course emphasizes in-camera image production and problem solving. (Prerequisite: PHOB122)

**PHOB203 Photographic Post-Production (4 credits)**

Students research, develop concepts, and execute digital montage methods to produce creative and surrealistic imagery not possible in the camera moment. Students will apply channels, masks, blending modes, vector tools, selections, filters and layers to photographs. In addition the course will cover post-production techniques, including retouching and compositing. (Prerequisite: PHOB112)

**PHOB205 Advertising / Art Direction (4 credits)**

Students will learn photographic techniques directed toward contemporary advertising. In this production-driven class, students will explore various client scenarios to produce studio and on-location images. (Prerequisite: PHOB223)

**PHOB208 Business of Photography (4 credits)**

An overview of current trends and an assessment of the skills and materials necessary for a student to comprehend small business operations and/or make themselves a productive member of a commercially viable team.

**PHOB209 Portfolio I (4 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. (Permission of Academic Program Chair/Coordinator)

**PHOB213 Time-Based Media I (4 credits)**

Introduces students to the technical components integral to time-based media and its relationship to photography. Students expand their knowledge of capturing, downloading, editing, and outputting digital audio and image files using time-based media software. (Prerequisite: PHOB101), PHOB102)

**PHOB222 Web Design for Non-Majors (4 credits)**

Introduces some of the techniques, tools, software applications, and technologies associated with web development and interactive design for web. Students learn how to build a basic website using current HTML standards while incorporating an object-oriented programming language, various multimedia, or other interactive solutions. (Prerequisite: PHOB102)

**PHOB223 Advanced Lighting (4 credits)**

Synthesizes previously introduced lighting skills for products and people in both the studio and on location. Emphasis is placed on the creative application of lighting technique and style. (Prerequisite: PHOB202)

**PHOB232 Portraiture (4 credits)**

Students learn basic portrait techniques applicable to general portraiture and consumer, corporate, advertising, and editorial photography. Emphasis is placed on creating the visual narrative through the effective use of portraiture techniques. (Prerequisite: PHOB202)

**PHOB233 Advanced Photographic Post-Production (4 credits)**

Students continue to develop and refine concepts to create images using advanced digital montage methods. Through planning and research students will apply advanced compositing techniques in order to create a series of digital illustrations exemplary of contemporary creative photography. (Prerequisite: PHOB203)

**PHOB242 Editorial Photography (4 credits)**

Editorial photography is an exploration of the non-fiction narrative delivered through a variety of media. The class is devoted to subject research and creative photography. Emphasis is placed on storytelling, the production process and contemporary media output methods. (Prerequisite: PHOB105)

**PHOB302 Location Photography (4 credits)**

Explores the special needs of location photography. The tools and logistics of shooting on location are covered. Students develop photographic problem solving skills. (Prerequisite: PHOB223)

**PHOB303 Time-Based Media II (4 credits)**

Focuses on conceptual development, visual communication and storytelling through the use of time-based media. (Prerequisite: PHOB213)

**PHOB307 Photographic Essay (4 credits)**

Students will develop an extended photographic narrative. Students produce a set of imagery that conveys a story or idea that has written narrative support. Photographs will be analyzed not only for their stand-alone creative content, but also for their ability to introduce transition and conclude an essay with maximum visual effect. Multiple delivery platforms are considered. (Prerequisite: PHOB303)

**PHOB317 Photography Criticism (4 credits)**

Offers an in depth study into photographic criticism. To assist students in developing a vocabulary for critically analyzing photographs, they will look carefully at contemporary critical thought. Further study will examine how personal beliefs and cultural values are expressed and represented in photography. (Prerequisite: PHOB115)

**PHOB406 Internship (4 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 seek entry to the field when they graduate. (Prerequisite: Permission of Academic Program Chair/Coordinator; International Students must receive permission from International Student Advisor.) 132 internship hours required.

**PHOB408 Photography Marketing & Portfolio Package (4 credits)**

Students will finalize a complete self-promotional and marketing package incorporating the knowledge acquired during the program. The developed materials will target a specific market in alignment with their career goals. (Prerequisite: PHOB209)

**PHOB419 Portfolio II (4 credits)**

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

**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: FND105 or ART100)

**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: FND135 or DPH242)

**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.

**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 Broadcast 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 or 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. 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: MAA228)

**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: DFV300)

**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 multi-camera program. (Prerequisite: VFX307)

**WDIM110 Designing for Multimedia Display (4 credits)**

This course focuses on the creation of textual content for different display formats of multimedia. Students study the characteristics of creating text for webpages, mobile devices, and other display media. Students also learn to conduct effective research for media writing projects.

**WDIM120 Writing for Interactive Media (4 credits)**

This course focuses on the planning, scripting, and storyboarding for a variety of media productions. Students learn unique characteristics and techniques of media writing and apply them to interactive media production purposes. Students also learn to conduct effective research for media writing projects. (Prerequisite: ART110)

**WDIM130 Fundamentals of Interactive Design (4 credits)**

This course introduces students to the history, trends, terminology, and concepts in the field of interactive design. Through materials presented in the course, students become familiar with the roles and responsibilities of people working in the field, professional organizations, and significant organizations. Students are also introduced to the basic concepts and tools for developing interactive media applications. Sequence: follows WDIM110 for students in Web Design & Interactive Media program.

**WDIM160 Web Scripting (4 credits)**

Students develop, refine, and enhance programming skills as they apply to the World Wide Web. The appropriate skills needed to design, develop, and produce practical applications with a specific scripting or programming language are stressed. Students gain experience developing applications using HTML and other languages. Integration of application software is emphasized. (Prerequisite: WDIM130)

**WDIM210 Project Management (4 credits)**

This course provides students with experiences in managing web development projects. Students will develop timelines, job descriptions, priority lists, and all facets of introductory project management. Projects may be individual or team based. Emphasis is placed on communication and business goals, media and delivery platform. Students develop an interface prototype alternative that meets the goals of the project. (Prerequisite: WDIM110)

**WDIM225 Interactive Authoring I (4 credits)**

Students acquire the skills to develop, design, and produce web pages of advanced quality. Students continue to build on previous knowledge of html, css, JavaScript and use of Dreamweaver. Multiple page websites with high levels of interactivity and content are created. (Prerequisite: WDIM110 for degree-level students)

**WDIM230 Fundamentals of Authoring (4 credits)**

Students acquire skills within an industry standard authoring environment to create highly interactive websites using animation techniques.

**WDIM260 Web Animation (4 credits)**

This is an advanced course that applies motion graphics as an integrated interactive solution. Students script interaction, sequencing, and motion for interactive projects created for the web. (Prerequisite: WDIM225)

**WDIM265 Advanced Web Scripting (4 credits)**

Students acquire the skills to develop, design, and produce web pages of advanced quality. (Prerequisite: WDIM225)

**WDIM300 Database Management (4 credits)**

This course focuses on how to design, write and implement stand alone databases using popular database management systems. Students become familiar with the differences between databases and database management systems. Students learn the advantages of relational structures over flat file formats as well as how to construct queries, forms, reports and macros. Students plan, design and build databases and also learn some of the tools used in the design process. (Prerequisite: WDIM225 or Permission of Academic Program Chair/Coordinator)

**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 Program Chair/Coordinator)

**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 Program Chair/Coordinator)

**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 Program Chair/Coordinator)

**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 Program Chair/Coordinator)

**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 E-Portfolio (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 Program Chair/Coordinator)

**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 and WDIM435)

## Admission 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 Diploma (GED) Certificate (or HiSET test for students in the State of Illinois). 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.

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 250 words describing how The Illinois Institute of Art will help them in obtaining their goals.

### ADMISSIONS REQUIREMENTS FOR AUDIO PRODUCTION

#### Overview:

The Illinois Institute of Art has an admission requirement that a student who is accepted into Audio Production must have earned a high-school grade-point-average (HSGPA) of at least 2.5 in order to enter the program. However, for students who do not meet the 2.5 HSGPA requirement, an additional level of consideration is needed to address whether they may, in fact, be qualified for entry into the Audio program. Note that the following procedures apply only to those who do not meet the normal 2.5 HSGPA requirement.

#### Addition Level of Consideration to Audio Production Requirement:

Math ability is the key component needed by an applicant, as well as a clear "fit" between the applicant's goals and the school's Audio outcomes. For that reason, the following steps can be taken when the applicant does not meet the HSGPA requirement:

1. An interview with the Academic Director or Coordinator of the Audio Production Program to ascertain the student's goals in the program and estimate the student's likelihood of success.
2. An assessment of the applicant's math ability through:
  - a. A review of the student's transcripts to see the quality of math courses taken, and the student's performance; or
  - b. A review of placement test results in the math area; or
  - c. A review of standardized test math scores, e.g. SAT or ACT

Note that this will be a holistic process using the results of the interview and math assessment so that the Academic Director or Coordinator can make a final decision regarding the student's suitability for the program.

### ADMISSIONS REQUIREMENTS FOR GAME ART & DESIGN

#### Overview:

The Illinois Institute of Art has an admission requirement that a student who is accepted into Game Art & Design must have earned a high-school grade-point-average of at least 2.5 in order to enter the program. However, for students who do not meet the 2.5 HSGPA requirement, an additional level of consideration is needed to address whether they may, in fact, be qualified for entry into the Audio program. Note that the following procedures apply only to those who do not meet the normal 2.5 HSGPA requirement.

### **Addition level of consideration to Game Art & Design Requirement:**

Drawing ability is a key component needed by an applicant in Game Art & Design, along with ability in math. For that reason, the following steps can be taken when the applicant does not meet the HSGPA requirement:

1. Look more closely at the portfolio to ascertain drawing ability. A good portfolio could result in a decision to admit a student whose high-school academic performance was substandard.
2. An assessment of the applicant's math ability through:
  - a. A review of the student's transcripts to see the quality of math courses taken, and the student's performance; or
  - b. A review of placement test results in the math area; or
  - c. A review of standardized test math scores, e.g. SAT or ACT
3. As needed, an interview with the applicant by the Academic Director or his/her designee(s) to ascertain the applicant's ability to be successful.

Note that this will be a holistic process using the results of the interview and math assessment so that the Academic Director can make a final decision regarding the student's suitability for the program.

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 HiSET test for students in the State of Illinois) or an official copy of his/her high school diploma. Students eligible for financial aid will not receive financial assistance until documentation of high school completion is provided. An applicant who holds a bachelor's or associate's degree may submit proof of that degree as evidence of satisfying the high school completion requirement. High school applicants who have not yet graduated should submit a partial transcript that indicates their expected graduation date in order to be evaluated for early conditional acceptance.

Individuals with portfolios or previous education are evaluated during the admission process for potential advanced placement.

The Illinois Institute of Art (the "College") is committed to non-discrimination and equal opportunity in admissions, employment, programs, and activities in accordance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments on 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act. The College does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, genetic marker, veteran's status or any other characteristic protected by state, local or federal law, in our programs and activities. Applicants requiring additional educational or tuition assistance will be referred to appropriate government agencies or other special educational institutions equipped to handle such situations. For information, please contact the Senior Director of Admissions.

The College reserves the right to request any additional information necessary to evaluate an applicant's potential for academic success.

### **Application Procedures**

An application for admission must be completed and signed by the applicant, and submitted to the College. An applicant (as well as the parent or guardian, if applicable) will be required to sign an enrollment agreement prior to the beginning of classes. 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, Media Arts & Animation and Game Art & Design programs must submit an entrance portfolio. The portfolio must meet the entrance standards determined by each of the applicable 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 Program Chair 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.

### **ADMISSION COMMITTEE LITERACY REVIEW ESSAY POLICY**

A student must demonstrate literacy, defined as the ability to read and write at a level that allows him or her to be successful in a college level course, with reasonable remediation allowed, in order to be accepted into The Art Institutes. The admission essay will be assessed by a faculty/academic committee (ADCOM) and scored at one of two levels: Meets standard or Does not meet standard. No student may be admitted to an Art Institute without an essay that Meets Standard. An essay may only be rewritten one time for each start, and any appeal decision by the Dean or his or her designee is final. The evaluation of writing ability is useful in determining the applicant's compatibility with the program's course of study and in determining the applicant's ability to write and develop ideas according to the rules of Standard English.

#### **I. Essay Requirements**

- a. Applicants must write an essay of at least 250 words, answering the following prompts:

**What are your career goals and how do you expect your education at The Illinois Institute of Art to help you attain them? In what ways will you participate and commit to your education in order to be successful?**

- b. The documents/directions to be provided to the student are in Procedures for ADCOM Literacy Review Student Handout.
- c. All prospective students must be assessed for college readiness in literacy except applicants who have attended another Art Institute and who have documentation of an accepted essay to that school in the student file.
- d. If an applicant was accepted by another Art Institute and did not attend, or if the applicant attended and failed or withdrew from all classes, the student must apply through the normal admissions process.
- e. All members of ADCOM and admissions staff will be trained on the essay and the rubric.
- f. Scoring on the rubric is as follows:
  - i. Meets Standard: Student is considered literate and may be accepted as long as all other admission requirements are met.
  - ii. Does not meet standard: Student does not meet the literacy standard and may not be accepted even if all other admission requirements are met.
  - iii. Students will be notified of their essay results in writing by the admissions office.

#### **II. Appeals Process (Rewrite).**

- a. The student may request to rewrite the essay only one time for each start and is advised to first meet with the appropriate academic official (Dean of the Campus or his or her designee) to discuss his or her score. That official may not be a member of the Admissions Committee (ADCOM.)
- b. The applicant must submit the appeal (rewrite) essay to the Admissions representative (Enrollment Processor/Admissions Office Manager) for processing prior to the start date.
- c. The Essay rewrite must follow the same requirements and guidelines as indicated in section I.
- d. Any decision on the results of the rewrite is to be considered final.
- e. The applicant must meet ALL admissions requirements for full acceptance to the school.

### **The Art Institute High School Graduation Validation Policy**

An applicant must be a high school graduate, possess a recognized high school equivalency (GED - General Education Diploma or HiSET test for students in the State of Illinois) or have an associate's degree (of at least two full academic years) that fully transfers to a bachelor's or higher degree from a recognized accredited institution. Students can meet the High School graduation requirement by submitting an official academic transcript that shows at a minimum a completed two-year program that is acceptable for full credit toward a bachelor's degree at the school from which the two-year degree was earned.

Applicants to a graduate program may present a bachelor's degree as a form of proof of graduation from high school. Accreditation requirements must adhere to DCEH's list of acceptable accreditation.

A student who is home-schooled must be able to present a high school credential evidencing that he or she completed secondary education or complies with applicable State requirements for home-schooling in the State in which the student resided during home-schooling.

The military document DD214 is NOT an acceptable means of proving high school/GED (or HiSET test for students in the State of Illinois) completion.

There are specific types of diplomas that are not acceptable at The Art Institute locations (See Definitions):

- Certificate of Performance
- Certificate of Completion
- Certificate of Attendance
- Certificate of Achievement
- Modified Diploma
- Fast Track Online Degree
- Special Education Diploma.

A stand alone "Certificate of Completion" does not suffice for admission to The Art Institutes.

Should you receive a transcript with one of these types of diplomas, you must:

1. Immediately notify the ADA and S/DOA regarding this issue. The ADA/S/DOA will notify the applicant.
2. The application paperwork may NOT be submitted to Admissions Committee for review. Either the applicant must receive a regular (Traditional) diploma or take the GED (or HiSET test for students in the State of Illinois) with passing test scores. If this is not an option, **the application will need to be academically rejected after notification.**

Students who have conflicting documentation in their file regarding completion of a high school diploma must have this situation resolved before the conclusion of the student's first quarter (**No Later than COB Week 9 or prior to final exams**) with consultation of the Art Institute Chief Academic Officer or his/her designee as needed.

### **Acceptance notification**

The College will notify the applicant, in writing, of his or her acceptance. In the event the student is not accepted, -the enrollment agreement is null and void.. An applicant has the right to appeal the decision of the Admissions Committee. For information please contact the Senior Director of Admissions.

### **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 two 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 Student Admissions Policy**

All international students must meet the same admissions standards as all other students when seeking to enroll in Illinois Institute of Art ("ILIA") locations. Please refer to *Admissions Requirements*. Those international students applying to SEVP-certified schools and

requiring the school's sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. ILIA requires nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with an ILIA International Admissions Representative for more detail.

**Important International Student Disclosure** – International students attending Art Institute locations under F-1 visas (Form I-20) are required to maintain a “full course of study” during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the “full course of study” requirement. Please note that not all Art Institute locations offer online courses. Speak with an admissions representative for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the international student advisor to ensure all requirements of their visa statuses are met.

For The Illinois Institute of Art- Chicago, The Illinois Institute of Art- Schaumburg and The Art Institute of Michigan:

### **ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP**

International students requiring an ILIA Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary if applicable)
- English language translation(s) of education transcripts and diplomas, if applicable
- If used to meet admissions requirements above, official credential evaluation of post-secondary, non-U.S. transcripts and diplomas required for admission. NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization
- Proof of English Language Proficiency (see English Language Proficiency Policy)
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor's Statement of Support, if required)
- Photocopy of student's “bio-info” page of passport to provide proof of birth date and citizenship
- For all nonimmigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card
- For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019
- Transfer Clearance Form for students currently in F, M, or J status at another institution

### **English Language Proficiency Policy**

As the lectures, seminars, materials, and discourse which comprise programs of study at ILIA are presented in English, ILIA requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) (or HiSET test for students in the State of Illinois) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English

- Completes (with passing grades in all courses) English 101 or 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

<b>Minimum Acceptable Proof of English Language Proficiency Standard</b>			
<b>ELP TEST</b>	<b>DIPLOMA</b>	<b>AS/BS</b>	<b>GRAD.</b>
TOEFL PAPER	480	500	550
TOEFL i-BT	54-55	61	79-80
IELTS	Level 5.5	Level 6.0	Level 6.5
American College Testing (ACT) English	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Pearson	42	44	53
Michigan English Language Assessment Battery (MELAB or "Michigan Test")	73	80	85
Scholastic Aptitude Test (SAT)-English Section**	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526	572
TOEIC (Academic Test)	650	700	750

\*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 (or HiSET test for students in the State of Illinois) 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.

Please contact an international student admissions representative for questions about acceptable alternative measures of English Language Proficiency.

## **Special Programs**

### **College Bound**

College Bound is a year round program offered at all Illinois Institute of Art and now online. The program allows high school juniors and seniors to take college-level foundational course work relating to fashion, design, and media arts. Courses typically on campus on Saturday mornings for 11 weeks. A summer intensive program is also offered on campus. Online classes are 5 ½ weeks long and participation requires students to meet technology and software.

Students who successfully complete a course receive a Certificate of Completion and are able to invite their friends and family to an online showcase highlighting their portfolio of work and achievement. Students also have the opportunity, upon enrollment with Illinois Institute of Art, to request proficiency credit for the equivalent course. Completion of each course can prepare students to request up to 3 or 4 proficiency credits toward their degree program, depending on their enrollment location and program selection.

While College Bound courses are offered as non-credit, it is the exact college level course you would take otherwise, taught by a credentialed Illinois Institute of Art faculty member. College Bound is challenging and rigorous but can help prepare students to begin their creative arts education ahead of their peers.

## Tuition and Fees

### The Illinois Institute of Art – Chicago

Program of Study	Credit Hours	Program Length (Qtrs)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Culinary Arts	90	6	66	\$483	\$2,100	\$950	\$645	\$47,165
Fashion Merchandising	90	6	66	\$483		\$800	\$349	\$44,619
Graphic Design	90	6	66	\$483		\$250	\$349	\$44,069
Hospitality Management	90	6	66	\$483		\$450	\$400	\$44,320
<b>Bachelor of Applied Science (BAS)</b>								
Culinary Management	180	12	132	\$483	\$2,100	\$1,250	\$645	\$90,935
<b>Bachelor of Arts (BA)</b>								
Advertising	180	12	132	\$483		\$450	\$349	\$87,739
Fashion Marketing & Management	180	12	132	\$483		\$1,300	\$349	\$88,589
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Filmmaking & Video Production	180	12	132	\$483		\$1,100	\$701	\$88,741
Digital Photography	180	12	132	\$483		\$1,000	\$349	\$88,289
Fashion Design	180	12	132	\$483		\$1,100	\$630	\$88,670
Game Art & Design	180	12	132	\$483		\$1,600	\$349	\$88,889
Graphic Design	180	12	132	\$483		\$450	\$349	\$87,739
Illustration & Design	180	12	132	\$483		\$750	\$349	\$88,039
Interior Design	180	12	132	\$483		\$1,600	\$627	\$89,167
Media Arts & Animation	180	12	132	\$483		\$1,350	\$349	\$88,639
<b>Bachelor of Science (BS)</b>								
Audio Production	180	12	132	\$483		\$1,150	\$879	\$88,969
Hospitality Management	180	12	132	\$483		\$850	\$400	\$88,190
<b>Diploma (D)</b>								
Baking & Pastry	51	5	55	\$483	\$1,400	\$700	\$645	\$27,378
Culinary Arts	53	4	44	\$483	\$1,400	\$650	\$645	\$28,294

## The Illinois Institute of Art – Schaumburg

Program of Study	Credit Hours	Program Length (Quarters)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Fashion Merchandising	90	6	66	\$483		\$1,150	\$349	\$44,969
Graphic Design	90	6	66	\$483		\$1,350	\$349	\$45,169
Web Design & Interactive Media	90	6	66	\$483		\$1,200	\$349	\$45,019
<b>Bachelor of Arts (BA)</b>								
Advertising *	180	12	132	\$483		\$3,000	\$329	\$90,269
Fashion Marketing & Management	180	12	132	\$483		\$1,150	\$349	\$88,439
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Filmmaking & Video Production	180	12	132	\$483		\$1,150	\$372	\$88,462
Digital Photography	180	12	132	\$483		\$850	\$349	\$88,139
Fashion Design	180	12	132	\$483		\$1,150	\$630	\$88,720
Game Art & Design	180	12	132	\$483		\$1,150	\$349	\$88,439
Graphic Design	180	12	132	\$483		\$1,350	\$349	\$87,639
Illustration & Design	180	12	132	\$483		\$400	\$349	\$87,689
Interior Design	180	12	132	\$483		\$1,700	\$627	\$89,267
Media Arts & Animation	180	12	132	\$483		\$1,300	\$349	\$88,589
Visual Effects & Motion Graphics	180	12	132	\$483		\$1,300	\$372	\$88,612
Web Design & Interactive Media	180	12	132	\$483		\$1,200	\$349	\$88,489
<b>Bachelor of Science (BS)</b>								
Audio Production	180	12	132	\$483		\$750	\$879	\$88,569
Hospitality Management	180	12	132	\$483		\$850	\$400	\$88,190
<b>Diploma (D)</b>								
Digital Design	36	3	33	\$483	\$0	\$600	\$349	\$18,337
Web Design & Interactive Communications*	48	4	44	\$483		\$800	\$329	\$24,313

## The Art Institute of Michigan

Program of Study	Credit Hours	Program Length (Quarters)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Culinary Arts	90	6	66	\$437	\$2,250	\$1,150	\$645	\$43,375
Fashion Merchandising	90	6	66	\$437		\$1,025	\$349	\$40,704
Graphic Design	90	6	66	\$437		\$800	\$349	\$40,479
Interior Design	90	6	66	\$437		\$1,150	\$627	\$41,107
Web Design & Interactive Media	90	6	66	\$437		\$750	\$349	\$40,429
<b>Bachelor of Applied Science (BAS)</b>								
Culinary Management	180	12	132	\$437	\$2,250	\$2,175	\$645	\$83,730
<b>Bachelor of Arts (BA)</b>								
Fashion Marketing & Management	180	12	132	\$437		2,025	\$349	\$81,034
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Photography	180	12	132	\$437		\$2,050	\$349	\$81,059
Graphic Design	180	12	132	\$437		\$1,600	\$349	\$80,609
Interior Design	180	12	132	\$437		\$2,225	\$627	\$81,512
Media Arts & Animation	180	12	132	\$437		\$2,150	\$349	\$81,159
Web Design & Interactive Media	180	12	132	\$437		\$1,200	\$349	\$80,209
<b>Bachelor of Science (BS)</b>								
Audio Production	180	12	132	\$437		\$1,875	\$879	\$81,414
<b>Diploma (D)</b>								
Baking & Pastry	51	4	44	\$437		\$725	\$645	\$23,657
Culinary Arts	53	4	44	\$437	\$1,500	\$700	\$645	\$26,006

\*These programs are no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

<sup>1</sup>Labs fees above represent the total for the program and are charged per course or quarter. Lab fees are treated as tuition for refund purposes.

<sup>2</sup> Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. Students who do not opt out will not need to purchase textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook. The Digital Textbook charge is \$50 per course for most courses; however, some

courses may have more than one Digital Textbook and carry a Digital Textbook charge of \$75 per course.

<sup>3</sup>The starting kit is optional and consists of basic equipment and materials needed for beginning each program. A list of the components of the starting kit is provided to each enrolled student. These materials may be purchased at the school or at most supply stores. Kit prices do not include applicable sales tax and are subject to change.

<sup>4</sup>Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase.

### **Digital Bookshelf And Digital Textbooks**

The school is enhancing the learning experience by converting traditional textbooks to electronic media. A majority of courses will have a Digital Textbook associated with the course. Courses that include a Digital Textbook will be noted in the registration material. Students enrolling in a course that includes a Digital Textbook will incur an additional Digital Textbook charge, in addition to the course tuition. Students that opt out of using digital textbooks for that course will not incur the additional Digital Textbook charge. Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. Students that do opt out will be responsible for purchasing the required textbook. The Digital Textbook Charge allows student access to the Electronic Library and HTML versions of the textbook(s), and in some cases, other electronic media, which is integrated into the course.

If a student was charged for a Digital Textbook in a previous course and the student is required to use the same Digital Textbook for another course, the student will not incur the Digital Textbook charge again since students have access to the Digital Textbook for up to ten years. On average the price of the Digital Textbook charge is less than the retail price of the textbook(s) for each course, with the added benefits of no shipping charges, immediate access to the materials, and interactive features that accompany the Digital Bookshelf.

### **Provision For Books And Supplies**

Students who are Title IV eligible and are expected to receive excess Title IV funding will receive a stipend for the lesser amount of either their presumed excess Title IV funding or their book and supply budget to provide students the ability to purchase books (for courses that do not use Digital Textbooks) and supplies by the seventh (7th) day of the course start date within the payment period.

As described below, by the seventh (7th) day of each course start date within the payment period, The Art Institute will provide a method for students to obtain their books and supplies required for their courses.

- For newly enrolled students, a starting kit provided by The Art Institute consisting of basic equipment and materials needed for beginning each program and charged to the student account.
- For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by The Art Institute to be automatically redeemed with The Art Institute's contracted third-party vendor and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student. A detailed listing of charges is disclosed on The Art Institute's Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute's method, the student account will not be charged and the student is responsible for purchasing the required books and supplies for her/his courses. For courses using a Digital Textbook, the charge will be reversed on the student account after the Add/Drop Period.

Starting kit and Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on The Art Institute's Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of The Art Institute's method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

The student may request a modification at any time for a subsequent payment period, regarding her or his choice to use The Art Institute’s method to obtain books and supplies, but not retroactively, by contacting the Student Financial Services or Student Accounting Department.

**Refund Policy**

Examples of the calculations for these policies are available in the Student Accounting Office

As allowed under Federal, state, and accreditation agency rules, the refund policy may be changed. Students will be notified approximately sixty (60) calendar days in advance of any changes. Students dropping all courses in a term are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive Federal student aid are also subject to the Return of Title IV Funds Policy.

**Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled On-Ground**

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended, please see the Refund Policy Prior to Class Start section of the enrollment agreement and catalog.

The school provides all new applicants seeking a first-time enrollment in any on-ground undergraduate program of study, including hybrid programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student’s first scheduled class, whichever is later (referred to as the “Initial Period”).

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28 <sup>th</sup> = 1 <sup>st</sup> Scheduled Class		1
April 29 <sup>th</sup>	1 <sup>st</sup> Day of Initial Period	2
April 30 <sup>th</sup>	2	3
May 1 <sup>st</sup>	3	4
May 2 <sup>nd</sup>	4	5
May 3 <sup>rd</sup>	5	6
May 4 <sup>th</sup>	6	7
May 5 <sup>th</sup>	7 <sup>th</sup> = Last Day of Initial Period	8
May 6 <sup>th</sup>	Initial period over – student is eligible to be reviewed for full admission	9

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student's first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9<sup>th</sup>) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

#### Cancellation Refund Policy Student Examples for On-Ground Students:

##### Example 1:

- 1 Student's first scheduled class is January 5th.
- 2 Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).
- 3 Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.
- 4 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

##### Example 2:

- 1 Student's first scheduled class is January 5th.
- 2 Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
- 3 Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
- 4 Student would be eligible for Title IV, veteran's benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since he or she became a regular student after January 11th (the 7th day).
- 5 Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Starting kits purchased from The Art Institutes will only be subject to the refund provisions, found above, if returned to the school in condition for resale within twenty-one (21) calendar days from the first scheduled class.

### **Refund Policy Prior to Class Start**

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 the Enrollment Agreement will be considered a student.

1. The school will notify the student, in writing, of his or her acceptance or rejection. In the event that a student is not accepted by the school, all tuition, fees, and other charges will be reversed and any monies paid will be refunded.
2. The applicant may cancel the contract and receive a full refund of all monies paid if cancellation is made in writing to the Director of Admissions and mailed or delivered to the school at the address stated herein prior to the beginning of class or within six (6) business days of signing the Enrollment Agreement, whichever is later, and making an initial payment.
3. If the student has not visited the school prior to enrollment, 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 school 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.
4. 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.

### **Refund Policy after Class Start**

In the event of withdrawal by a student or termination by the school 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 officially withdraw from school by notifying the Office of the Registrar in person or in writing. The termination date will be the student's last date of attendance. If the student stops attending without notifying the Office of the Registrar, the school shall determine the date of withdrawal. This determination date will be considered the notification date for refunding purposes. Refunds due shall be paid within thirty (30) calendar days of the notification date, unless the student is withdrawing at the end of the quarter.
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. A student who must withdraw due to documentable mitigating circumstances, such as extreme illness or personal emergency, that make it impractical for the student to complete the quarter, may file an appeal requesting an adjustment to his/her account balance for the term in which the student withdrew. A written appeal must be submitted to the Dean of Academic Affairs or the Appeals Committee for review. The written appeal must be supported with appropriate documentation of the mitigating circumstance(s). If the student's appeal is approved, the student may be eligible to receive a financial credit, to be determined by the school, to the student account balance at the time of return.

7. A separate lease agreement and refund policy exist for a student who leases housing accommodations arranged by the school. The school 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 (5 ½) 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 (2) 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. If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the term but withdraws completely from school prior to the start of a subsequent session within the academic term, the adjustment of charges based on the student's last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student's last date of attendance within the academic term will be reversed for the Institutional Refund Policy, or State Refund Policy, where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges include the entire period in which the student registered.

11. If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

### **Adjustment of Charges**

In accordance with the school policy, the school will earn tuition and fees as follows, based on the student's last day of attendance:

#### Quarter Start or Single Course:

Day 1 – \$50 total

Days 2 and 3 – \$300 total

Day 4 through Week Four – 20%

Weeks Five and Six – 70%

After Week Six – 100%

#### Mid-Quarter Start or Single Course:

Week One – 25%

Week Two – 50%

Week Three – 75%

After Week Three – 100%

## **Return of Federal Title IV Aid**

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term, the student earns one hundred (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 (5) or more days, it will reduce the term length. If the scheduled break is before the student's last date of attendance (LDA), it will also reduce the calendar days completed. If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. 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 loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered to the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV calculation as described in the Enrollment Agreement will be applied to the applicable session attended using the session start and end dates.

## **Online Course Withdrawal**

Refund Policy for Online Course Withdrawal: Students who withdraw from a Session I or Session II online course after the add/drop period are treated the same way as if they withdrew from an on-ground class. Session II classes begin the day after Session I classes and run five and one-half (5 ½) weeks. The ending date of the second session may not coincide with the ending date of the on-ground classes.

## **Financial Aid Refund Distribution Policy**

All students receiving financial aid who withdraw from the program may have to return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule which follows:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other federal, state, private, or institutional aid programs, if required by the program
8. Students

## **Kits, Components of the Kits, Books, or Supplies 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 school 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.

## **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.

The Art Institutes are dedicated to serving and assisting our students. A student who encounters issues that require him/her to discontinue attendance in his/her course(s) within or following a quarter, but intends to continue taking courses in a subsequent quarter, may request to reenter and register for the appropriate term. The student must complete a Withdrawal Form obtained by contacting his/her Academic Counselor or the Office of the Registrar. Students who

provide a return start date may be scheduled into new or retake courses. Students may also request a re-entry appointment with Financial Aid during the official withdrawal process. The date of determination would be the date the student provides notice. All students will be subject to the necessary refund policies as outlined.

A student who withdraws from a program before the end of week nine (9) of an eleven (11) week term (before the end of week four (4) of a five and one-half (5 ½ week term) will be assigned a “W” code for each course within that quarter. Every course for which a student receives an “F”, a “UF”, or a “W” grade/code must be repeated and completed with a passing grade in order to graduate. The original grade/code and the subsequent passing grade(s) will remain on the record for reference purposes. However, when a course is successfully repeated, only the passing grade will be computed in the grade point average. Tuition is charged for repeated courses.

When a final course grade has been established and recorded in the student record, the grade may not be changed without approval by the Academic Director or Chair and the Dean of Academic Affairs. Withdrawals and failed courses can affect the student’s Incremental Completion Rate and ability to succeed.

For the purpose of determining a refund, a student is deemed to have withdrawn from a course of instruction when any of the following occur:

1. The student notifies the school of withdrawal or of the date of withdrawal.
2. The school terminates the student’s enrollment in accordance with institutional policies.
3. The student exceeds the number of absences allowed in accordance with institutional policies, and must be withdrawn from school. The date of withdrawal shall be deemed the last date of recorded attendance.
4. All refunds and return of funds will be made within thirty (30) calendar days of the date of determination.

### **Scholarships**

The Illinois Institute of Art is dedicated to the success of students pursuing creative careers. Talented individuals from across the United States and internationally are sought to complement the student population. To support this commitment, The Illinois Institute of Art offered the following scholarships. The actual amount of scholarships awarded can vary at the sole discretion of The Illinois Institute of Art. (available at all campuses unless otherwise indicated)

#### **The Illinois Institute of Art Merit Scholarship (available only at the Novi campus)**

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.

#### **Prostart® (Advance Placement Credits) (available only at the Chicago and Novi campuses)**

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.)

#### **National Prostart® Invitational (available only at the Chicago and Novi campuses)**

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 DCEH 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 (available only at the Chicago and Novi campuses)**

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 DCEH High School Department at 800-275-2440 for more information and scholarship details.

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.)

### **Careers Through Culinary Arts Program (CCAP) Tuition Scholarship**

High school seniors graduating in 2018 who are enrolled in a C-CAP culinary program may compete for one \$50,000 tuition scholarship to be used for either a two or four-year Culinary Arts (AS) or Culinary Management (BS) degree program at The Art Institute of Phoenix. Tuition scholarships are not redeemable for cash. The tuition scholarship covers academic tuition only and may not be applied against fees, housing, living expenses, or program supplies and may not be transferred between affiliate schools.

For more information on how to apply for C-CAP, speak to the C-CAP Director at your high school, visit [www.ccapinc.org](http://www.ccapinc.org), or call 212-974-7111.

Terms of the scholarship are as follows:

- The chosen winner agrees to sign a Memorandum of Understanding accepting their award by July 1, 2018
- The winner must submit their Application and Enrollment Agreement for the July 2018 Summer Quarter
- The winner must begin their program of study in the July 2018 Summer Quarter
- Students must maintain satisfactory academic progress by completing an 18-month Associate Degree program in 21 months or a 36-month Bachelor Degree program in 39 months.
- Students must maintain a GPA of 2.5 or higher to retain the scholarship. The scholarship will be suspended in quarters where the cumulative grade point average falls below 2.5
- The scholarship covers tuition only, valued at \$50,000. The scholarship will be awarded in the form of a tuition credit and will be prorated over the length of the program. It may not be applied against fees, living expenses, housing, supplies or other non-tuition related expenses.

### **Skills USA Championship (available only at the Chicago and Novi campuses)**

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/](http://www.skillsusa.org/)

### **The Imagine American Scholarship (available only at the Chicago and Novi campuses)**

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](http://www.imagine-america.org) for more information.

### **The Art Grant**

The Art Grant can earn new and current students a grant award toward your tuition on average of up to 20% for Bachelor's degree programs and up to 15% for Associate degree programs. For every 12 credits earned, as you maintain continuous enrollment and satisfy other eligibility criteria, you can earn an Art Grant to be applied to tuition. The Art Grant is offered at all Art Institutes schools except for The Art Institute of Vancouver and The Art Institute of Pittsburgh—Online Division. Amounts vary by location. Check with the school you're considering attending for exceptions and details.

## **Early Acceptance Grant**

The Early Acceptance Grant is designed to provide a \$1,000 tuition award to incoming Art Institutes students with unmet financial need. To qualify, you must be accepted into The Art Institutes, complete all steps in the financial aid process, and accept this grant no later than Tuesday, May 1, 2018.

## **Academic Achievement Scholarship (for The Illinois Institute of Art – Chicago and The Illinois Institute of Art – Schaumburg only)**

Deadline: Students need to begin classes by August 16, 2018

The Academic Achievement Scholarship allows qualifying new students to earn up to a 20% tuition scholarship, up to \$17,388, by maintaining an honors level Grade Point Average (GPA) and completing community service related projects in their field of study while attending as a full-time student.

### **ENTRY REQUIREMENTS & CRITERIA**

Student must be registered for full time as defined in the catalog.

ACT and SAT scores recommended but not required.

Must have a cumulative GPA of 3.5 to 4.0 from high school or prior college; transcripts must be provided for verification.

Must maintain a cumulative GPA of 3.5 to 4.0 while attending.

Three letters of recommendation; combination of high school guidance counselor and teachers or three teachers or community leaders.

Must show portfolio of work

- 1st and 2nd year recipients must complete two community service projects in their field of study and submit the projects to be reviewed by a committee.
- 3rd year recipients must complete one community service project in their field of student and submit the project to be reviewed by a committee.

Must remain continuously enrolled, with no breaks in enrollment.

Must maintain Satisfactory Academic Progress (SAP), as defined in the catalog.

Must be enrolled in a Certificate, Diploma, Associate degree, or Bachelor degree academic program at one of The Art Institute locations.

Must have the Memorandum of Understanding completed, signed, dated, and on file with the institution in order for the Scholarship to be disbursed.

Employees or eligible immediate family members participating in the DCEH Tuition Voucher Program are not eligible to participate in the Scholarship program.

Maintain a GPA of 3.8 to 4.0 on a cumulative basis each quarter to receive up to a 20% tuition scholarship value, up to \$17,388. \*

Maintain a GPA of 3.5 to 3.79 on a cumulative basis each quarter to receive up to a 15% tuition scholarship value, up to \$13,041. \*

\*The Scholarship amount is based on the initial award. In the event the student earns a higher or lower cumulative GPA in a subsequent quarter, if applicable, the student must maintain the cumulative GPA identified from the initial award in order to continue receiving the Scholarship. Your actual total grant award may vary by program, degree, amount of credits to be completed in a program after the effective date of Academic Achievement Scholarship availability, violations of school policies, or breaks in enrollment. Your total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Check with the school for exceptions and details.

## **Academic Achievement Scholarship (for The Art Institute of Michigan only)**

Deadline: Students need to begin classes by August 16, 2018

The Academic Achievement Scholarship allows qualifying new students to earn up to a 20% tuition scholarship, up to \$15,300, by maintaining an honors level Grade Point Average (GPA) and completing community service related projects in their field of study while attending as a full-time student.

### **ENTRY REQUIREMENTS & CRITERIA**

Student must be registered for full time as defined in the catalog.

ACT and SAT scores recommended but not required.

Must have a cumulative GPA of 3.5 to 4.0 from high school or prior college; transcripts must be provided for verification.

Must maintain a cumulative GPA of 3.5 to 4.0 while attending.

Three letters of recommendation; combination of high school guidance counselor and teachers or three teachers or community leaders.

Must show portfolio of work

- 1st and 2nd year recipients must complete two community service projects in their field of study and submit the projects to be reviewed by a committee.
- 3rd year recipients must complete one community service project in their field of student and submit the project to be reviewed by a committee.

Must remain continuously enrolled, with no breaks in enrollment.

Must maintain Satisfactory Academic Progress (SAP), as defined in the catalog.

Must be enrolled in a Certificate, Diploma, Associate degree, or Bachelor degree academic program at one of The Art Institute locations.

Must have the Memorandum of Understanding completed, signed, dated, and on file with the institution in order for the Scholarship to be disbursed.

Employees or eligible immediate family members participating in the DCEH Tuition Voucher Program are not eligible to participate in the Scholarship program.

Maintain a GPA of 3.8 to 4.0 on a cumulative basis each quarter to receive up to a 20% tuition scholarship value, up to \$15,300. \*

Maintain a GPA of 3.5 to 3.79 on a cumulative basis each quarter to receive up to a 15% tuition scholarship value, up to \$11,475.\*

\*The Scholarship amount is based on the initial award. In the event the student earns a higher or lower cumulative GPA in a subsequent quarter, if applicable, the student must maintain the cumulative GPA identified from the initial award in order to continue receiving the Scholarship. Your actual total grant award may vary by program, degree, amount of credits to be completed in a program after the effective date of Academic Achievement Scholarship availability, violations of school policies, or breaks in enrollment. Your total tuition charges may be impacted by course drops, course withdrawals, or failing grades. Check with the school for exceptions and details.

### **Certificate/Diploma Unmet Financial Need Based Grant**

(Available only at The Illinois Institute of Art – Chicago, The Illinois Institute of Art – Schaumburg, and The Art Institute of Michigan)

The Art Institute would like to assist new students wishing to pursue a certificate or diploma program at The Art Institute ground campuses \*. This grant is available to a limited number of recipients who demonstrate unmet financial need for the overall program cost after financial planning and financial aid is determined. Unmet need is determined based the student's expected family contribution (EFC) and the remaining balance of the total program charges minus all eligible aid. In order to receive the grant, students must have an overall program balance due of greater than \$1,800.

Eligible students must be enrolled in a certificate or diploma program, actively attending classes and maintain continuous enrollment throughout the program, attend at least half-time, be in good academic standing, and meet the Satisfactory Progress Policy requirements. Grant disbursements will be made to the student's account at the end of each term in which the student meets and maintains the eligibility requirements.

A pre-assigned grant fund is allotted to each campus and will vary in the number of grants available to recipients at each individual campus. Funding is limited, so offers are made on a first-come, funds-available basis. The grant amount awarded to eligible students will vary based on the overall unmet financial need for the program and the maximum

program grant will range from \$2,700 to \$5,550 as outlined below, assuming the student continues to meet the eligibility requirements.

Grant funds will be awarded as follows:

Student	EFC	Unmet Need	Maximum Program Grant Amt up to:	Maximum Quarterly Grant Amt up to:
Independent/Dependent	0	1800 +	\$2,700	\$450
Independent/Dependent	1-2500	1800+	\$2,700	\$450
Independent/Dependent	2500-5500	3200+	\$4,320	\$720
Independent/Dependent	5500+	6300+	\$5,550	\$925

In the event that the student’s enrollment is terminated either by the student or the institution, including but not limited to withdrawal, cancellation, academic termination, financial termination, or expulsion; or in the event that the student fails to fulfill the terms of the grant, the student will lose eligibility for any new grant disbursements.

Credit balances resulting from the grant are not refundable and are not redeemable for cash.

\* Ground Campus locations Include: The Art Institute of Atlanta; The Art Institute of Charleston; The Art Institute of Virginia Beach; The Art Institute of Nashville; The Art Institute of Washington; Miami International University; The Art Institute of Tampa; The Art Institute of Ft. Lauderdale; The Art Institute of Raleigh – Durham; The Art Institute of Dallas; The Art Institute of Charlotte; The Art Institute of California – San Diego, a campus of Argosy University, The Art Institute of California - San Francisco, a campus of Argosy University, The Art Institute of California - Hollywood, a campus of Argosy University, The Art Institute of California - Inland Empire, a campus of Argosy University, The Art Institute of California - Orange County, a campus of Argosy University, The Art Institute of California - Sacramento, a campus of Argosy University; The Illinois Institute of Art – Chicago, The Illinois Institute of Art - Schaumburg, The Art Institute of Michigan; The Art Institute of Houston; The Art Institute of Portland; The Art Institute of Seattle; The Art Institute of San Antonio; The Art Institute of Austin; The Art Institute of Indianapolis; The Art Institute of Phoenix; The Art Institute of Las Vegas; The Art Institute of Colorado; The Art Institute of Pittsburgh; and The Art Institute of Philadelphia.

**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 DCEH 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. All Illinois Institute of Art campuses may offer this scholarship at different times.

**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.

**Military and Veteran Institutional Scholarship Opportunities**

The Art Institutes are proud to offer institutional scholarship opportunities to qualifying military and veteran students. Eligibility is based upon current or former military affiliation or relationship to a current military service member. Documentation will be required to prove eligibility. School personnel will be able to advise you regarding available scholarships, eligibility requirements and required documentation.

## **Military Personnel**

The Art Institutes are pleased to offer a military tuition scholarship of 10% to eligible Active Duty, Active and Drilling members of the Reserve and National Guard and service member spouses as well as dependent children who are receiving military or veteran education benefits.

In addition to the 10% tuition scholarship, the online location's military tuition scholarship will also offset the cost of the online lab fee for eligible Active Duty, Active and Drilling members of the Reserve and National Guard and service member spouses.

## **Veterans**

For all programs at the online location, The Art Institutes offer eligible veterans as well as their dependents (spouses and children) who are receiving veteran education benefits the military tuition scholarship of 10%.

## **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 three campuses of The Illinois Institute of Art.

## **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. Financial aid is available to those students who qualify.

## **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 [fafsa.ed.gov](https://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**

The Illinois Institute of Art participates in the following programs:

### **Federal Pell Grant**

To be eligible for a Federal Pell Grant, students must have a financial need as determined by the results of the FAFSA, make application, prove U.S. citizenship or permanent resident status, be able to show graduation from high school or its equivalency, not owe a refund on a federal grant nor be in default on a federal loan, and maintain satisfactory academic progress in school.

### **Federal Supplemental Educational Opportunity Grants**

Federal Supplemental Educational Opportunity Grants (FSEOG) are for students who demonstrate exceptional financial need as determined by the results of the FAFSA (with priority given to Pell Grant recipients). FSEOG typically does not have to be repaid, but there is a limited amount of funds available.

### **Federal Subsidized Direct Loan/Federal Unsubsidized Direct loan**

The Federal Direct 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 Direct loans are need based as determined by the results of the FAFSA, and the government pays the interest on these loans while students are in school at least half time, during the grace period and during authorized deferment. Unsubsidized Direct 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.

### **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.

### **Vocational Rehabilitation Programs**

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

### **Veterans Education Act**

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region.

### **U.S. Departments of Veterans Affairs and Defense Education Benefits**

The Illinois Institute of Art school's have been approved by each respective veteran state approving agency listed below for the training of veterans and eligible veterans' dependents. Where applicable, students utilizing the Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the of the catalog in the Academic Policies section for more information). Students receiving veterans' benefits must report all prior education and training. The school will evaluate prior credit and accept that which is appropriate. Students with questions should contact the veteran state approving agency below for their school.

#### **Illinois:**

Department of Veterans' Affairs  
<http://www.illinois.gov/veterans>  
833 South Spring Street  
P.O. Box 19432  
Springfield, IL 62794-9432  
Phone: 217-782-7838  
Fax: 207-524-8394

#### **Michigan:**

Michigan State Approving Agency  
Office of Field Services - Workforce Development Agency  
<http://www.michigan.gov/wda>  
Victor Office Center; 3rd Floor  
201 North Washington Square  
Lansing, MI 48913  
Phone: 517-241-8315  
Fax: 517-335-3630

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following website: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, The Illinois Institute of Art schools are approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by the schools, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at their school to learn more about these programs and participation. For additional information, visit <https://www.artinstitutes.edu/admissions/details/military-benefits>.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [http://www.benefits.va.gov/GIBILL/Trademark\\_Terms\\_of\\_Use.asp](http://www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp).*

## **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 Provost, Deans of Academic Affairs, and the Director of Institutional Effectiveness, 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 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, practica, studio work, and other academic work leading to the award of credit hours.*

## 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 37-95 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.

## The Art Institutes Grading Policy

Repeating Courses.

1. Students who must retake a passed course may only do so in accordance with the following guidelines.
  - Retake coursework: If otherwise eligible, students may retake coursework for one of the following reasons:
    - Failed the course: Students who have failed the course and earned no credit hours.
    - Withdrawn course: Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Unearned F (UF), Failing grade (F). Please refer to the grading section of the Satisfactory Academic Progress policy for information when a W, WF, UF, F grade will be granted.
    - Stale course: By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.
    - Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, DCEH's policy, as required by Department of Education regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

## 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. You can also complete the online form on the campus website. There is a \$5.00 administrative fee per transcript requested. Release of transcripts is subject to good financial standing. A minimum of 5-7 business days processing time is usually required.

**Beginning May 2, 2018, The Illinois Institute of Art will begin charging a \$7 fee for all transcript requests.**

## 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, or Program Director/Coordinator 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.

### **Culinary Standards**

The culinary profession requires skills and abilities in the classroom and kitchen settings. As such, guidelines for students are necessary to provide appropriate expectations. Industry and kitchen standards introduced and reinforced throughout the curriculum are essential for student's success in the classroom and the industry. Abiding by local health codes is essential for safety and sanitation in the kitchen. The Art Institute is committed to equal opportunity in its culinary programs and does not discriminate on the basis of disability (or any other reason) and will make reasonable accommodations to a qualified student to enable the student to participate in culinary programs, provided that the accommodation does not jeopardize safety, pose an undue hardship, or materially alter the academic integrity of the program.

To participate in any program in The International Culinary Schools at The Art Institute, each student, with or without reasonable accommodations, must be able to safely and effectively:

- Attend and participate in both day and night shift (including first and fourth shifts) classes
- Communicate in person with co-workers, students and guests and process written and verbal instructions
- Attend and participate in laboratory and production classes of up to 6 hours in length
- Regularly lift and transport food and other culinary product, equipment, small wares and utensils weighing up to 40 pounds
- Regularly lift and transport trays with hot and cold plated foods, small wares and other items, and serve and clear tables where guests are seated
- Pour and serve liquids and beverages, including hot liquids up to temperatures of 180-185 degrees Fahrenheit (82.2 – 85 degrees Celsius)
- Use knives and other commercial cooking utensils
- Perform repetitive motion skills required in the kitchen and the food industry, such as whisking, dicing, or piping
- Handle and cook different varieties of fish, seafood, beef, pork, chicken, lamb, venison, or other meats, vegetables, and fruit products
- Handle and bake/cook using different flours – including all grains – as well as chocolate, fruits, and nuts
- Operate commercial cooking and food service equipment
- Stand or maneuver in professional or commercial kitchens, dining rooms and related facilities for up to 2 hours
- Sit on a kitchen stool or at a classroom desk for up to 50 minutes
- Visually assess, and evaluate the taste, appearance, texture and aroma of food and beverage products
- Use commercial cleaning and sanitizing equipment and materials
- Produce food products within the time parameters designated by a course objective within a class or for a hands-on cooking or baking practical

The foregoing technical standards are essential to the programs of instruction in The International Culinary Schools at The Art Institute and also reflect industry requirements and standards.

### **Late Start Policy**

Effective immediately and beginning with the Fall II (November) 2014 start, there will be **NO LATE STARTS**. A late start is defined as someone who would enter on or after the first day of the scheduled start, including the drop/add or schedule adjustment period.

In order to start at the next scheduled start, a student must be:

1. Completed and submitted an application by 5 p.m. one week before the start day (Monday – Main Start, Friday – Mid-Session Start)
2. Accepted, as defined in the ADCOM policy, planned at a 4 or 5 financial status, registered, by the Wednesday preceding the start date. (Main Start) and Monday for a mid-session start.
3. Must meet attendance and confirmation policies for the first week of class.

All placement tests must also be completed if the student is to be entered into a class that requires it; for instance, English or online. If a student is transferring credits in lieu of a placement test, transcripts (either official or unofficial) must be in the admission packet in order to place a student into the appropriate classes.

### **Orientation**

Every incoming undergraduate student, both new and re-entering, who has not earned 24 prior credits at the post-secondary level must complete the institution's web-based orientation, consisting of 23 modules, before beginning classes. Students also are strongly encouraged to attend the campus on-ground orientation program, designed to introduce them to their learning community, campus facilities, resources, and personnel provided to support them throughout their educational journey.

Students need only complete the new orientation requirements one time, regardless of whether they defer start dates or withdraw and return. Students transferring from one campus to another, without a break in enrollment, are not required to complete orientation. Students not continuously enrolled, prior to transferring, will be treated as new students and must complete the new orientation requirements, unless they have 24 earned credits or have already completed orientation requirements at their prior campus.

### **Minimum Academic Achievement Standards for Student Receiving Department of Defense Tuition Assistance**

In addition to the school's Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of "C" or higher for undergraduate courses, a "B" or higher for graduate courses and a "Pass" for "Pass/Fail" grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of "I" for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

### **Undergraduate Satisfactory Academic Progress Policy**

A student must demonstrate Satisfactory Academic Progress by successfully completing courses attempted. Completing courses with C or better grades indicates academic progress. Receiving D or lower grades and/or withdrawing from classes may put students at risk. Poor academic performance may lead to Academic/Financial Warning and/or Academic/Financial Aid Dismissal. It is very important that students attend all registered courses and complete them successfully. Should a compelling reason arise that requires a student to cease attendance, it is the student's responsibility to immediately contact the Dean of Academic Affairs or Registrar's Office.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Students who fail to meet the minimum standards of any of the above criteria will be notified by letter by the Dean of Academic Affairs or Campus Registrar within four (4) business days of determination. Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the resulting action results in Academic/Financial Aid Dismissal, a student may

appeal the Academic/Financial Aid Dismissal. If the appeal is denied, the student will remain dismissed and can no longer attend or receive Title IV aid at the Institute.

The Satisfactory Academic Progress Policy contains the following information:

- Criteria for Honors Designations
- Milestones and Evaluation Points for Satisfactory Academic Progress
- Academic/Financial Aid Warning
- Procedure for Appealing Academic/Financial Aid Dismissal
- Procedure to Apply for Re-Entry after Academic/Financial Aid Dismissal
- Academic/Financial Aid Probation and an Academic Plan
- Explanations of Related Issues

Failure to complete courses successfully for any reason may negatively affect a student's Satisfactory Academic Progress (SAP) and are considered to be punitive grades. Failing courses, being suspended or terminated from courses, or withdrawing from courses could result in the loss of financial aid and/or veterans education benefits and academic dismissal. In order for a student to graduate, the minimum requirements are a CGPA of 2.0, 66.67% ICR, and completion of the program without attempting more than 150% of the credits in the program. Refer to the Metrics of SAP section below for additional information regarding the calculation of CGPA, ICR and MTF.

While the terms Academic/Financial Aid Warning, Academic/Financial Aid Dismissal, and Academic/Financial Aid Probation are used, the status applies to all students whether receiving aid or not.

The College has the right to modify the Satisfactory Academic Progress Policy at any time.

#### **Criteria for Honors Designations**

To promote academic excellence and to recognize exemplary academic achievement, the following system is recommended for honor designations on a quarter basis and upon graduation.

#### **Quarter Honors Designations (at the completion of a quarter)**

Any student who enrolls for and completes 12 credits or more is eligible for the following designations:

<b>Quarter GPA</b>	<b>Honors Designation</b>
4.0	President's Honor List
3.7-3.99	Dean's Honor List
3.5-3.69	Honor Roll

#### **Honors Designation at Graduation**

Students who achieve a CGPA of 3.5 or better are designated as Honor Graduates. *Transitional studies courses are not considered when evaluating honors designations.*

#### **Milestones and Evaluation Points for Satisfactory Academic Progress**

*Compliance with Standards of Academic Progress is reviewed every quarter for all Certificate and Diploma programs.*

#### **Certificate and Diploma Programs:**

1. At the end of the first quarter, students must attain a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter. Students who are only participating in Transitional Studies courses are considered to be maintaining Satisfactory Academic Progress (SAP).
2. At the end of the second quarter, students must attain a minimum CGPA of 1.50 and an ICR of 50.00%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**. Students who are only participating in Transitional studies courses are considered to be maintaining SAP.
3. At the end of the third quarter, and every quarter thereafter, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Warning for one quarter unless the student was on Academic/Financial Aid Warning in his or her previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in **Academic/Financial Aid Dismissal**.

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. **Reentries:** To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Certificate/Diploma Evaluation Point Milestones (CGPA/ICR) requirements). **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**
6. 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.
7. 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.
8. 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.
9. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.
10. 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.
11. Compliance with SAP is reviewed every quarter for Certificate and Diploma programs. A student who starts or re-enters at a MID session will have that session count as an entire quarter for SAP purposes.

CERTIFICATE/DIPLOMA		
Evaluation Point	Milestones (CGPA and ICR)	Required Action
End of First Quarter	< 1.0 and/or 33.33%	Academic/Financial Aid Warning
End of Second Quarter	< 1.5 and/or 50.00%	Academic/Financial Aid Warning (if 1st time)/Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
End of Third Quarter and every quarter thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal.

Unless otherwise noted, **Academic/Financial Aid Dismissals** can be appealed. Please see the Appeal Process below.

#### **Degree Programs:**

*Degree programs are evaluated after a student has attempted three quarters and sixth quarters including portions of a quarter) during the first six quarters. After the sixth quarter, the student is evaluated at the end of each quarter. While 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 each quarter); students must achieve a minimum CGPA of 1.00 and an ICR of 33.33%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
2. At the end of the second academic year, students must attain a minimum CGPA of 2.00 and an ICR of 66.67%. Anything below these milestones will result in Academic/Financial Aid Dismissal.
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 2.00 and an ICR of 66.67%. Failure to meet these standards will result in Academic/Financial Aid Warning unless the student was on Financial Aid Warning the previous quarter. If the student was on Academic/Financial Aid Warning in the previous quarter, failure to meet these standards will result in Academic/Financial Aid Dismissal.
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.
9. Students on Academic/Financial Aid Warning are considered to be making progress toward meeting Standards of Satisfactory Academic Progress and, if otherwise eligible may receive financial aid.
10. **Reentries:** To ensure an evaluation is completed for all students in the last 12 months, an evaluation will be completed upon reentry processing using the criteria for the next applicable evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) requirements) noted in this policy. For example, if a student enrolled in October 2015 and completed the fall quarter, dropped in the Winter 2016 quarter and returned in the spring 2017 quarter of the following year, the student would have an evaluation prior to the start of the spring 2017 quarter against the next applicable evaluation point for the student. Students reviewed upon reentry will be advised based on their SAP status at the time of reentry and provided with a projection of what they will need to accomplish in order to be in compliance with SAP requirements at the next official evaluation point (See Degree Programs Evaluation Point Milestones (CGPA/ICR) and requirements). **Reentries whose evaluation does not indicate the ability to meet the next evaluation point during reentry processing will not be allowed to reenter into the program of enrollment.**

DEGREE PROGRAMS		
Evaluation Point	Both Milestones (CGPA and ICR) Must be Met	Required Action
End of First Academic Year	< 1.00 and/or 33.33%	Academic/Financial Aid Dismissal
End of Second Academic Year	< 2.00 and/or 66.67%	Academic/Financial Aid Dismissal
End of Seventh Quarter and Thereafter	< 2.0 and/or 66.67%	Academic/Financial Aid Warning (if 1st time)/ Academic/Financial Aid Dismissal (if on Academic/Financial Aid Warning)
At Any Time	Anything in excess of 150% MTF	Academic/Financial Aid Dismissal

Please note that if you do not pass the same Transitional Studies course after three attempts, the result will be Academic / Financial Aid Dismissal with no right to appeal the dismissal.

Unless otherwise noted, Academic/Financial Aid Dismissals may be appealed. Please see the Appeal Process below.

A student enrolled in Transitional Studies courses must be able to pass the same Transitional Studies course after three attempts or that student will be placed on Academic/Financial Aid Dismissal.

If the review of a student's Satisfactory Academic Progress performed at any time indicates that it is mathematically impossible to meet the minimum requirements of the Standards of Satisfactory Academic Progress policy at the next mandatory check point, the student will result in Academic/Financial Aid Dismissal from the Institution.

To be removed from Academic/Financial Aid Warning or Academic/Financial Aid Probation, a student must meet the Satisfactory Academic Progress requirements at the next applicable measuring point.

#### **Procedure for Appealing Academic/Financial Aid Dismissal**

A student who is dismissed for violating Satisfactory Academic Progress must appeal in writing to the Dean of Academic Affairs for re-entry before the start of the quarter in which he/she wishes to return. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress if re-admitted.

The Dean of Academic Affairs or an Appeals Committee will review the student's appeal and will determine within 14 business days of the date of the receipt of the appeal whether the circumstances and academic status warrant consideration for re-admission. The student may be asked to appear in person during the review process when deemed necessary by the Dean of Academic Affairs or the Appeals Committee. Upon the Appeals Committee decision, the student will be notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final. Following is a comprehensive list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special Circumstances

Students should understand that by having a mitigating circumstance it does not automatically mean the appeal will be approved. The Appeal Committee will review that the student sufficiently providing documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

A student who is successful in his or her appeal is able to apply for re-entry and if otherwise eligible, receive financial aid for one quarter; however, the student will be placed on Academic/Financial Aid Probation at the start of the academic quarter. A student on Academic/Financial Aid Probation may receive financial aid (if otherwise eligible) for one quarter. If the appeal is denied, aid cannot be paid and the student is dismissed.

Students who have an appeal denied can reapply however the passage of time by itself does not impact the Appeal Committee's decision.

The Dean of Academic Affairs is responsible for determining the appropriateness of the mitigating Circumstance in regards to severity, timing and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory academic progress at the end of the Academic/Financial Aid Probation or the end of the period of the Academic Plan. Any consideration of the conditions outside of the list provided should be discussed with the Art Institute Vice President of Academic Affairs. Student life issues and making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet Satisfactory Academic Progress will suffice as proof of mitigating circumstances as well as documentation that the student's circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodations from the institution.

If a student's appeal is successful, the student will be placed on Academic/Financial Aid Probation for one quarter (or two if eligible) following re-admittance. The student will be eligible for financial aid during the Academic/Financial Aid Probation period. Academic Advisors, Registrars, and/or Academic Department Chairs/Program Directors must develop, document and maintain as part of the appeals process a concrete Academic Plan for how a student will complete his remaining coursework and meet the minimum requirements of Satisfactory Academic Progress by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures and cannot be greater than one (1) quarter for certificate or diploma programs but for degree programs may be up to two (2) quarters if necessary for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. For students in degree programs that may have an Academic Plan for more than one quarter, the student must meet the academic targets of the Academic Plan at the end the first quarter when the student is on Academic/Financial Aid Probation and by the end of the Academic Plan, the student must meet the minimum requirements of Satisfactory Academic Progress. If the student meets the academic goals and requirements under the Academic Plan for the first quarter while on Academic/Financial Aid Probation, he or she may complete the second quarter under the Academic Plan and be eligible to receive financial aid. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal

**Registrars will ensure that Academic Advisors or Academic Department Directors have notified students in writing that they are in Academic Warning/Financial Aid Warning, Academic Probation/Financial Aid Probation, or Academic/Financial Aid Dismissal with a student signed Satisfactory Academic Progress Prediction Calculation Form.**

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last quarter of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Upon the Appeals Committee decision, the student is notified by the Dean of Academic Affairs both verbally and in writing. The Appeals Committee decision will be final.

Any student who is on Academic/Financial Aid Dismissal can no longer attend school nor get Title IV at the Institution.

#### **Academic/Financial Aid Dismissal Appeals not Allowed**

A student who attempts but does not pass the same Transitional Studies course three times is **Dismissed** and there is not a right to appeal the dismissal.

#### **Additional Appeal Procedures:**

While an appeal can be made for Maximum Time Frame, the Institution and the Art Institute Vice President of Academic Affairs must review the appeal.

If a student who has successfully appealed an Academic/Financial Aid Dismissal is later again dismissed, the student can file one additional appeal as long as the appeal is based on different mitigating circumstances from any previous appeal, the new mitigating circumstance occurred after the previous successful appeal, the student is showing significant Satisfactory Academic Progress and mathematically the student can meet the next SAP evaluation points requirements.

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

## **Explanations of Related Issues**

### ***Calculation of CGPA***

A student's cumulative grade point average is calculated by a) Multiplying credits for each course by grade points associated with the grade earned; b) Totaling the grade points earned for all the courses, and c) Dividing total grade points earned by the total number of quality credits. The Institute uses a 4.0 scale in assigning grade points. Note: that if there is a change of programs, only courses applicable to the new program will be considered in the CGPA.

### ***Transitional Studies Courses***

Many Art Institutes require academic assessments. Depending on assessment scores, students may be required to take Transitional Studies courses. Students must successfully complete such courses in order to progress in the program. Transitional Studies course credits do not count towards the total number of credits for graduation nor do they count in the CGPA. Additionally, they do not count in determining the maximum timeframe and the incremental completion rate.

While Transitional Studies course(s) are not included in the CGPA, each individual Transitional Studies course may be attempted no more than three times. Failure to pass the courses within the attempts permitted will result in dismissal from the Institution and there is no right to appeal the dismissal.

### ***Repeated Courses and Grades***

As courses are retaken, only the highest grade will count in the GPA/CGPA. All attempts are included in the credit hours attempted for the purposes of calculating the incremental completion rate (ICR). Withdrawn and failing grades are included in the maximum allowable timeframe and incremental completion rate as credit hours attempted but not earned. The grade *Incomplete (I)* is calculated as if it is an *F* for CGPA and ICR purposes until it is changed to another grade and the course will be included as credits attempted but not credits earned until it is changed to another grade.

### ***Remediation of Academic Deficiencies***

It is strongly recommended that any student with withdrawn or failing grades enroll in the same course(s) in the subsequent quarter to improve academic performance.

### ***Transfer Credits from another Postsecondary Institution***

Credits from transfer courses are calculated in the maximum allowable credits and incremental completion rate requirements as credits attempted and credits earned. Grades for credits transferred from any other postsecondary institution will be recorded as *Transfer Credit (TR)* and will not be calculated in the student's CGPA

### ***Change of Program***

Students will be allowed one change of program. Changing from a day program to an evening program of the same major is not considered a change of major. Changing from an associate's program to a bachelor's program in the same major is not considered a change of major. Courses that apply to the second major will be recorded as earned credit and will affect the student's CGPA and will be included as credits attempted and credits earned. Students who change programs must sign a new program enrollment agreement which must be filed in the student's academic file. Note: If a student is at the point of dismissal for Satisfactory Academic Progress in the first major, that student must be put on Academic/Financial Aid Dismissal, appeal the dismissal, have the appeal granted based on mitigating circumstances before transferring to the new major. Under no circumstances can a request to change majors circumvent a dismissal of Satisfactory Academic Progress.

In cases in which a student has graduated from one program in the Institution then subsequently begins work in a different program, grades earned in the first program, if applicable to the new program, will be recorded with the letter grades and thus will be included in the Cumulative Grade Point Average and will be included in the Incremental Completion Rate as credits attempted and credits earned.

### ***Transfers from another Art Institute***

A student must be maintaining Satisfactory Academic Progress in order to be allowed the opportunity of transferring from one program to another or from one school or campus to another. A student who is on Academic/Financial Aid Dismissal and wishes to transfer to another affiliated Art Institute must appeal his/her Academic/Financial Aid Dismissal at the originating school and receive reinstatement prior to the transfer. An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

Please note that course credits and applicability of those credits at each Art Institute for a program can vary from location to location. Please carefully discuss any possible transfer with the Art Institute you wish to attend.

### Grading System

At the conclusion of each course in the program, the student receives a report of his or her grade(s) for the course(s) just completed. These grades are entered also in the student's academic transcript, which is updated each quarter. The criteria for determining a student's grade shall be as follows (on a percentage of total point basis):

#### The Metrics of SAP

##### Academic Grading System

The grading system incorporates letter grades, equivalent numeric values and letter codes as follows:

Letter Grade	Quality Points
A	4.0
A -	3.7
B+	3.4
B	3.0
B -	2.7
C+	2.4
C	2.0
C -	1.7
D+	1.4
D	1.0
F	0.0*

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

#### Other Grade Codes worth Zero Quality Points:

<b>CR = Credit through examination</b>	Credits Earned/TR grade. This does not affect CGPA. They do impact ICR and MTF.
<b>I = Incomplete</b>	Affects ICR/MTF/CGPA( Computes as an F)
<b>IPA = Incomplete Pass</b>	This grade is assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which "IPA" grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as "F" on the permanent record in the term in which the grade is granted to replace the IPA. IPA does not affect CGPA/ICR/MTF.
<b>IP = In Progress</b>	This identifier is used when a student is actively registered and attending a course. This does not affect the CGPA/ICR/MTF.
<b>S = Suspension</b>	Affects ICR/MTF/CGPA( Computes as an F)
<b>NC = No Credit</b>	This grade is reserved for zero-credit courses only. Non-credit courses are not computed in the CGPA/ ICR/ MTF.
<b>NP = Not passing/Fail</b>	Does not affect ICR/CGPA This grade designation is utilized to indicate that a student did not acceptably complete a non-credited course
<b>P or PR= Proficiency Credit by Exam or Portfolio</b>	This does not affect CGPA. They do impact ICR and MTF.
<b>PA = Pass</b>	This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.

<b>SP or SA = Satisfactory/Pass</b>	This grade designation is utilized to indicate that a student acceptably completed a non-credited course. Does not affect ICR/MTF/CGPA.
<b>T = Termination from course</b>	Affects ICR/MTF/CGPA (Computes as an F)
<b>TR = External Transfer Credit</b>	Grade designation utilize for transfer credits. This does not affect CGPA. They do impact ICR and MTF.
<b>U = Unsatisfactory</b>	Indicates that a student unsuccessfully completed a non-credited course. Does not affect ICR/MTF/CGPA.
<b>F= Earned F</b>	Students who met the course requirements by completing the final assignment in the course. Final assignment includes a final exam, final project, final paper, portfolio presentation, or capstone project. If a student completed all assignments including the final assignment of the course, but did not pass the course, the F grade will be considered earned. The course's instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.
<b>UF = Unearned F</b>	Students who failed the course AND did not complete the final assignments in the course. Final assignments include, but are not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. If a student completed some or all of the other requirements in the course but did not complete the final assignment of the course and failed the course, the F grade will be considered unearned. An unearned F grade will be reflected as a "UF" grade on the transcript. The course's instructor will award this grade when appropriate. Does compute in GPA and CGPA and does count as credit attempted.
<b>W = Withdrawal</b>	When a student withdraws from the total program of study by the end of the ninth week of the quarter or from individual classes after drop/add but before the end of the ninth week of the quarter. The "W" is not used in the calculation of the GPA or CGPA but is considered attempted credits but not earned credits.
<b>WF = Withdrawal Fail</b>	When a student withdraws from individual classes or a total academic program of study after the ninth week of classes. The "WF" is calculated as an "F" in the GPA and CGPA. The "WF" also counts as attempted credits and not earned credits.
<b>WV = Waiver</b>	Commonly used when waiving a Transitional courses and does not affect ICR/MTF/CGPA

Students receive grades at the end of each quarter including midquarter. The grade report contains both the grade point average for the quarter (GPA) and cumulative grade point average (CGPA) for the program. When a course is repeated after failure, the grade earned upon repeating the class replaces the original grade in determining the grade point average, though the failing grade will still appear on the transcript.

### Repeating Courses

Grades earned in repeated courses will replace grades of 'F', 'UF', 'W', or 'WF'. Course credits with grades of 'F', 'UF', '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 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.

### **Appealing a Final Course Grade:**

A student who is concerned with a final grade in a course should initially speak with the course instructor in order to understand how the grade was derived based on the course grading criteria. If, after meeting with the instructor, the student is not satisfied with the explanation of the final grade and does not feel that the grade is justified or appropriate, the student should meet with the Program Chair or Program Coordinator to discuss the situation. If a resolution is not met at this level, the student may file an official grade appeal by submitting an Appeal Grade Change form, which includes a written account explaining their perspective as to why the grade is not appropriate based on the course grading criteria and the steps taken to remedy the situation. In addition, the student should include his or her name, phone number, and ID number. This written account should be provided to the Dean of Academic Affairs before the end of Week One of the quarter immediately following the finalized grade being appealed.

The Dean of Academic Affairs will convene a committee of qualified academic staff or faculty to review the appeal and reach a final decision. The student may be required to meet with the committee and to provide requested assignments and/or projects from the course. All decisions made by the appeal committee are final and will be communicated to the student within one business day and prior to the end of the schedule adjustment period.

### **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.

16 grade points + 9 grade points = 25 total grade points

25 grade points earned divided by 7 total hours earned = student's GPA for the quarter, 3.571 which is rounded to 3.57. Rounding occurs after the 4 digit of a CGPA is calculated and if the fourth digit is 5 or over, it is rounded up. If the fourth digit is 4 or lower it is rounded down.

A student's CGPA is computed in the same way by dividing the student's total grade points earned from all quarters/semester at The Art Institute by the student's total credit hours earned from all quarters at The Art Institute.

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

**(EARNED CREDITS at the institution + TRANSFER CREDITS Accepted)**

---

**(ATTEMPTED CREDITS at the institution + TRANSFER CREDITS Accepted)**

**The 150% MTF:** Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining. Transitional study courses do not count in this calculation.

**The 150% MTF is determined as follows:**

**TOTAL CREDITS NEEDED TO GRADUATE FROM THE PROGRAM x 1.5 =  
TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.**

## **STUDENT STATUS CHANGES AND SAP**

### **Transfer Students**

Transfer credits from other post-secondary institutions are calculated in the maximum time frame allowable credits and incremental completed rate requirements. Therefore, the maximum number of attempted credits for a student with transfer credit is still one and one-half times the number of credits required to complete a program for graduation.

Example: if a student transfers in 36 credits to a program consisting of 180 credits, the calculation would be  $180 \times 1.5 = 270$  credits. Therefore, the 36 transfer credits would be considered attempted and earned so only 234 more credits could be attempted.

Grades for credits transferred in from any post-secondary institution (including an Art Institute) will be recorded as "TR" in the Student Information System and will not affect the student's CGPA.

Students wishing to transfer from one Art Institute to another may do so only if they are in good standing at the sending school. If the student is transferring to a different institution (as defined by the Department of Education as a campus that does not share the same leading six-digit OPE-ID number), then he or she is treated as a student transferring in from an unaffiliated institution. Any student dismissed for violation satisfactory academic progress cannot transfer or be considered a New student (if they had a break in enrollment) at another affiliated Art Institute until he or she has been granted an appeal at the original school and is deemed to be making satisfactory academic progress.

### **Changes in Program**

Unless a second change is specifically approved for the specific student by the Dean, students are allowed only one change of program and must be making satisfactory academic progress at the time a request is made to change programs.

Courses taken in one program that is applicable to the second program will be transferred with the applicable grade. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the SAP CGPA (SGPA). For ICR and 150% purposes only, those courses transferred will apply to the second program will be considered.

In the formulas below, the "CHANGE OF MAJOR" adjustment factor would be those credits from the previous major that we will NOT count in the student's current major.

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

**(EARNED CREDITS in the New Program + TRANSFER CREDIT ACCEPTED) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS**

---

**(ATTEMPTED CREDITS in the New Program + TRANSFER CREDITS Accepted) minus CHANGE OF MAJOR ADJUSTMENT FACTOR FOR EARNED CREDITS**

**The 150% MTF** Only the attempted courses required in the program for which the student is currently enrolled are used in determining the number of MTF credits remaining.

The 150% MTF is determined as follows:

**TOTAL CREDITS NEEDED in the PROGRAM TO GRADUATE times 1.5 = TOTAL NUMBER OF CREDITS ALLOWED TO BE ATTEMPTED.**

### **Second Degree**

When a student has graduated from The Art Institute in one program, then subsequently begins work in a different program, grades used in the CGPA of the previous program will be applied to the student's new program CGPA calculation.

### **Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds**

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, it may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Veterans' Benefits, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office for details.

### **Schedules and Registration**

#### **Quarterly Student Registration Procedures**

The continuing enrollment registration for in-school students takes place during the seventh through 12<sup>th</sup> 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 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**

During the Schedule Adjustment Period students may add or drop courses, or change sections. The Schedule Adjustment Period begins on Monday of the first week of the quarter and concludes at the end of the first class day of the second week. Tuition is charged based on registered credits at the end of this period. Students are responsible for all charges regardless of attendance. Students who fail to attend any classes or notify the Academic Affairs Department during the Schedule Adjustment Period will be withdrawn from school. If a continuing student attends a class and withdraws from school during the Schedule Adjustment Period, the student may be financially responsible for all registered courses based on the school's Refund Policy, as published in the College's *Catalog*.

### **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 determined by the seat capacity of individual rooms. 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.

### **COURSE OFFICIAL WITHDRAWAL POLICY**

A student can officially withdraw from any class through the ninth week of an 11-week course (or through the 4<sup>th</sup> week of a 5.5-week course or the 8<sup>th</sup> week of a 10-week course) and receive a grade of "W" (Withdrawal, with no grade penalty). Course withdrawal forms must be submitted to the Registrar's Office by the close of business on Friday of week nine (week 4 of a 5.5-week course) in order to receive a "W" grade. Students receiving VA educational benefits who withdraw from a course(s) or interrupt their training will have their enrollment status for VA purposes changed and their last day of attendance reported to the VA, which will result in a loss or reduction of VA educational benefits.

A change in enrollment status will result in a loss or reduction of VA educational benefits. Benefits loss or reduction may include VA payments for tuition, fees, monthly housing allowance (MHA), and the books and supplies stipend. As a result of these benefit losses, the student may have their future eligibility for VA educational benefits reduced or may be liable for a debt to the VA.

Please note that withdrawing from courses or ceasing to pursue a course will negatively impact a student's Satisfactory Academic Progress as well as the Standards of Progress and ability to graduate. In most cases, the student will have to retake the course(s) and be charged again for the course(s). We strongly advise that the student meets with his or her academic advisor and Veterans Affairs School Certifying Official on campus before withdrawing or before the student stops attending a course(s).

Students will have their VA educational benefits reduced or terminated when they expressly request to be withdrawn from a course(s) or their training is interrupted. Please note that the Institute does withdraw both VA and non-VA students from school, if the student does not attend all of his or her registered courses for 21 consecutive days for on-ground campus classes. Online students, both VA and non-VA, who do not make at least one academically-related post in any of their online classes in a 2 week period will be withdrawn from school. In both cases, the VA will also be notified of a VA student's last day of attendance when the student is administratively withdrawn, which will result in a loss or reduction of VA educational benefits.

If the student submits the final project and/or sits for the final examination does not pass a course(s) and receives an F (sometimes referred to as an earned F), the student will be deemed to have earned the F and to be in compliance with the pursuit requirements. If the student fails but did not submit the final project and/or sit for the final exam, the student will receive an F (sometimes referred to as an unearned F) and will be deemed not to be in pursuit of the course. In situations where the student is deemed not to be in

pursuit (has an unearned F), the VA will be notified of the student's last date of attendance in that course(s), which will result in a loss or reduction of VA educational benefits.

If a student receives a W or WF, the VA will be notified that the student is no longer pursuing the course(s) and the Last Day of Attendance for each course will be provided to the VA, which will result in a loss or reduction of VA educational benefits.

## **Policies and Procedures**

The college is required by federal, state and accreditation regulations to maintain and enforce an attendance policy. Participation in classroom activities is vital to a student's successful completion of each course and is an important facet of each student's professional development. The school's Attendance Policy has been designed to reflect the demanding nature of the professional fields. The student is expected to attend all classes as scheduled, to be on time and to remain in the classes for their full duration. It is recognized that a student may be absent from class due to a serious illness or family emergency. There are no excused absences. Arrangements to complete make-up work for missed classes must be made with each individual instructor. Charges for tuition, housing, kits, transportation and all other fees are non-refundable charges regardless of circumstances.

### **Absence Categories**

**Full Absence:** A full day of absence is defined as being absent for the total number of hours classes are scheduled each day for the program in which the student is enrolled. Absences are recorded from the first day of the quarter regardless of the reason for absence.

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

### **Attendance Policy**

#### **COURSE ATTENDANCE (GROUND)**

The Art Institutes maintain an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, or examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as mastering all assigned reading. In addition, students are responsible for submitting, on time, all assignments and examinations as required in class. Although some absences are unavoidable because of illness or emergency, due to the nature of the program, there are no excused absences.

Students will not be penalized for pregnancy or related conditions, including recovery from childbirth. Students who are absent due to pregnancy or related conditions may receive an exception to the attendance policy and/or be permitted to make up missed work for as long as the student's absence is medically necessary. To avoid being administratively withdrawn, students must contact their academic advisor or registrar about the need for a pregnancy-related exception. As with other students seeking exceptions for medical-related reasons, students seeking a pregnancy-related exception to the attendance policy must provide a doctor's note indicating that the absences were medically necessary. Failure to provide evidence of medical necessity for any absence may result in the student being administratively withdrawn from school, and the student may not be allowed to make up any missed assignments. *Please note that a pregnancy exception to the attendance policy is only applicable to the current course and cannot be carried over into any subsequent courses.*

A student who is absent for *three cumulative weeks (three classes for those that meet once a week or six classes for those that meet twice a week)\_in an 11-week term* \* will be withdrawn from the course and will receive a Withdrawal (W) grade during weeks 1 through 9 of an 11 week term and a Withdrawal/Fail (W/F) grade after week 9 of an 11 week term for that course (after week 4 of a 5.5 week Mid quarter ground term\*\*) unless the student submits an appeal to remain in class that is accepted by the instructor and department director/dean. **A student is allowed only one appeal per class.** In other words, if a student submits an appeal and it is

approved, the next absence will initiate a non-appealable withdrawal from the course. The Attendance Appeal Request Form may be found in the registrar office.

#### **Appeal Process – Withdrawn from Course (Ground)**

Students who are administratively withdrawn from a single course for violating the attendance policy may submit a one-time appeal per course per term to the Dean of Academic Affairs for reinstatement into their course(s) in the active term. Students who appeal must do so in writing prior to the next class meeting for each course being requested for reinstatement. The instructor must determine that the student still has the potential of successfully completing the course(s) to earn a successful appeal. A copy of this appeal must be put into the student's file.

#### **CONSECUTIVE DAYS ABSENCE GRADING POLICY (GROUND)**

Students who are not marked present in any of their scheduled classes for fourteen (14) consecutive calendar days before the end of the ninth week of the 11 week term (week 4 of a 5.5 week Mid quarter ground term), will be withdrawn from the Institute and will receive W's (withdrawals, with no grade penalty), or if the withdrawal occurs after the end of the ninth week of an 11 week term (after week 4 of a 5.5 week Mid quarter ground term) students will be withdrawn from the Institute and will receive WF's (Failures due to late withdrawal). Calendar days include days that the student does not have any scheduled class. All calendar days that the school is not in session (e.g., school closings and holidays) do not count in the fourteen (14) calendar days as well during the active term. Students who have been withdrawn due to violation of the consecutive absence policy, but are still in good academic standing, if otherwise eligible, will be able to return the following term through the normal readmissions process. Students who have been withdrawn and the withdrawal results in a violation of the satisfactory academic progress policy (SAPP) must follow the procedure for appealing the academic dismissal.

#### **APPEAL PROCESS – CONSECUTIVE DAYS ABSENT (GROUND)**

Students who are administratively withdrawn from school for violating the consecutive days absence attendance policy may submit an appeal to the Dean of Academic Affairs for reinstatement into their course(s) in the active term based on mitigating circumstances. Students, who appeal, must do so in writing **and must include documentation of mitigating circumstances**.

Mitigating circumstances may include one of the following reasons:

1. Death of an immediate family member
2. Student illness requiring hospitalization (this includes mental health issues)
3. Illness of an immediate family member where the student is the primary caretaker
4. Illness of an immediate family member where the family member is the primary financial support
5. Abusive relationships
6. Divorce proceedings
7. Previously undocumented disability
8. Natural disaster
9. Family emergency
10. Financial hardship such as foreclosure or eviction
11. Documentation from a Professional Counselor
12. A doctor documented illness of the student for a significant period of time
13. Military deployment
14. Military Permanent Change of Station (PCS)
15. Special Circumstances

**New students at on-ground campuses who attend the first week of a course and fail to attend the second week of classes will be cancelled for the term start.**

**Continuing students at on-ground campuses who do not attend any of their classes through close of business Wednesday of the second week of classes may be withdrawn from the Institute. They must contact the campus registrar to indicate their intent to return. Additionally, the cumulative week policy (above) will still apply to any classes not attended in week 1 and beyond.**

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits. Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive "F" and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

\*Reports will be available in SIS for this information; please see Course Attendance Process.

\*\*Students in Mid quarter ground courses that meet for 5.5 weeks who miss two cumulative weeks will be withdrawn from the course and will receive a Withdrawal (W) grade before week 4 or Withdrawal/Fail (W/F) grade after week 4.

\*\*There may be additional conditions placed on veterans for pursuing their education. VA students should see their VA Student Certification Officer (VASCO).

#### **ATTENDANCE VERIFICATION**

Students may verify their attendance at any time during the term by speaking with their instructor. In addition, they may go to the campus academic advisors, program chairs, or program coordinators. Students who need information regarding their attendance will need to request it in person. Any discrepancies should be discussed with the individual instructors.

#### **QUALIFYING MILITARY SERVICE, DISASTERS, NATIONAL EMERGENCIES**

To assist individuals who are performing qualifying military service and individuals who are affected by disaster, war or other military operation or national emergency, an attendance exception may be granted. A student is declared as military deployed upon receipt of official activation orders documentation by the school. Similarly, appropriate documentation for students residing in an area declared as a disaster area must be submitted to the school. The school's registrar office will record the student's actual last date of attendance and then provide an attendance exception. If the documentation shows that the student knew she/he was going to be deployed prior to the term or course start date and still decided to start, the school will not provide this military attendance exception. For these reasons, it is required that the school personnel request deployment paperwork/orders to verify deployment status or to document evidence of a disaster area declaration prior to applying the attendance exception. The school must record the student's actual last date of attendance regardless of the exception granted.

#### **ONLINE ATTENDANCE POLICY AND SUBSTANTIVE PARTICIPATION CRITERIA (PLUS & AIPOD)**

Students taking online classes (including students taking PLUS courses) must submit at least one academically-related posting in the learning management system each full attendance week. For online classes beginning on a Monday, the full attendance week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Sunday. For online classes beginning on Thursday, the full attendance week is defined as beginning on Thursday at 12:00 a.m. MST to 11:59 p.m. MST the following Wednesday.

1. For attendance purposes, an academically-related posting can include, but may not be limited to, posting a drop box submission, posting to a threaded discussion forum, and taking a test/quiz. If a third-party system such as MyLabs is required, usage of that system may also count for student attendance if also recorded within an approved learning management system. For attendance purposes, simply logging into an online class does not count toward attendance. It does not include orientation, reading the courses or programs syllabus or activity prior to the start date of the course.
2. Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:
  1. Student submission of an academic assignment

2. Student submission of an exam
3. Documented student participation in an interactive tutorial or computer assisted instruction.
4. A posting by the student showing the students participation in an online study group that is assigned by the institution.
5. Posting by the student in a discussion forum showing the students participation in an online discussion about academic matters, and
6. An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a faculty member about the subject studied in the course.

Online students are required to meet the first week's attendance in order to be confirmed as an active student. Failure to do this could negatively impact a student's financial aid.

During the last half week of a 5.5 week class, students taking online classes must submit at least one academically-related posting in the classroom on at least one day. For online classes that end on a Wednesday, the half week is defined as beginning on Monday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Wednesday. For online classes that end on a Saturday, the half week is defined as beginning on Thursday at 12:00 a.m. Mountain Standard Time (MST) to 11:59 p.m. MST the following Saturday.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. AiPOD students who fail to meet the attendance requirements for two consecutive attendance weeks (cumulative for PLUS students) during a course will be administratively withdrawn from the course. If the student is administratively withdrawn from all current courses, the student will be withdrawn from the institution.

If the student is administratively withdrawn due to attendance on or before the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a W grade for the course. If the student is administratively withdrawn due to attendance after the last day of week 4 in a 5.5 week course (week 9 in an 11 week course), the student will receive a grade of WF for the course. The last date of attendance will be the last day where the student met the attendance requirements.

In the specific case where a student has a current course grade of F and fails to meet positive attendance in the last week of the course, the final course grade of F will be considered an unearned F as it pertains to Title IV financial aid purposes.

### **Cancellation of Classes**

Prior to opening the registration period, the Illinois Institute of Art makes every effort to provide sufficient course sections for students. The campus makes available the course schedule to students along with registration instructions and deadlines. Course offerings, instructors, days, times and class locations are not guaranteed and are subject to change at the discretion of the campus. If the campus determines that a course offering will be cancelled due to lack of enrollment or other reason, they will remove all students from the course and notify students of the change of schedule via email. Students are allowed to add or remove a course until the end of the add/drop period.

### **TRANSFER OF CREDIT**

The sections below describe the various conditions under which credits might be transferred into or out of The Art Institutes. Please contact the office of The Dean of Academic Affairs for all matters related to Transfer Credit and Program Change.

### **TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS**

**In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing. For this reason this institution does not imply, promise, or guarantee that credits earned will be accepted by another college or university.** If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or university are responsible for determining

whether that school will accept this institution's credits. Students are encouraged to initiate discussions with the potential transfer school 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 affiliated Art Institute school until he or she has been reinstated at the sending school and is deemed to be making satisfactory academic progress. (See the Student Academic Progress Policy-Transfer from another Art Institute). An affiliated Art Institute is any campus that shares the same leading six-digit OPE-ID number with the originating school. Campuses that share the same leading six-digit OPE-ID number are the same institution.

#### **TRANSFER OF CREDIT BETWEEN ART INSTITUTES SCHOOLS**

**Associate's Degree Graduates to Bachelor's Degree Programs:** Every reasonable effort will be made to ensure that all credits earned by associate's degree graduates of an Art Institutes school will transfer to the corresponding bachelor's degree program within the system. However, differing state and accrediting regulations may require additional courses at the associate's degree level. If the associate's degree completed by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to add a course(s) at the associate's degree level.

Such graduates of the related associate degree program will attain upper division status in the bachelor's degree.

Associate's degree credits earned by graduates of an Art Institutes school for which there is no corresponding bachelor's degree program will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. Under some conditions, all general education courses in the associate degree may be brought forward into the Bachelors degree program; because this may vary by state, the student attempting to transfer credits is advised to consult with the receiving institution on the policies regarding general education coursework. All conditions in the following associate's degree credits to associate's/bachelor's degree program procedure apply.

**Diploma Graduates to Associate's/Bachelor's Programs:** Every reasonable effort will be made to ensure that all credits earned by diploma program graduates of an Art Institutes school will transfer to the corresponding Associate/Bachelor's degree program within the system. If the diploma program completed by the graduate has been updated with the addition of new competencies, the Dean of Academic Affairs has the discretionary authority to require retaking the course(s) at the associate's degree level.

Such graduates of the related diploma program will attain lower division status in the associate's degree program

Diploma program credits earned by graduates of an Art Institutes school for which there is no corresponding Associate/Bachelor's degree program will be evaluated on a course-by-course basis for applicability to the new program of study. Only those courses and credits required for graduation in the new program of study will be accepted. All the following conditions in the following diploma program credits to associate's/bachelor's degree program procedure apply.

#### *Allowable Total Transfer of Credit*

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the new location. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, or from proficiency examinations, or from alternative sources of credit. Due to regulatory considerations, at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above. See the campus registrar for the minimum percentages for your campus.

## *Transcripts*

Official transcripts must be sent to the Admissions Office of the admitting Art Institutes School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance at The Art Institutes school may be considered for transfer credit at the discretion of the Dean of Academic Affairs.

### **Diploma Program Credits to Associate's/Bachelor's Degree Program:**

Diploma program credits, with a grade of "C" or better from an Art Institutes school, earned by students not awarded an diploma, will be considered for transfer to the same program at the associate's degree or bachelor's degree level. Differing state and accrediting regulations may require additional courses at the associate's degree level.

### **Associate's Degree Credits to Associate's/Bachelor's Degree Program:**

Associate's degree credits, with a grade of "C" or better from an Art Institutes school, earned by students not awarded an associate's degree, will be considered for transfer to the same program at the associate's degree or bachelor's degree level. Differing state and accrediting regulations may require additional courses at the associate's degree level.

## **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 Program Chair and approved by the Campus Dean and group Provost prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

## **Portfolio Review for Credit**

Requests for portfolio review, and/or relevant work experience documented by appropriate samples of work outcomes, references, and verification of employment must be received prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

### **Total Allowable Transfer of Credit**

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

**LIMITATION TO ONLINE EDUCATION QUOTIENT:** Based on government and accreditation standards related to consortium agreements, students are limited in the total number of credits that can be earned in an online delivery mode. Students are required to complete more than 50% of their program credits in residence at the Art Institute School into which they have enrolled and from which they hope to graduate. Once the threshold of program credits have been exceeded, the student must be transferred to The Art Institute of Pittsburgh – Online Division for the completion of the program. Transfer between Art Institute campuses does not guarantee that all credits earned will transfer to the same program at the receiving campus, including The Art Institute of Pittsburgh – Online Division.

### **TRANSFER OF CREDIT FROM OUTSIDE COLLEGES AND UNIVERSITIES BEFORE MATRICULATION AT AN ART INSTITUTES SCHOOL**

#### **Transcripts**

Official transcripts must be sent to the Admissions Office of the admitting Art Institute School prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance at an Art Institutes school may be considered for transfer credit at the discretion of the Dean of Academic Affairs.

#### **Course Descriptions**

The official descriptions of the courses submitted for consideration for transfer must be comparable to the coursework at an Art Institutes school. Official course descriptions from the college where the credit was earned or a college catalog will be used to determine comparability, and must be received prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling.

#### **Level of Transfer Credits**

Only college-level credits (100 level course or equivalent and above) taken at an accredited institution of higher education will be considered for transfer. No remedial or developmental courses will be considered for transfer.

#### **Grades of Transfer Credits**

Only courses with an earned grade of "C" (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

#### **Course Prerequisites and Sequence of Courses**

Course prerequisites and course sequences will be observed when preparing schedules, to assure appropriate student skill development.

#### **Proficiency Credit from External Sources**

Official documents related to CLEP or AP scores or similar means to demonstrate proficiency for credit must be received by an Art Institutes school prior to the class start. No more than 25 percent of a program's required credits will be considered for any type of proficiency credit.

- *Advanced Placement.* Some foundation courses can be obtained through College Board's AP Studio examinations. Students who take the College Board Advanced Placement (AP) or International Baccalaureate (IB) courses and score three or higher on the AP exam or four or higher on the IB exam for those courses while in secondary school may receive proficiency credit. This score applies to all subjects. All materials must be received from the Scholastic College Board organization and evaluated prior to the end of the schedule adjustment period (add/drop) of the student's first quarter of attendance.

- *College Level Examination Program (CLEP).* Complete the College Level Examination Program (CLEP) and earn a score of 50 or higher on computer-based CLEP examinations equivalent to University courses prior to the end of the scheduled adjustment period (add/drop) of the student's first quarter of attendance.
- *Articulation Agreement Credit.* Successfully complete programs included in articulation agreements that have been established between the University and their high schools.
- *Military Experience Credits.* Complete training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on the Joint Service Transcript, the Community College of the Air Force Transcript or as recommended by the American Council on Education (ACE).
- *Internal Proficiency Testing for Credit.* Requests for testing out of specific courses approved by the Institute must be made through the Department Director prior to the class start.
- *Experiential Learning.* Students may request advanced standing for experiential learning. Students will present relevant work or life experiences for review by the Dean of Academic Affairs or designee. The Dean of Academic Affairs or designee will have the necessary forms for the student to complete. Documentation such as portfolios, writing samples, publications, verification of employment, and references represents a sampling of what may be requested by the Department Chair from the student in order for the advanced standing review to be completed. Final approval must come from the group Provost.
- *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 Academic Program Chair and approved by the Campus Dean and group Provost 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.

#### **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 Program Coordinator, the Academic Program Chair/Coordinator, or the Dean of Academic Affairs prior to enrollment in the course.

**Full-time Status**

The student must be enrolled full-time at an Art Institutes school at all times during the concurrent enrollment at another college or university.

**One Course Limit**

Only one course per quarter in concurrent enrollment is permitted.

**Grading**

The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or the CGPA.

**Completion Deadline**

Credit will be awarded for the course when official documentation is provided by the secondary institution that the course was successfully completed, as defined above. Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

**Total Allowable Transfer of Credit**

Students must earn a minimum of 25 percent of the total program credits required for graduation in residency at the Art Institute receiving credits from alternative sources, including another Art Institute. Therefore, students may only be granted a maximum of 75 percent of the total program credits required for graduation through transfer credit earned at an outside institution, including other Art Institutes campuses, proficiency testing and/or portfolio or work experience review. Due to state and regulatory considerations at some Art Institutes schools, the minimum percentage of total program credits that must be earned in residency may vary from the standard above.

**Transcripts**

Official Transcripts must be sent to the Dean of Academic Affairs upon successful completion of the concurrent enrollment course.

**Transfer Credit Upon Re-Entry to the Institution:** Requests for transfer of credit from accredited institutions of higher education for a course taken while a student was not in attendance at an Art Institutes school, but after a student's initial matriculation at the school, may be made to the Dean of Academic Affairs. Transfer Credit may be awarded if all other criteria for transfer of credit are met.

**Grading**

The concurrent enrollment course must be passed with a grade of "C" (2.0 on a 4.0 scale) or higher. The student's record at The Art Institute will reflect a "TR" grade. The grade will not be factored into the GPA or **the CGPA.**

**Change Of Program Within An Art Institutes School**

A student petitioning to change from one program to another within The Art Institute must obtain approval from the Program Chair/Coordinator 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.

**Course Substitution Policy**

Students are expected to complete the program requirements outlined in The Art Institutes Catalog in effect at the time they enroll. However, programs are subject to change at the discretion of The Art Institutes. In these situations or due to other mitigating circumstances (e.g., change in program of study), courses previously completed at the Art Institutes or other accredited higher education institution will be reviewed by the campus academic staff to determine its acceptance or substitution. Students who wish

to appeal a course substitution should submit a Course Substitution Form to the Program Chair/Coordinator for consideration at their Campus; online students should submit the Form to their Academic Advisor or Program Chair/Coordinator. The Academic Advisor will forward the form to the Program Chair/Coordinator for consideration. The Program Chair/Coordinator will then forward the request and recommendation to the Campus Dean for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Coordinator. To be considered for a substitution, the course must be successfully completed at The Art Institute, and satisfy the program student learning outcomes as listed in the Academic Catalog. Students should submit all requests within the timeline indicated in the Transfer of Credit section of the catalog.

Course substitutions not recommended by the Program Chair/Coordinator, may be appealed to the Dean or designee. The decision of the Campus Dean is final.

## **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information The Illinois Institute of Art may disclose to third parties without receiving prior written consent from the student.

### **I. Procedure to Inspect Education Records**

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Office of the Registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

### **II. Disclosure of Educational Records**

The Illinois Institute of Art generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To The Illinois Institute of Art officials who have been determined by the school to have legitimate educational interests in the records. A school official is
  - a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
  - b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for The Illinois Institute of Art has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator -- not the name of any other student, including a victim or witness -- without the prior written consent of the other student(s)).
  - a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (*see* Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and The Illinois Institute of Art will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

### III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to The Illinois Institute of Art officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), The Illinois Institute of Art will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

### IV. Directory Information

The Illinois Institute of Art designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study

6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (*i.e.*, enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at The Illinois Institute of Art to request that his/her directory information is kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar:

- For The Illinois Institute of Art - Chicago, 350 N Orleans, Chicago, IL 60654.
- For The Illinois Institute of Art - Schaumburg, 1000 Plaza Drive, Suite 100, Schaumburg, IL 60173.
- For The Art Institute of Michigan, 28125 Cabot Drive Building, Novi, MI 48377.

Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

#### **V. Correction of Educational Records**

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. The Illinois Institute of Art may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, The Illinois Institute of Art will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of The Illinois Institute of Art. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. The Illinois Institute of Art will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, The Illinois Institute of Art decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, The Illinois Institute of Art decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, The Illinois Institute of Art will:
  - (a) maintain the statement with the contested part of the record for as long as the record is maintained; and
  - (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

## **VI. Student Right to File Complaint**

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by The Illinois Institute of Art to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

**Family Policy Compliance Office  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605**

### **Discipline Policies and Procedures**

The Illinois Institute of Art recognizes its students as responsible and dedicated men and women who are preparing for career employment. An integral part of their career and professional development is the expectation that they conduct themselves during the educational process in the same manner as is expected in an employment situation.

The Illinois Institute of Art reserves the right to suspend or to terminate any student who displays conduct detrimental to the educational environment or to the well-being of fellow students, faculty, staff members and guests within The Illinois Institute of Art or at any school-sponsored activity or facility. This includes violations of the following:

- Academic Honesty Policy
- Student Conduct Policy
- Drug-free Workplace and Campus

### **Student Disciplinary Review Process**

Any member of The Illinois Institute of Art community i.e., faculty, staff, student, may file a complaint against any student for misconduct or for otherwise being in violation of The Illinois Institute of Art policies. All complaints against individuals who violate The Illinois Institute of Art Discipline Policies should be submitted in writing to the appropriate administrator as follows:

Academic Honesty Policy violations should be submitted in writing to the Provost or Dean of Academic Affairs in the office of Academic Affairs.

Student Conduct Policy violations should be submitted in writing to the Institutional Dean of Student Affairs or Director of Student Services in the Student Services office.

Drug-free Workplace and Campus violations should be submitted in writing to the Institutional Dean of Student Affairs or Director of Student Services in the Student Services 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 Provost or Dean of Academic Affairs in writing. The Academic Program Chair/Coordinator may convene an Academic Disciplinary Committee to review statements and review relevant materials from the faculty and student(s) named in the petition. The Panel is comprised of an Academic Program Chair/Coordinator and the faculty member. The panel recommends a course of action to the Provost 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 Provost or Dean of Academic Affairs within five (5) days of the notification. The Provost 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 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](http://www.artinstitutes.edu/pittsburgh/admissions/catalogs)

### **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 and/or Brightspacesupport 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/or Brightspace and are available to all students taking an online course via links from their online home pages.

### **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](http://www.aionline.edu). 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](http://www.aionline.edu). 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 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**

### **I. Purpose or Scope**

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of The Illinois Institute of Art's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from The Illinois Institute of Art.

### **Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights

include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

The Illinois Institute of Art’s policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using The Illinois Institute of Art ’ information technology system. The Illinois Institute of Art ’ policies prohibit use of The Illinois Institute of Art ’ computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, The Illinois Institute of Art is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of The Illinois Institute of Art itself, which supports this creative and scholarly work.

This document expresses The Illinois Institute of Art’s policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of The Illinois Institute of Art – faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with The Illinois Institute of Art, and this Policy governs in all circumstances, unless The Illinois Institute of Art has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between The Illinois Institute of Art and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit “fair use” as defined by U.S. laws.

## II. Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

- A. *Copyright* - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).
- B. *Commissioned Work* - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.
- C. *Independent Academic Effort or Creative Activity* - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.
- D. *Institutional Employee* - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.

- E. *Intellectual Property* - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials); musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.
- F. *Patent* - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.
- G. *Sponsored Work* - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
- H. *Student* - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.
- I. *Substantial Institutional Resources* - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework.
- J. *Trademark and Service Mark* - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
- K. *Work* - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.
- L. *Work Made for Hire* - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.
- M. 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.
- N. 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. Policy Provisions

#### A. Faculty, Staff and Student Works

##### 1. General Rule.

Subject to the exceptions noted in this Policy, as a general rule, The Illinois Institute of Art does not claim ownership of Intellectual Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

##### 2. Exceptions to the General Rule. Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:

- a) The Intellectual Property is developed as a Sponsored Work.
- b) The Intellectual Property is developed as a Commissioned Work.
- c) The Intellectual Property is developed using Substantial Institutional Resources.
- d) The Intellectual Property is developed by the creator within the scope of his or her employment with The Illinois Institute of Art and constitutes a Work Made for Hire.
- e) The Intellectual Property is developed by a creator who is assigned, directed or funded by The Illinois Institute of Art to create the Intellectual Property.
- f) The Intellectual Property is developed under a grant, program or agreement which provides The Illinois Institute of Art with ownership rights, in whole or in part, to the Intellectual Property.

Under the circumstances described in Section III.A.2(a) through (f) above, the Intellectual Property shall be owned by The Illinois Institute of Art (or by The Illinois Institute of Art and any other party as specified in any written grant, program or agreement).

The creator of any Intellectual Property that is or might be owned by The Illinois Institute of Art under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by The Illinois Institute of Art 's President, and to execute any document deemed necessary by The Illinois Institute of Art to perfect legal rights in The Illinois Institute of Art and enable The Illinois Institute of Art to file applications for registration when desired.

##### 3. Ownership Rights in Specific Types of Works.

For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:

- a) Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by The Illinois Institute of Art . Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to The Illinois Institute of Art.
- b) Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by The Illinois Institute of Art as Works Made for Hire or otherwise.

- c) If any Intellectual Property to be owned by The Illinois Institute of Art under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.
- d) Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of The Illinois Institute of Art will develop a written agreement with the user of those resources, which must be executed by the parties prior to use of the resources, to identify the nature and terms of the use, including possible reimbursements or other systems of compensation back to The Illinois Institute of Art .
- e) Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.
- f) Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and The Illinois Institute of Art will not use the Student's Work without the Student's permission to do so.
- g) Students working on a project governed by an existing written agreement to which The Illinois Institute of Art is a party are bound by all terms of that agreement.
- h) Students hired to carry out specific tasks that contribute to Intellectual Property of The Illinois Institute of Art retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.
- i) Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to The Illinois Institute of Art outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
- j) The rights of The Illinois Institute of Art to a perpetual, worldwide license (exclusive or non-exclusive, as The Illinois Institute of Art deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non-Institution sponsor.

**B. Independent Contractor Works.**

As a general rule, The Illinois Institute of Art will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or The Illinois Institute of Art has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If The Illinois Institute of Art does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

#### **IV. Institution's Usage Rights**

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, The Illinois Institute of Art shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of The Illinois Institute of Art . Where practicable, The Illinois Institute of Art will use best efforts to cite the creator of the Work if The Illinois Institute of Art exercises such usage rights.

#### **V. Institution's Marks**

Intellectual Property comprised of or associated with The Illinois Institute of Art's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to The Illinois Institute of Art and/or its affiliates. This Policy is designed to protect the reputation of The Illinois Institute of Art and its affiliates, and to prevent the illegal or unapproved use of The Illinois Institute of Art's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of The Illinois Institute of Art. However, faculty, staff, and Students may identify their status or professional affiliation with The Illinois Institute of Art as appropriate, but any use of The Illinois Institute of Art's Marks in this regard must avoid any confusing, misleading 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**

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution.

### **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 DCEH'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, DCEH'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 and count the course in enrollment status 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, as defined under Stale Course.

Required as part of an academic plan if a student has successfully appealed a Satisfactory Academic Progress (SAP) termination, as defined under Progress or Professional Requirements. For students who need a specific grade or G.P.A. to practice upon graduation or progress in a program, as defined under Progress or Professional Requirements.

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in the a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course.

### **Non-term Based 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.

## STUDENT SERVICES AND RESOURCES

### GENERAL INFORMATION

The mission of the Student Services Department is to supplement The Art Institute's educational processes and to support its stated purpose by providing assistance and services to the student body in the areas of advocacy, disability, student development, counseling, international advising, housing, student employment and Career Services. The department actively encourages the involvement of students, faculty, and staff in activities that stimulate cultural awareness, creativity, social interaction, and professional development. To fulfill its mission, the Student Services Department has established the following objectives:

1. Provide college-sponsored housing that is convenient and suitable to the students' needs and conducive to their educational goals.
2. Provide student support services.
3. Provide resources and assist international students with their transition into this country.
4. Provide Student Engagement and networking activities to complement your academic experience
5. Serve as the advising point of contact for military and veteran students.

#### Career Services

As you near the completion of your program of study, you will have the opportunity to meet individually with a career services advisor to review career goals, job-search strategies, interview techniques, and résumé development.

The Student Services Department coordinates the quarterly Portfolio Show and career focused activities. These events bring together prospective employers and soon-to-be graduates. Graduate employment information is available on the College website.

#### Alumni Services

The Student Services Department offers a variety of online services and resources to Art Institute graduates. The self-directed alumni website ([www.alumni.artinstitutes.edu](http://www.alumni.artinstitutes.edu)) is available to graduates and to students in their last quarter.

The website exists to support the creative endeavors of our graduates and to provide a forum for networking with fellow classmates. Art Institutes graduates can connect from anywhere around the world. Alumni can share their challenges and victories, access services to elevate their career, showcase artwork, and demonstrate their impact in their personal and professional communities. Information about career services, campus events, Art Institute news is also available.

The website is exclusive to Art Institute graduates and there are no costs, fees or dues to access these services. The Art Institutes values our talented alumni community and we strive to build and maintain the alumni relationship through e-communications, virtual events, and campus activities. Alumni are invited to share their personal and professional updates with The Art Institutes community!

For more information, visit [www.alumni.artinstitutes.edu](http://www.alumni.artinstitutes.edu) or email [AlumniSupport@aii.edu](mailto:AlumniSupport@aii.edu)

#### International Student Advising (Available at the Chicago, Schaumburg, and Michigan Campuses.)

##### International Student –Maintaining Status Support

Students come from countries all over the world to attend The Illinois Institute of Art. The Designated School Official is the key contact point for all of our international students.

The Designated School Official 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

- information on school transfers
- Approving or requesting approval for student benefits, such as:
  1. Employment
  2. Reinstatement of F nonimmigrant status
  3. Reduced course load
  4. Extension of stay in the United States

The Designated School Official will meet with every international student concurrent with registration cycles. The DSO serves as a link between nonimmigrant students and The Student and Exchange Visitor Program and plays a central role in ensuring the nonimmigrant students at their school maintain status while in the United States

### **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. Campus student support personnel help 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 Talk One 2 One, 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.

### **Disabilities Services**

The Art Institutes provide accommodations to qualified students with disabilities. The Office of Disability Support Services assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at The Art Institutes.

Students who seek reasonable accommodations should notify the Office of Disability Support Services at 1-855-855-0567 or via email at [DSS@aia.edu](mailto:DSS@aia.edu) 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 sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with The Office of Disability Support Services to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Office of Student Conduct and Resolution at [studentresolution@dcedh.org](mailto:studentresolution@dcedh.org). Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

## **RESIDENCE LIFE & HOUSING**

### **School-Sponsored Housing**

School-sponsored housing, which is available at the Chicago, 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, 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 is an important aspect of a student's time at The Illinois Institute of Art. The Student Services 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 Services 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 Services 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.

### **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.

The Illinois Institute of Art Campus Supply Store is a source of supply kits, art supplies and 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.

**General Policies And Procedures**  
**STUDENT CONDUCT POLICY**

**SECTION I – GUIDING PRINCIPLES**

The College 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 College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, the College 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 Institute’s mission.

**SECTION II - SCOPE**

This Student Conduct Policy applies to all students and student organizations at the College.

**SECTION III - REACH**

The Student Conduct Policy shall apply to student conduct that occurs on college premises including online platforms, at college-sponsored activities, student organization sponsored events or in Campus Sponsored Housing. At the discretion of the Chief Conduct Officer (Institutional Director of Student Affairs, Director of Student Services, Dean of Academic Affairs or a delegate as appointed by the President of the College), 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 College 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 College and to other individuals who make up the community. By enforcing its Student Conduct Policy, the College neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the College 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 College may sanction other conduct not specifically included on this list.

Scholastic Dishonesty

- Plagiarism
- Cheating on assignments or examinations
- Engaging in unauthorized collaboration on academic work
- Taking, acquiring or using test materials without faculty permission
- Submitting false or incomplete records of academic achievement

- Altering, forging or misusing a college academic record
- Fabricating or falsifying data, research procedures, or data analysis
- Deceiving the College and/or its officials

Misuse or abuse of school assigned email address and log-in information Sharing your username or password for any school assigned system with any student or non-student individual

- Logging-in to a school assigned system with the intention to display classroom environment to other student or non-student individuals
- Allowing an individual access to post information in the on line environment on your behalf or with the intention of impersonation.
  - Note: on ground students cannot share or give access to other students or non-student individuals to access the student portal (unless designated for training purposes at the direction of a campus official)

Illegal or Unauthorized Possession or Use of Weapons

- Possession or use of firearms, explosives, fireworks, ammunition, dangerous chemicals, or other weapons, likenesses of weapons, on college property, Campus Sponsored Housing or at college sponsored functions, except where possession is required by law.

Sexual Assault or Nonconsensual Contact

- Any form of unwanted sexual attention or unwanted sexual contact. (See the Sexual Misconduct and Relationship Violence Policy for more detail. For all cases covered by the Sexual Misconduct and Relationship Violence Policy, the investigation and disciplinary procedures outlined in that policy shall govern.)

Threatening, Violent or Aggressive Conduct

- Assault, battery, or any other form of physical abuse of a student or college employee.
- Fighting or physical altercation.
- 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.
- Any conduct that threatens the health or safety of one's own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.

Theft, Property Damage and Vandalism

- Theft, attempted theft, vandalism/damage, or defacing of college property, college controlled property or the property of another student, faculty, staff member or guest.
- Extortion.
- Setting fires, tampering with fire safety and/or fire fighting equipment.

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)

Disruptive Classroom Conduct, such as:

- 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
- Written or verbal acts or uses of technology, which have the effect of disrupting the online classroom learning environment.
- Use of cell phones and pagers during scheduled classroom times.

Disorderly Conduct, such as:

- 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;
- Breach of peace on college property or at any college-sponsored or supervised program; or
- Any in-school, online classroom, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of the College and/or its reputation.

Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- 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.
- Being under the influence of illegal or controlled substances on college property, or at any college function.
- Use, sale, possession or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the College.
- Being under the influence of alcohol on college property or at any college function is also prohibited.

Verbal Assault, Defamation and Harassment, Verbal Abuse of a Student or College Employee.

- Harassment by any means of any individual, including coercion and personal abuse. Harassment includes but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
- Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability or any other criteria protected by state, federal or local law.

## Hazing

- 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.

## Falsification

- Willfully providing college officials with false, misleading or incomplete information.
- Forgery, falsification, alteration or misuse of college documents, records or identification with the intent to injure, defraud, or misinform.

## Abuse of the College’s Disciplinary System, including but not limited to:

- Failure to obey the summons of a disciplinary body or college official.
- Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
- Disruption or interference with the orderly conduct of a disciplinary proceeding.
- Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
- Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
- Failure to comply with the sanction(s) imposed under the student conduct policy.
- Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

## Unauthorized Use or Misuse of College Facilities

- Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

## Violation of Federal or State Laws

- Violation of federal, state or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions. In addition, students must disclose any criminal conviction received while a student to the Institutional Dean of Student Affairs/Director of Student Services within 5 days of the conviction.

## Insubordination

- Persistent or gross acts of willful disobedience or defiance toward college personnel.

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

#### Violations of College Rules

- Violations by guest of a student on college property. Students are responsible for the actions of their guests.
- Violation of school safety regulations, including but not limited to setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms and bomb threats.
- Smoking in classrooms or other college buildings or areas unless designated as a smoking area.
- Any violation of the student housing license agreement, rules and regulations and/or the College- sponsored housing student handbook.
- Any violation of the institution’s policies on the responsible use of technology including but not limited to:
  - The theft or abuse of computer, email, Internet or Intranet resources
  - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose
  - Unauthorized transfer of a file
  - Unauthorized downloading of copyrighted materials in violation of law
  - Unauthorized use of another individual’s identification and/or password
  - Use of computing facilities to interfere with the work of another student, faculty member, or school official
  - Use of computing facilities to send obscene or abusive messages
  - Use of computing facilities to interfere with normal operation of the school’s computing system
  - Failure to satisfy school financial obligations.

The above list is illustrative only, and the College may sanction other conduct not specifically included on this list.

#### **SECTION VI - SANCTIONS**

The College 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 College 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 Campus 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 campus for a pre-determined period of time. The student may be able to return to campus once specified conditions for readmission are met. The student may not attend classes, visit campus-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 College 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 Campus 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 College community may file a complaint against any student for misconduct or for otherwise being in violation of the College 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 his/her 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 College 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 College 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 Campus Sponsored Housing, student e-mail and/or computers.

#### Notification and Determination of Violations that Warrant Disciplinary Meeting

1. 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.
2. After the meeting the Chief Conduct Officer or his/her delegate will determine whether it is more likely than not that a violation occurred, may render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the Chief Conduct Officer determines that there was no violation, that decision may be documented in writing to the student as well.
  - 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 Art Institute policies on the basis of the information available, and impose sanctions for such violations.

#### Notification and Determination of Violations that Warrant Disciplinary Hearing or Panel

In some cases, involving serious violations, the Chief Conduct Officer or his/her 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 Campus 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 his/her designee may determine to be appropriate.

This Interim Suspension period should last no longer than three business days, and the Chief Conduct Officer or his/her delegate may make reasonable provisions to provide for accommodations of a student in Campus 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 themselves to have been treated in an arbitrary or biased fashion or without adherence to the College 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 Campus 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 College 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 the College's 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 to the President or his/her delegate with its recommendation following its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

## General Student Complaint Procedures

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

You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.

If you feel that the complaint has not been fully addressed, a written account should be submitted to the Institutional Dean of Student Affairs or the Director of Student Services if related to non-academic issues or to the Dean of Academic Affairs for academic issues. The written account should indicate your name, phone number, and ID# and discuss the steps you have taken to remedy the situation.

The appropriate The Illinois Art Institute staff member or department will be notified of the complaint. A follow-up meeting with you and the Institutional Dean of Student Affairs or the Director of Student Services 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.

If you are not satisfied with the results, you may file an appeal with the President's Office. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.

If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

Illinois residents:	The Deputy Director Illinois Board of Higher Education 1 N Old State Capitol Plaza, Suite 333 Springfield, IL 62701-1377 <b>Phone:</b> (217) 782-2551 <b>Fax:</b> (217) 782-8548 <b>TTY:</b> (888) 261-2881  <a href="http://complaints.ibhe.org">http://complaints.ibhe.org</a> <b>Institutional Complaint Hotline:</b> (217) 557-7359
---------------------	--

Michigan residents:	State of Michigan Department of Licensing & Regulatory Affairs Corporations, Securities & Commercial Licensing Bureau Licensing Division Private Postsecondary Schools P.O. Box 3071 Lansing, MI 48909 Phone: 517-241-4274
---------------------	--

Or you may contact:

The Higher Learning  
Commission  
230 South LaSalle Street,  
Suite 7-500  
Chicago, IL 60604

Please refer to the school’s Jury Waiver Agreement to Binding, Individual Arbitration Policy for additional information regarding disputes or claims.

#### **JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION**

Student and The Illinois Institute of Art irrevocably waive our rights to a trial by jury and agree instead that any and all disputes, no matter how described, pleaded or styled, between me and The Illinois Institute of Art (including its parent and past and present affiliates, employees, agents, and lenders) or related to any aspect of my relationship with or any act or omission by The Illinois Institute of Art (“Claim”) shall be resolved by individual binding arbitration, conducted by the American Arbitration Association (“AAA”) under its Commercial Arbitration Rules and applicable Supplementary Procedures for Consumer-Related Disputes (“AAA Rules”) and in accordance with the terms of this Jury Waiver and Agreement to Binding, Individual Arbitration (“Arbitration Agreement”). Student can obtain a copy of the AAA Rules at [www.adr.org](http://www.adr.org) or by calling 1-800-778-7879. This Arbitration Agreement, however, does not modify Student’s right, if any, to file a grievance with any state educational licensing agency or accrediting body.

1. Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure outlined in the Catalog.
2. Neither party shall file or maintain any lawsuit in court against the other, and any suit filed in violation of this Arbitration Agreement shall be dismissed by the court in favor of arbitration conducted pursuant to this Arbitration Agreement. The parties agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.
3. The arbitration shall take place before a single, neutral arbitrator in the federal judicial district in which Student resides, unless the parties agree otherwise.
4. Student will be responsible for paying a portion of the AAA filing fee at the time his/her Claim is filed in an amount equal to \$200 or the applicable filing fee of the court of general jurisdiction in the district/circuit near me, whichever fee is less. The parties shall bear the expense of their own attorneys, experts and witnesses, unless the applicable law provides, and the arbitrator determines, otherwise.
5. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person’s claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. **I understand that I may opt out of this single-case provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of The Illinois Institute of Art /DCEH at 1400 Penn Avenue, Pittsburgh, PA 15222 within 30 days of my first execution of an Enrollment Agreement.**
6. The Federal Arbitration Act (FAA), including all its substantive and procedural provisions, and related federal decisional law shall govern this Arbitration Agreement to the fullest extent possible. All determinations as to the scope, enforceability, validity and effect of this Arbitration Agreement shall be made by the arbitrator, and not by a court. However, any issue concerning the validity of paragraph 5 above must be decided by a court, and an arbitrator does not have authority to consider the validity of paragraph 5. If for any reason, paragraph 5 is found to be unenforceable, any putative class or mass action may only be heard in court on a non-jury basis and may not be arbitrated under this Agreement.

7. The arbitrator shall have the power to award any remedy that directly benefits the parties to this Arbitration Agreement (provided the remedy would be available from a court under the law where the Arbitration Agreement was executed) but not the power to award relief for the benefit of anyone not a party to this Arbitration Agreement.
8. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
9. Notwithstanding any provision in the Catalog or Enrollment Agreement, this Arbitration Agreement shall not be modified except by written agreement signed by both parties. Any or all of the provisions set forth in this Arbitration Agreement may also be waived by the party against whom the Claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.
10. This Arbitration Agreement shall survive the termination of Student's relationship with The Illinois Institute of Art.
11. If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.

STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE IS WAIVING HIS/HER RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY (EXCEPT AS PROVIDED IN THE AAA RULES), AND TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT. FURTHER, STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS ACTION AGAINST THE ILLINOIS INSTITUTE OF ART.

### **STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT**

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether The Illinois Institute of Art 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**

- Academic matters: Provost, 350 N. Orleans, Chicago, IL 60654, 312-777-8887
- Non-academic matters: Institutional Dean of Student Affairs, 350 N. Orleans, Chicago, IL 60654, 312-777-8619

#### **Detroit**

- Academic matters: Dean of Academic Affairs, Suite 120, 28125 Cabot Drive Building, Novi, MI 48377. 248-675-3901
- Non-academic matters: Director of Student Services, 28125 Cabot Drive Building, Novi, MI 48377. 248-675-3859

#### **Schaumburg**

- Academic matters: Dean of Academic Affairs, 1000 Plaza Drive, Suite 100, Schaumburg, IL 60173. 847-585-4581
- Non-academic matters: Director of Student Services, 1000 Plaza Drive, Suite 100, Schaumburg, IL 60173. 847-598-6845

Online students should file complaints with [studentcomplaints@aii.edu](mailto:studentcomplaints@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 Illinois Institute of Art will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only The Illinois Institute of Art's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the

investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.

3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Investigator may be appealed by petitioning the President's Office of The Illinois Institute of Art. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President,, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President's decision shall be final.
5. The Illinois Institute of Art will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the [Office for Civil Rights at the U.S. Department of Education](#).

#### **NON-DISCRIMINATION POLICY STATEMENT**

The Illinois Institute of Art does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. The Illinois Institute of Art provides reasonable accommodations to qualified individuals with disabilities. The Illinois Institute of Art will not retaliate against persons bringing forward allegations of harassment or discrimination. The following person has been designated to handle inquiries and coordinate the school's compliance efforts regarding the Non-Discrimination Policy:

##### **Chicago**

Institutional Dean of Student Affairs, 350 N. Orleans, Chicago, IL 60654, 312-777-8619

##### **Detroit**

Director of Student Services, Executive Suite, 1st Floor, 28125 Cabot Drive Building, Novi, MI 48377, 248-675-3859

##### **Schaumburg**

Director of Student Services, Room 210, 1000 N. Plaza Drive, Suite 100, Schaumburg, IL 60173, 847-598-6845,

#### **Campus Security**

The College publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is

provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Services office during regular business hours. Copies of the Crime Report are available on the College website at:

#### Chicago

<https://content.dcedh.org/assets/pdf/AI/Student-Consumer-Information/Crime-Reports/crime-report-chicago.pdf>

#### Schaumburg

<https://content.dcedh.org/assets/pdf/AI/Student-Consumer-Information/Crime-Reports/crime-report-schaumburg.pdf>

#### Detroit

<https://content.dcedh.org/assets/pdf/AI/Student-Consumer-Information/Crime-Reports/crime-report-detroit.pdf>

The College reports to the campus community concerning the occurrence of any crime includable in the annual security report is reported to campus security or local police and that is considered to be a threat to students or employees.

The College reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

### **REPORTING CRIMINAL ACTIONS OR OTHER EMERGENCIES**

A safe environment is everyone's responsibility. Students, faculty and staff are encouraged to report all criminal acts, suspicious activities or emergencies promptly and have the right to report these matters confidentially. Victims or witnesses to a crime are encouraged to file a report of the incident. Reports can be filed on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics by contacting the Institutional Dean of Student Affairs, Director of Student Services, Dean of Academic Affairs, Associate Dean of Academic Affairs, or any campus security authority. Reports are kept in a secure location in the office of Student Affairs. Names of victims or witnesses are not disclosed in the crime report. It is the policy of The Art Institute that all criminal acts or other emergencies be properly documented and reported to local authorities as required by law.

Students and employees should promptly report all criminal actions and emergencies occurring on or around The Art Institute facilities to the Institutional Dean of Student Affairs, Director of Student Services, Dean of Academic Affairs, Associate Dean of Academic Affairs, or any campus security authority. If one of these staff members is not available, please contact the local police department by dialing 911 or campus security.

To report emergencies or criminal acts occurring in school-sponsored housing, students should dial 911 to report a crime or emergency requiring an immediate response and then contact the Housing Staff.

In the event of fire or medical emergencies, staff and employees should contact the local fire department by dialing 911 and then notify the Institutional Dean of Student Affairs, Director of Student Services, Dean of Academic Affairs, Associate Dean of Academic Affairs, or any campus security authority.

### **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 or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be "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/or student clubs that force, require, and/or endorse violations will be held directly responsible through the College's student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make

a complaint under this policy should contact the Institutional Dean of Student Affairs/Director of Student Services. 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.

## **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. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy.)

## **SEXUAL MISCONDUCT & RELATIONSHIP VIOLENCE POLICY; PROCEDURES FOR HANDLING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE COMPLAINTS**

The Illinois Institute of Art values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at The Illinois Institute of Art and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how The Illinois Institute of Art will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

### **I. Preliminary Issues & Important Definitions**

This Policy prohibits “Sexual Misconduct” and “Relationship Violence,” broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one’s biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a School-sponsored program or activity or in student housing; or (iii) off-campus, including at internship/externship/practicum sites, if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

#### **A. What is “Sexual Misconduct”?**

Sexual Misconduct includes:

- Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.

- **Sexual Exploitation:** An act attempted or committed through the abuse or exploitation of another person's sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person's knowledge.
- **Indecent Exposure:** the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- **Sexual Harassment:** unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; 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 environment for working, learning, or living on campus.

## **B. What is "Relationship Violence"?**

Relationship Violence includes:

- **Domestic Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- **Dating Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- **Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- **Complicity:** Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation:** Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

## **C. Who are "Complainants" and "Respondents"?**

The Illinois Institute of Art is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

#### **D. Defining Consent**

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one’s responsibility to obtain Consent or negate one’s intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

#### **E. Title IX Coordinator & Deputy Coordinators**

The Title IX Coordinator for The Art Institutes schools is: Diane Rouda, Associate Vice President of Student Regulatory Affairs. The Title IX Coordinator is responsible for, among other things, coordinating the campus’s efforts to comply with and carry out the campus’s responsibilities under Title IX of the Education Amendments of 1972, including compliance with this policy. The Title IX Coordinator will help to coordinate any investigations under this Policy.

In addition, the School has other individuals who serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under this Policy.

## **II. Reporting & Confidentiality**

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the School can respond appropriately.

Different employees on campus have different abilities to maintain confidentiality:

- **CONFIDENTIAL REPORTING:** Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One2One counselling services. These individuals can provide

resources and generally talk to a victim without revealing any personally identifying information about an incident to the School. A victim can seek assistance and support from these individuals without triggering a School investigation.

For students in Chicago and Schaumburg

- Local crisis hotline resources that offer 24/7 confidential counseling services are: 1-888-617-3362

A victim may also make an anonymous report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.

- NON-CONFIDENTIAL REPORTING. Other than professional counsellors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called “responsible employees”) constitutes a report to the School and generally obligates the School to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Director of Student Services, other Student Services staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.

For students in Chicago and Schaumburg

- The Institutional Dean of Student Affairs at Chicago and Tinley Park is: Keith Kramer. He can be contacted at [kkramer@aii.edu](mailto:kkramer@aii.edu) or via phone at 312-777-8619.
- The Director of Student Services at Schaumburg is: Rob Peterson. He can be contacted at [rpeterson@aii.edu](mailto:rpeterson@aii.edu) or via phone at 847-598-6845.

A victim may also make a report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.

The School will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School’s responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The School will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the School strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

For students in Chicago and Schaumburg

Local law enforcement for your campus may be contacted at:

- At Chicago 312-746-6000.
- At Schaumburg 847-882-3534.

Collection and preservation of physical evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. No-cost medical forensic examinations are available at the following medical facility near this campus:

For Chicago:

Rush University Medical Center  
500 S. Word  
Chicago, IL 60612  
312-942-5000

Mercy Hospital  
2522 S. Michigan  
Chicago, IL 60616  
312-567-2000

Northwestern Memorial Hospital  
251 East Huron  
Chicago, IL 60611  
312-908-2000

For Schaumburg:

St. Alexius Medical Ctr  
1555 Barrington Rd.  
Hoffman Estates, IL 60169  
847-843-2000

Northwest Community Hospital  
800 W Central Rd.  
Arlington Heights, IL 60005  
847-618-4000

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the School's review and investigation of any complaint covered by this Policy. The School will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the School will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The School does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the School's ability to take certain actions.

Other Code of Conduct Violations: The School encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in School housing. Therefore, the School has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

### **III. Response Procedure**

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Services, or the Campus President. If a report is made verbally, the School will request a written statement by the student.

Upon receipt of a report, the School will generally proceed as described below.

**A. Investigation Commencement**

The School will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

**B. Initial Response**

Once the School is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

**C. Interim Intervention**

Pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. The University will take steps to prevent the recurrence of harassment and to correct its discriminatory effects on the Complainant and others, if appropriate. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications, and/or transfer or removal from an internship/externship/practicum site. Student Services staff may limit a student or organization's access to certain School facilities or activities pending resolution of the matter. The School may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the School determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

**D. Decision to Proceed to Investigation**

If the Complainant is willing to participate in the review and investigation process, the School will proceed as described below in Section III (E).

If the Complainant requests a confidential investigation, the School will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the School will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the School will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The School, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

**E. Investigation Procedure**

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents.

The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Director of Student Services for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student or third party. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

## **F. Determinations**

### **1. For cases where the Respondent is a student.**

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred. .

The School reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

### **2. For cases where the Respondent is a Faculty or Staff Member.**

The investigator will present all evidence to the Ethics Committee of DCEH. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

### **3. For cases where the Respondent is a Third Party**

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

If the Title IX Coordinator determines that this Policy has been violated by a third party at an associated off-campus location, such as an internship or practicum site, the Title IX Coordinator will review the terms of any contract or Affiliation Agreement and determine what appropriate action should be taken pursuant to the written agreement.

## **G. Standard of Proof**

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

## **H. Potential Sanctions**

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees, and termination of any relationship/contract/Affiliation Agreement in the case of a third party.

## **I. Outcome Notifications**

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

If the Respondent is a third party, the notice of outcome will include a finding of fact and a justification for the decision based on appropriate legal standards.

## **J. Appeals**

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 business days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five business days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

## **Miscellaneous Policies**

### **College Policies to Comply with the Higher Education Opportunity Act of 2008**

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to

download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from \$750 to \$30,000 per work for a non-willful infringement and up to \$150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

The Illinois Institute of Art's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. The Illinois Institute of Art's policies prohibit use of The Illinois Institute of Art 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.

### **School Closing Information**

In Chicago and Schaumburg 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 Detroit, 24-Hour Information about Emergency Closing can be accessed at [media.myfoxdetroit.com/weather/school\\_closings.htm](http://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.

Children are not permitted on campus.

All guests must sign in and be issued a visitor's badge (a driver's license or other id must be left as security for the visitor's badge).

Faculty and staff members who expect guest speakers or other visitors must notify the Front Desk in advance so the Receptionist can properly greet and appropriately direct the guests/visitors.

### **Telephone Usage**

The Illinois Institute of Art cannot operate a telephone message service for students. Only in the case of a genuine emergency is a message taken for a student.

### **Appropriate Attire**

Students are requested to dress appropriately for their profession while attending The Illinois Institute of Art.

### **Property Rights**

The Illinois Institute of Art is not responsible for the personal property of the students (e.g. books, supplies, equipment, and clothing). The student should put their name and number on all items of value. Equipment serial numbers should be recorded and kept in a safe place. Students should review their personal property/homeowners insurance and automobile comprehensive insurance policies to determine whether valuable equipment (such as cameras) would be covered in the event of theft or loss.

### **Property of The Illinois Institute of Art**

The student is responsible for any The Illinois Institute of Art's books or equipment used or checked out and is responsible for the cost of repair or replacement of such items in the event they are damaged or lost.

### **Exhibition of Student Work**

Student artwork is important to The Illinois Institute of Art and The Art Institutes system of schools. It is of great benefit in teaching other students and in demonstrating the nature and value of the programs. Artwork is used by admissions representatives to show prospective students and counselors what students have achieved. Student artwork is also a basic part of the catalog and other publications and exhibitions illustrating the programs at the school. The Illinois Institute of Art reserves the right to make use of the artwork of its students for such purposes, with student permission. The Illinois Institute of Art also reserves the right to select artwork that is appropriate to a given circumstance and may choose not to display work that might be viewed as objectionable by some audiences. The Illinois Institute of Art is not responsible for loss or damage of student property including artwork or tapes.

### **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 & STAFF**

### **Advertising**

#### **Thomas L. Collins**

Adjunct Faculty Member, Michigan Campus  
M.A. (Advertising), Michigan State University  
B.A. (Communications Speech), Michigan State University

#### **Herbert H. Grout**

Adjunct Faculty Member, Chicago Campus  
M.Comm. (Communications), Southern Illinois University  
B.A. (Communication), Southern Illinois University

### **Audio Production**

#### **Nia Adero**

Adjunct Faculty Member, Schaumburg Campus  
MS, Instructional Design & Technology, Full Sail University  
MS, Entertainment Business, Full Sail University  
BS, Audio Production, The Illinois Institute of Art - Chicago

#### **Andrew R. Alton**

Full-time Faculty Member, Chicago Campus  
M.M.Ed. (Music Education), Vandercook College of Music  
B.M. (Music Business Management), Berklee College of Music

#### **Michael Andersen**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Electrical Engineering), Northern Illinois University  
B.S. (Physics-Acoustics), Northern Illinois University

#### **Brett Balogh**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Art and Technology Studies), School of the Art Institute of Chicago  
B.A. (Biology), University of Pennsylvania

#### **Donald R. Bennett**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A., Webster University  
B.F.A., Illinois Institute of Art Schaumburg  
B.A., Aurora University

#### **Ryan Black**

Assistant Program Chair of Media, Schaumburg Campus  
M.A. (Media Arts), University of Michigan  
B.F.A. (Performing Arts Technology), University of Michigan  
B.F.A. (Jazz and Contemporary Studies), University of Michigan

#### **Regina M. Charles-Williams**

Institutional Program Chair - Media, ILIA Campuses  
MAM, Columbia University

M.A. (Telecommunications), Ohio University  
B.S. (Communications), Ohio University

#### **Alex Drosen**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A., (Fine Art – Sound) School of the Art Institute of Chicago

#### **Teri Grossheim**

Adjunct Faculty Member, Chicago Campus  
M.S. (Music Technology), Indiana University  
B.M. (Recording Technology and Music Business), University of Wisconsin – Oshkosh

#### **Thomas Jones**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Studio Arts), School of the Art Institute of S. (B.F.A. (Performing Arts technology – Music Technology and Media Art)), Michigan State University of Michigan  
B.S. (Music Education) University of Tennessee at Martin

#### **Keven Kalay**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A., (Studio), School of the Art Institute of Chicago  
B.F.A., (Studio), School of the Art Institute of Chicago  
B.A., (Music-Arts), University of Colorado

#### **Sheldon Kessel**

Adjunct Faculty Member, Chicago Campus  
M.A. (Liberal Arts), Hamline University  
B.M. (Music Performance), Moorhead State University

#### **Kyle Kramer**

Adjunct Faculty Member, Detroit Campus  
M.A. (Media Arts), University of Michigan  
B.A. (Performing Arts Technology), University of Michigan

#### **David Leve**

Adjunct Faculty Member, Detroit Campus  
M.M. (Composition), Longy School of Music of Bard College  
B.A. (Music), University of Michigan

#### **Steven Loveday**

Adjunct Faculty Member, Detroit Campus  
M.M. (Advertising), VanderCook College of Music,  
B.A. (Music Education), Central Michigan University

#### **Timothy Martuch**

Full-Time Faculty Member, Detroit Campus  
M.F.A. (Music Production & Sound Design for Visual Media), Academy of Art University,  
B.A. (Music Theory and Composition), Adrian College

#### **Jonathan Owens**

Adjunct Faculty Member, Schaumburg Campus  
MS, Entertainment Business, Full Sail University

BS, Audio Production, The Illinois Institute of Art – Schaumburg

### **Culinary Arts and Hospitality**

#### **Tenoch Ang**

Adjunct Faculty Member, Chicago Campus  
B.S.C. Marketing Management, De La Salle University  
A.A.S (Culinary) Institute of Culinary Education

#### **Donna Bauer**

Part-time Faculty Member, Detroit Campus  
M.B .A. (Business Administration-Finance), Walsh College  
B.S. (Hotel and Restaurant Management), Central Michigan University

#### **Jennifer A. Brooks**

Adjunct Faculty Member, Chicago Campus  
B.A. (Culinary Management), Le Cordon Bleu Scottsdale  
A.A.S. (Culinary), Le Cordon Bleu Chicago

#### **Maurizio Bussolino**

Adjunct Faculty Member, Detroit Campus  
B.A.S. (Culinary Management), The Art Institute of Nashville  
A.A.S (Culinary Arts, Hotel and Restaurant Management), IPASSR, Mondovi' (CN) Italy

#### **Gregory T. Campbell**

Adjunct Faculty Member, Detroit Campus  
B.A.S. (Culinary Management), The Art Institute of Pittsburgh  
A.O.S. (Culinary Arts), The Culinary Institute of America

#### **Robert D. Childers, CEC, CHE**

Full-time Master Instructor, Chicago Campus  
B.A., Illinois Institute of Art  
A.A.S. (Culinary Arts), Cooking & Hospitality Institute of Chicago

#### **Erick Hecimovich**

Adjunct Faculty Member, Chicago Campus  
A.A.S. (Culinary Arts) Le Cordon Bleu  
Certificate (European Pastry and Baking), Notter School of Pastry Arts and Chocolate Studio

#### **Elliott J. Hilton**

Program Chair Culinary, Detroit Campus  
M.B.A. (Applied Business), Waynesburg University  
B.S. (Hotel Restaurant and Event Management), Youngstown State University  
A.A.S. (Hospitality Management), Butler County Community College

#### **Michael D. Howe, CEC, CHE**

Full-time Faculty Member, Chicago Campus  
M.B.A. (Leadership), Argosy University  
B.S. (Food Service Management), Johnson & Wales University  
A.S. (Hotel Food & Beverage Management), Johnson & Wales University

**David Koshizawa**

Full-time Faculty Member, Detroit Campus  
M.A. (Educational Leadership), Argosy University  
B.S. (Dietetics), Michigan State University  
A.S. (Culinary Arts), Schoolcraft College

**Jeanne Kraus**

Adjunct Faculty Member, Chicago Campus  
B.S. (Forestry), Southern Illinois University  
B.S. (Culinary Management), Illinois Institute of Art – Chicago

**Douglas Lammie**

Adjunct Faculty Member, Chicago Campus  
M.P.H. (Public Health), University of Illinois  
B.S. (Nutrition and Dietetics), Dominican University

**Denetia Lyons**

Adjunct Faculty Member, Detroit Campus  
B.F.S. (Food Science Management), Johnson & Wales University  
A.S. (Baking & Pastry Arts), Johnson & Wales University

**Andrea M. Nickels**

Adjunct Faculty Member, Chicago Campus  
B.B.A. (Hospitality Management), Robert Morris University  
A.A.S. (Hospitality Management-Culinary Arts), Elgin Community College

**Michael A. Paladines**

Adjunct Faculty Member, Chicago Campus  
B.S. (Hospitality Management), Illinois Institute of Art, Chicago  
A.A.S. (Culinary Arts), Illinois Institute of Art – Chicago

**Rob Sierota**

Adjunct Faculty Member, Detroit Campus  
B.A.S. (Hospitality), The Art Institute of Pittsburgh  
A.A.S. (Culinary Arts), Schoolcraft College

**Greg Stroker**

Adjunct Faculty Member, Detroit Campus  
M.B.A. (Business Administration), South University  
B.S. (Dietetics), Michigan State University  
A.A.S. (Culinary Arts), Schoolcraft College

**Elizabeth L. Sweeney**

Academic Program Chair, Culinary, Chicago Campus  
M.S. (Hospitality & Tourism Management), Roosevelt University  
B.S. (Nutrition Sciences – Culinary Emphasis), University of Nebraska, Lincoln  
A.A.S. (Culinary Arts), Western Culinary Institute

**Anita Templeton**

Adjunct Faculty Member, Chicago Campus  
B.S. (Culinary Management), Illinois Institute of Art - Chicago

**Sabre T. Tyler**

Full-time Faculty Member, Chicago Campus  
M.B.A. (Business Administration), Argosy University  
B.S. (Culinary Management), Illinois Institute of Art - Chicago  
A.A. (Culinary Arts), Illinois Institute of Art - Chicago

**Terry A. Weideman**

Adjunct Faculty Member, Detroit Campus  
M.S. (Nutrition and Dietetics), Central Michigan University  
B.S. (Dietetics), Madonna University

**Digital Filmmaking & Video Production****Leah Fratto**

Adjunct Faculty Member, Schaumburg Campus  
MA (Film & Television), Savannah College of Art & Design  
BFA (Digital Media Production), The Illinois Institute of Art – Schaumburg

**Chaslav S. Krstich**

Adjunct Faculty Member, Chicago Campus  
B.A. (Cinema), Southern Illinois University

**Shalaka Kulikarni**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A., Columbia College  
B.A., Columbia College

**Steven A. Ordower**

Adjunct Faculty Member, Chicago Campus  
M.A. (Journalism), Columbia College, Chicago  
B.A. (International Relations), University of Wisconsin

**Ann Marie Parker**

Adjunct Faculty Member, Schaumburg Campus  
MS (Digital Cinema), DePaul University  
BA (Professional Communication), Alverno College

**Scott M. Perry**

Full-time Faculty Member, Chicago Campus  
M.Ed. (Education), University of Massachusetts  
B.A. (Communication), University of Massachusetts

**Dick Rockwell**

Adjunct Faculty Member, Detroit Campus  
M.A. (Mass Communications), Wayne State University  
B.A. (English), Oakland University

**Jeremy Schulz**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (Studio Art), Northern Illinois University  
B.F.A. (Design Time Arts), Northern Illinois University

**Michael N.J. Wright**

Adjunct Faculty Member, Chicago Campus  
Certificate, American Film Institute

**Digital Photography****Andrea Birnbaum**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Media Arts), Maine Media College  
B.S. (Speech Communications), Syracuse University

**Peter Bosy**

Adjunct Faculty Member, Chicago Campus  
M.A. (Photography), Governors State University  
B.A. (Photography), University of Illinois, Chicago

**Ben Colman**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Photography), Cranbrook Academy of Art  
B.S. (General Studies), University of Michigan

**Helen Cooper**

Adjunct Faculty, Chicago Campus  
M.F.A. (Photography), School of the Art Institute of Chicago  
B.A. (Photography and Africana Studies), Bard College

**JaNae Contag**

Adjunct Faculty Member, Schaumburg Campus  
MFA, (Visual Art), Washington University in St. Louis  
BA, (Political Science), Art, Spanish, Trinity University

**Margaret P. Gentleman**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Photography), Art Institute of San Francisco  
B.F.A. (Photography), Columbia College

**Jonathan Kopacz**

Adjunct Faculty Member, Detroit Campus  
B. F.A. (Digital Photography), The Art Institute of Michigan

**Jason Lounds**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Fine Arts), The Art Institute of Boston at Lesley University  
M.A.T. (Teaching), Marygrove College  
B.A. (Art Education), Olivet College

**Dan Paz**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Visual Arts), The University of Chicago  
B.F.A. (Video, Photography, Art History), The Atlanta College of Art

**Rebecca Reuland**

Adjunct Faculty Member, Schaumburg Campus  
MA, (Photography), Sotherby's Institute of Art  
BFA, (Photography), Columbia College Chicago

**Michael Sarnacki**

Adjunct Faculty Member, Detroit Campus  
M.A. (Photography), Wayne State University  
M.A. (Audio Visual Media), Western Michigan University  
B.S. (Sociology), Western Michigan University

**Christopher Schneberger**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Photography), Indiana University  
B.F.A. (Photography), University of Florida

**Natalie Tranelli**

Adjunct Faculty Member, Detroit Campus  
M.A. (Fine Arts), Maryland College of Art  
B.F.A. (Photography), Penn State University

**Fashion Design****Brandon K. Blackshear**

Adjunct Faculty Member, Chicago Campus  
M.S. (Apparel Design and Technology), Florida State University  
B.A. (Textiles & Consumer Sciences), Florida State University

**Alisa Caron**

Adjunct Faculty Member, Chicago Campus  
M.A. (Interdisciplinary Arts), Columbia College  
B.F.A. (Painting & Printmaking), University of Illinois  
A.A.S. (Fashion Design), Fashion Institute of Technology

**Debra L. Duggan**

Adjunct Faculty Member, Chicago Campus  
B.F.A. (Fashion Design), School of the Art Institute of Chicago

**Catherine Eisler**

Full-time Faculty Member, Chicago Campus  
M.A. (Applied Professional Studies), DePaul University  
B.F.A. (Fine Arts, Fashion), Minneapolis College of Art & Design

**Veronia Gutman**

Adjunct Faculty Member, Chicago campus  
M.F.A. (Fashion Merchandising), Academy of Art San Francisco  
B.F.A. (Fashion Design), Parsons School of Design

**Lesya Nepokulchytska**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (Fashion Design), Lviv State Academy of Applied and Decorative Arts  
B.A. (Fashion Design), Lviv State Academy of Applied and Decorative Arts

**Mary A. Opalk**

Full-time Senior Instructor, Chicago Campus  
M.A. (Applied Professional Studies), DePaul University  
B.A. (Fashion Design), Mount Mary College  
B.F.A. (Fine Art), Bowling Green State University

**Jeanne M. Ottenweller**

Adjunct Faculty Member, Schaumburg Campus  
M.B.A. (Marketing & Finance), Dominican University  
M.S. (Apparel Design), Drexel University  
B.F.A. (Graphic Design) Minneapolis College of Art & Design

**Priya Pandey**

Program Coordinator- Fashion, Chicago Campus  
D.Ed. (Organizational Leadership), Argosy University  
M.S. (Textiles and Advanced Apparel), University of Bombay  
B.S. (Textiles and Clothing), University of Bombay

**Pamela Powell**

Adjunct Faculty Member, Schaumburg Campus  
MFA, Fashion Design, Academy of Art University  
BA, Design Technology for the Fashion Industry, London College of Fashion

**Sharon K. Shoji**

Adjunct Faculty Member, Chicago Campus  
M.A. (Applied Professional Studies), DePaul University  
B.J. (Journalism), University of Missouri - Columbia  
B.S. (Biology), University of Missouri - Columbia

**Pamela A. Vanderlinde**

Adjunct Faculty Member, Chicago Campus  
M.A. (Applied Professional Studies), DePaul University  
B.S. (Apparel Technology), Purdue University

**Fashion Marketing & Management****Barbara Altwerger**

Adjunct Faculty Member, Detroit Campuses  
M.A. (Merchandising and Design), Wayne State University  
B.S. (Art Education), Wayne State University

**Trideep K. Das**

Adjunct Faculty Member, Chicago Campus  
M.B.A. (Business Administration), Western Illinois University  
B.A., Western Illinois University

**Stella Estrella**

Adjunct Faculty Member, Schaumburg Campus  
M.B.A./M.G.G. (Global Management), University of Phoenix  
B.A. (Fashion Design/Fashion Merchandise), Dominican University

**Karen L. Krantz**

Full-time Associate Professor, Chicago Campus  
D.B.A. (International Business), Argosy University  
M.B.A. (Marketing), DePaul University  
B.S. (Sociology), University of Wisconsin

**Reynisha Lindsay**

Adjunct Faculty Member, Schaumburg Campus  
M.B.A. (Internet Marketing), Benedictine University  
B.S. (Textiles & Clothing) University of Delaware

**Mary Ann Lorenz**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Fashion), Academy of Arts University, San Francisco

B.A. (Fashion Marketing and Management), Illinois Institute of Art - Chicago

**Holly Mosher**

Adjunct Faculty Member, Detroit Campus  
M.S. (Apparel, Textiles, and Merchandising), Eastern Michigan University  
B.S. (Fashion Merchandising), Eastern Michigan University

**Julie Patterson**

Adjunct Faculty Member, Detroit Campuses  
M.A. (Design & Merchandising), Wayne State University  
B.A. (Journalism), Michigan State University

**Eliizabeth A. Powell**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Art Study in Textiles), University of Michigan  
B.F.A. (Fine Arts), Indiana University

**Elizabeth Robbins-Sabourin**

Adjunct Faculty Member, Detroit Campus  
M.A. (Public Relations), Michigan State University  
B.A. (Psychology and Communications), The University of Michigan - Dearborn

**Matthew Schwartz**

Adjunct Faculty Member, Detroit Campus  
M.B.A. (Business Administration), University of Phoenix  
B.B.A. (Hotel, Restaurant/Resort Management & Marketing Ma), Northwood University

**Teresa M. Snyder**

Adjunct Faculty Member, Detroit Campus  
M.B.A. (Human Resources), Baker College  
B.S. (Fashion Merchandising), Western Michigan University

**Ashley L. Swint**

Adjunct Faculty Member, Chicago Campus  
M.B.A. (Business Administration), Argosy University  
B.A. (Fashion Marketing & Management), Illinois Institute of Art - Chicago

**Tammy Tavassoli**

Full-Time Assistant Professor, Schaumburg Campus  
M.B.A. (Marketing), American Intercontinental  
B.S. (Textile and Apparel Design), Northern Illinois

**Lauren Toper**

Adjunct Faculty Member, Detroit Campus  
M.S. (Apparel, Textile Merchandising), Eastern Michigan University  
B.S. (Apparel & Textile Design), Michigan State University

**Stephanie A. Wojdyla**

Full-time Faculty Member, Chicago Campus  
M.B.A. (Marketing), Argosy University

B.A. (Merchandising Management),  
International Academy of Merchandising &  
Design

#### **Graphic Design**

##### **Yacob B. Abdi**

Adjunct Associate Professor, Chicago Campus  
M.S. (Computer Science), University of Chicago  
B.S. (Mechanical Engineering), Addis Ababa  
University  
A.A.S. (Computer Networking: Systems  
Administration), Parkland College

##### **David P. Andre**

Adjunct Faculty Member, Chicago Campus  
M.A. (Graphic/Web Design), Columbia College  
B.A. (Graphic Design), Columbia College

##### **Ranj Beebani**

Adjunct Faculty Member, Detroit Campus  
M.A. (Environmental Graphic Design), Lawrence  
Technological Institute  
B.F.A. (Graphic Communication), Baker College

##### **Ellen Campbell**

Adjunct Assistant Professor, Chicago Campus  
M.F.A. (Painting), University of Chicago  
B.F.A. (Fine Art), Rhode Island School of Design

##### **Robbin M. DeWitt**

Adjunct Faculty Member, Detroit Campus  
M.A. (Digital Arts Imagery), Maryland Institute  
College of Art  
B.F.A. (Graphic Illustration) Maryland Institute  
of Art

##### **Gary Fox**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Studio Art), Illinois State University  
B.S. (Art Education), Illinois State University

##### **Janyne Fox**

Full-time Associate Professor, Schaumburg  
Campus  
M.A., DePaul University  
B.F.A. (Visual Communications), Illinois Institute  
of Art-Schaumburg

##### **Daniel Hanners**

Full-time Faculty Member, Schaumburg  
Campus  
M.A. (Studio Art), Northern Illinois  
B.F.A. (Visual Communications), Ill Institute of  
Art-Schaumburg

##### **William Haun**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Art), Northern Illinois University  
B.F.A. (Studio Art-Design), Northern Illinois  
University

##### **Elisa Hillock**

Institutional Program Chair, Design,  
Schaumburg Campus  
M.F.A. (Graphic Design), University of Illinois-  
Chicago

B.S. (Biocommunication Arts, Medical  
Illustration), University of Illinois Health  
Sciences Center

##### **Chris Huang**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Communication Design), Pratt Institute  
B.F.A. (Fine Arts), National Taiwan Normal Univ.

##### **Christine Hutchins**

Adjunct Faculty Member, Detroit Campuses  
M.F.A. (Illustration), Savannah College of Art  
and Design  
B.F.A. (Drawing and Jewelry Design), Eastern  
Michigan University

##### **Cynthia Kerby**

Full-time Professor, Chicago Campus  
M.F.A. (Visual Communications), School of the  
Art Institute of Chicago  
B.F.A. (Graphic Communications), Center for  
Creative Studies, College of Art & Design

##### **Janet Leszczynski**

Full-time Associate Professor, Chicago Campus  
M.F.A. (Studio Arts), Northern Illinois University  
M.A. (Studio Art), Northern Illinois University  
B.A. (Studio Art), Rosary College

##### **Travis D. Lewis**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Metalsmithing), Cranbrook Academy of  
Art  
B.F.A. Wayne State University

##### **Eddwin Meyers**

Adjunct Professor, Chicago Campus  
M.F.A. (Painting), Southern Illinois University  
B.A. (Painting), Southern Illinois University  
A.S. (Fine Arts), Rock Valley College

##### **Ken Michalik**

Full-time Faculty Member, Detroit Campus  
M.A. (Graphic Design), Eastern Michigan  
University  
B.A. (Graphic Design and Advertising), Bowling  
Green State University

##### **Joseph Miri**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Fine Arts), School of Visual Arts  
B.A. (Film & Video Studies), University of  
Michigan

##### **Donald J. Pollack**

Adjunct Professor, Chicago Campus  
M.F.A. (Fine Arts), The Ohio State University  
B.F.A. (Graphic Design), University of Illinois

##### **Dustin S. Rabjohn**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Painting/Drawing), University of  
Auckland, Australia  
B.F.A. (Illustration), Columbus College of Art  
and Design

##### **Nancy Rosenheim**

Adjunct Faculty Member, Chicago Campus

M.F.A. (Visual Arts), School of the Art Institute  
of Chicago  
B.F.A. (Visual Arts), School of Visual Arts

##### **Cynthia Sarris**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Fine Arts), Eastern Michigan University  
B.A.E. (Art Education), Eastern Michigan  
University  
B.F.A. (Fine Arts), Eastern Michigan University

##### **Stephanie Sarris**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Fine Arts), Cranbrook Academy of Art  
B.F.A. (Fine Arts), University of Michigan

##### **Christopher Shields**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Painting), Minneapolis College of Art &  
Design  
B.F.A. (Drawing), Kendall College of Art &  
Design

##### **Jordan Schranz**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Combined Media), CUNY Hunter  
College  
B.F.A. (Painting), Maryland Institute College of  
Art

##### **Barry F. Sloan**

Adjunct Faculty Member, Detroit Campus  
M.S. (Management), Walsh College  
B.F.A. (Fine Arts), Eastern Michigan University

##### **Andrew Sobol**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Interactive Media Design/Video),  
Northern Illinois University  
B.F.A. (Design Time Arts), Northern Illinois  
University

##### **Martin E. Somberg**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Studio Art), Eastern Michigan University  
B.F.A. (Art), Eastern Michigan University

##### **Jiwon Son**

Full-time Professor, Chicago Campus  
M.F.A. (Visual Communications/ Painting and  
Drawing), School of the Art Institute of Chicago  
B.S. (Medical Illustration), Ohio State University

##### **Dan Streeting**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (2-D Design), Cranbrook Academy of Art  
B.F.A. (Graphic Design), Northern Michigan  
University

##### **Joseph Turner**

Adjunct Assistant Professor, Schaumburg  
Campus  
M.F.A. (Painting), Northern Illinois University  
B.F.A. (Painting), Ohio University

**Vassi Vasevski**

Adjunct Assistant Professor, Chicago Campus  
M.F.A. (Painting & Drawing), Academy of Fine Arts, Sofia  
B.A. (Fine Art), Academy of Fine Arts, Sofia  
A.S. (Commercial Arts), Indiana-Purdue University

**Kimberly K. Viviano**

Adjunct Associate Professor, Chicago Campus  
M.F.A. (Visual Communication), School of the Art Institute of Chicago  
B.F.A. (Illustration), Kendall College of Art & Design, MI

**Anna Mycek-Wodecki**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (Graphic Design), Academy of Fine Arts-Warsaw

**Game Art & Design****Alex Damarjian**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Interactive Design/Game Development), Savannah College of Art & Design  
M.S. (Cinema Production), DePaul University  
M.A. (Art of Teaching), Columbia College  
B.A. (Film/Computer Animation), Columbia College

**Brian Kerr**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Computer Animation), Miami Intl University  
B.F.A. (Media Arts & Animation), Illinois Institute of Art-Schaumburg

**Justin B. Mohlman**

Adjunct Faculty Member, Chicago Campus  
B.F.A. (Media Arts & Animation), Illinois Institute of Art-Schaumburg

**Eric Blomquist**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A., Academy of Art University  
BFA, Media Arts & Animation, The Illinois Institute of Art – Schaumburg

**Scott Cenkar**

Adjunct Faculty Member, Schaumburg Campus  
M.Ed. (Instructional Technology), American Intercontinental University  
BFA, (Media Arts & Animation), The Illinois Institute of Art – Schaumburg  
AA, (Architecture), Bakersfield College

**General Education****Frank Acton**

Adjunct Professor, Schaumburg Campus  
M.A. (Psychology), Adler Institute of Chicago  
B.A. (Anthropology/Philosophy), Western Illinois University

**Darnell Anderson**

Adjunct Faculty Member, Detroit Campus

PhD. (Philosophy-Communication), Wayne State University

M.A. (Counseling), Wayne State University  
B.A. (General Studies-Humanistic Studies), Waynes State University

**Amer Awwad**

Adjunct Faculty Member, Chicago Campus  
Masters (Bioethics), University of Pennsylvania  
B.Sc. (Biology), York University

**Unoma Azuah**

Adjunct Faculty Member, Chicago Campus  
M.A. English, Cleveland State University  
B.A. English, University of Nigeria

**James Holley**

Adjunct Faculty Member, Chicago Campus  
M.S. (Mass Communications-Advertising), Virginia Commonwealth University  
B.F.A. (Fashion), Virginia Commonwealth University

**Erhardt Bauer**

Adjunct Faculty Member, Detroit Campus  
M.S. (Applied Mathematics), University of Puerto Rico  
B.S. (Mathematics), University of Sacred Heart

**Erik Bean**

Adjunct Faculty Member, Detroit Campus  
Ph.D. (Education), University of Phoenix  
M.A. (Journalism), Michigan State University  
B.S. (English), Grand Valley State University

**George Besset**

Program Coordinator, General Education, Schaumburg Campus  
M.E. (Education Curriculum & Instruction), Olivet Nazarene University  
B.A. (English), St. Xavier University

**Ioana Brad**

Adjunct Faculty Member, Detroit Campus  
B.A. (Spanish Language), Eastern Michigan University  
M.A. (Applied Spanish Linguistics), Michigan State University

**Lannie M. Burton**

Adjunct Faculty Member, Chicago Campus  
M.A. (Adult Education), National-Louis University  
B.A. (Mathematics), Roosevelt University

**Chandra Carr**

Adjunct Faculty Member, Detroit Campus  
PhD. (Counseling Studies), Capella University  
M.S. (Counseling Studies), University of Michigan  
B.S. (Family Community Services), Michigan State University

**Kenan Caymaz**

Full-time Faculty Member, Schaumburg Campus  
M.S. (Nuclear Physics), Old Dominion University  
B.S. (Physics), Buffalo State College

**Fawn Clarke-Peterson**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Ceramics), Northern Illinois University  
B.A. (History), Winona State University

**Donna Clesen**

Adjunct Faculty Member, Chicago Campus  
M.A. English, Northeastern University  
B.S. English, Southern Illinois University

**Sonia Cristoltean**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Mathematics), Babes Bolyai University  
B.S. (Mathematics), Babes Bolyai University

**Daniel Curren**

Adjunct Faculty Member, Detroit Campus  
B.A. (Communication), University of Michigan  
M.A. (Organizational Communication), University of Houston

**Marina DeLong**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Applied Math), Moscow University  
B.S. (Applied Math), Moscow University

**Arlene M. Dewey**

General Education Coordinator, Chicago Campus  
M.A. (English), Governors State University  
B.A. (English, Secondary Education), Governors State University  
A.A. (General Education), Prairie State College

**Leandra Edwards-Brandel**

Adjunct Faculty Member, Detroit Campus  
M.A. (Written Communication), Eastern Michigan University  
B.S. (Secondary Cognitive Impairment and Language Literature), Eastern Michigan University

**Carolyn Ford**

Adjunct Faculty Member, Detroit Campus  
Ph.D. (Philosophy), Wayne State University  
M.A. (Education Administration), Wayne State University  
M.A. (Business Management), Central Michigan University  
B.B.A. (Management and Organizational Behavior), Detroit Institute of Technology

**Schume Harrison**

General Education Coordinator, Detroit Campus  
M.A. (Communication Education), Wayne State University  
B.A. (Media Arts and Studies), Wayne State University

**Zhi Hu**

Adjunct Faculty Member, Detroit Campus  
M.S. (Mathematics), Universidad De Puerto Rico  
B.S. (Engineering Mechanics) Tianjin University

**Muriel Jackson**

Adjunct Faculty Member, Chicago Campus  
M.S. (Broadcast Journalism), Boston University  
B.A. (Speech), Emerson College

**Simon Kakumanu**

Adjunct Faculty Member, Schaumburg Campus  
M.A., Nagarjuna University  
M.A., Vikram University  
M.A., University of Illinois at Urbana-Champaign  
B.A., Andhra University  
B.A., Nagarjuna University

**Hanley Kanar**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (American Studies), University of Iowa  
B.A. (American Culture), University of Michigan  
B.S. (Biochemistry), University of California, Davis

**George Kolibar**

Full-time Faculty Member, Detroit Campus  
M.A. (English), Oakland University  
B.A. (English), Oakland University

**Diane Kostick**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (History), Northeastern Illinois University  
B.A. (Education), St. Xavier College

**Renee Lustig**

Adjunct Faculty Member, Chicago Campus  
M.A. (Adult Education), Northern Illinois University  
B.A. (Mathematics), Roosevelt University

**Tracy L. Meyer**

Full-time Associate Professor, Chicago Campus  
M.S. (Math), University of Illinois  
B.S. (Actuarial Science), University of Illinois

**Melissa B. Oleshansky**

Adjunct Faculty Member, Detroit Campus  
PhD. (Psychology), Alliant International University  
M.S. (School and Community Psychology), Wayne State University  
B.A. (Psychology), Michigan State University

**Dave Pederson**

Adjunct Faculty Member, Chicago Campus  
Ph.D. (Theology), Evangelical Theological Faculty  
M.A. (Divinity), Trinity Evangelical Divinity School  
B.A. (Social Science), Wheaton College

**Mica J. Racine**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Creative Writing), Columbia College, Chicago  
B.A. (Communication), Sioux Falls College

**Bret R. Ruiz**

Adjunct Faculty Member, Chicago Campus  
M.A. (Management), Northwestern University  
M.A. (Art History), Northwestern University

B.A. (American Studies), Yale College

B.A. (American Studies), Yale College

**Lillian Ryall**

Adjunct Faculty Member, Detroit Campus  
J.D. (Law), Wayne State University  
B.Sc. (Math and Chemistry), Madonna University

**Ziad H. Saad**

Adjunct Faculty Member, Detroit Campus  
M.S. (Basic Medical Science), Wayne State University  
B.S. (Cellular and Molecular Biology), University of Michigan

**John Salmen**

Adjunct Assistant Professor, Schaumburg Campus  
D.V.M. (Veterinary Medicine), University of Illinois/Urbana  
B.S. (Veterinary Medicine), University of Illinois/Urbana

**Cynthia Schneider**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (English), Governors State University  
B.A. (English and Communication), Governors State University

**Scott Schuppan**

Adjunct Faculty Member, Chicago Campus  
M.A. (English), Creighton University  
B.A. (Speech, English), Hasting College

**Steven Stamatis**

Adjunct Faculty Member, Schaumburg Campus  
M.A. (English and American Literature), DePaul University  
B.A. (Rhetoric), University of Illinois

**Frank Sullivan**

Full-time Associate Professor, Chicago Campus  
EdD (Counseling Psychology) Argosy University  
M.A. (Clinical Psychology), Roosevelt University  
M.A. (History), DePaul University  
A.B. (History), Marquette University

**Karianne Whitehead**

Adjunct Faculty Member, Chicago Campus  
M.A. (History), Roosevelt University  
B.A. (History), Chestnut Hill College  
A.A.S. (History), Prairie State College

**Jennifer Yuen**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Physics), Old Dominion University  
B.S. (Physics/Philosophy), Rockhurst University

**Interior Design****Lisa Andlovec-Hamilton**

Adjunct Faculty Member, Chicago Campus  
M.A. (Interior Design), Harrington College of Design  
B.F.A. (Interior Design) Sanford Brown College

**Gerald P. Brennan**

Full-time Instructor, Chicago Campus  
M.A. (Applied Professional Studies), DePaul University  
B.F.A. (Interior Architecture), School of the Art Institute of Chicago  
Diploma (Interior Design) Harrington), Harrington College of Design

**Michael Campbell**

Adjunct Faculty Member, Detroit Campus  
M.Arch. (Architecture), The University of Michigan  
M.B.A. (Business Administration), University of Colorado  
B.A. (Sociology), University of Colorado

**Kara V. Dueweke**

Adjunct Faculty Member, Detroit Campus  
M.S. (Interior Design), Eastern Michigan University  
B.A. (Interior Design), Michigan State University

**Becky J. Fixel**

Adjunct Faculty Member, Detroit Campus  
M.S. (Interior Design), Lawrence Technological University  
B.S. (Interior Spaces, History of Environments, Business Marketing), Eastern Michigan University

**Mary Grether**

Adjunct Faculty Member Schaumburg Campus  
M.Arch. (Architecture), Illinois Institute of Technology  
B.S. (Art Education), Illinois State University

**Brent Huffman**

Adjunct Faculty Member, Schaumburg Campus  
MA, Interior Design, Harrington College  
BFA, Interior Design, Harrington College

**Christine Kennedy**

Adjunct Faculty Member, Detroit Campus  
M.A. (Architecture), University of Michigan  
B.F.A. (Interior Design Focus), University of Michigan

**Roberta King**

Adjunct Faculty Member, Detroit Campus  
M.A. (Adult Education), University of Phoenix  
BSc (Interior Design), Western Michigan University

**Roberto Lama**

Program Coordinator, Interior Design, Schaumburg Campus  
M.A. (Architecture), University of Buenos Aires

**Jody Luna**

Full Time Associate Professor, Schaumburg Campus  
Ed.D. Argosy University  
M.A., Illinois Institute of Technology  
M.Arch. (Architecture), Illinois Institute of Technology  
B. Arch. (Architecture), University of Miami

**Nancy Milstein**

Adjunct Faculty Member, Detroit Campus  
M.A. (Architecture), Lawrence Technological University  
B.S. (Architecture), Lawrence Technological University

**Suzann Nordstrom**

Adjunct Faculty Member, Schaumburg Campus  
M.A.T. (Education), Columbia College  
B.F.A. (Interior Design), Ill Institute of Art-Schaumburg

**Claren A. Pappo**

Full-time Faculty Member Chicago Campus  
M.F.A. (Interior Architecture), Columbia College - Chicago  
B.S. (Management, Psychology), Indiana University

**Keyvan Rafii**

Adjunct Faculty Member, Schaumburg Campus  
Ph.D. (Art History), University of Illinois  
M Arch (Architecture), University of Illinois/Urbana  
B.S. (Architecture), University of Illinois/Urbana  
AM(Art History) (Art History), University of Illinois/Urbana

**Ronald J. Zawila**

Adjunct Faculty Member, Chicago Campus  
Ph.D. (Medieval Studies), University of Toronto  
B.F.A. (Interior Design), Illinois Institute of Art, Chicago  
B.A. (Philosophy), Loras College

**Illustration & Design****Cheri L. Charlton**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Paint & Drawing), Ohio University  
B.F.A. (Painting), Bowling Green State University

**Elizabeth Chevalier**

Adjunct Faculty Member, Schaumburg Campus  
M.F.A. (Graphic Design), University of Illinois-Chicago  
B.F.A. (Illustration), Moore College of Art/Design

**John Gregg**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Film, Production Design), Columbia College  
B.A. (Illustration), Columbia College  
B.F.A. (Painting/Illustration), Syracuse University

**Joshua Heinsz**

Adjunct Faculty Member, Chicago Campus  
M.F.A (Illustration) Maryland Institute College of Art  
B.F.A (Illustration) Savannah College of Art and Design

**Jodie Lawrence**

Provost, Illinois Institute of Art  
M.F.A. (Visual Arts), The Slade School of Fine Art, University College London, England  
B.F.A (Fine Arts with Distinction), The Ohio State University

**Sonal Patel**

Adjunct Faculty Member, Schaumburg Campus  
M.A.M.S. (Medical Illustration), University of Illinois-Chicago  
B.S. (Medical Technology), University of Illinois-Chicago  
Assoc. (Oil Painting), American Academy of Art-Chicago

**Casey L. Smallwood**

Assistant Program Chair - Design, Chicago Campus  
M.F.A. (Visual Art), University of Chicago  
B.F.A. (Photography), Missouri State University

**Media Arts & Animation****Andrew S. Baron**

Full-time Faculty Member, Chicago Campus  
M.A. (Cinema-Television/Film Production), University of Southern California  
B.A. (Philosophy with Distinction), University of Michigan

**Jennifer M. Cherrington**

Adjunct Faculty Member, Chicago  
ChicagoCampus  
M.S. (Digital Cinema & Animation), DePaul University  
B.F.A. (Visual Communication Design), University of Dayton

**Anthony C. Fox**

Adjunct Faculty Member, Detroit Campus  
B.A. (Game Art and Design), Ex'pression College for Digital Arts

**Jason K. Hopkins**

Adjunct Faculty Member, Chicago Campus  
M.F.A., School of the Art Institute of Chicago  
B.F.A., School of the Art Institute of Chicago  
B.F.A. (Fine Arts with Distinction), Amherst College

**Michael S. Nickelson**

Adjunct Faculty Member, Chicago Campus  
B.F.A. (Broadcasting), Eastern Kentucky University  
B.A. (Cinema and Photography), Southern Illinois University  
A.A. (Liberal Arts), College of DuPage

**Paul Njuguna**

Adjunct Faculty Member, Chicago Campus  
M.S. (Instructional Design and Development), Bellevue College  
B.A. (Computer Graphic Design), Bellevue College

**Robert J. Reiterman**

Adjunct Faculty Member, Detroit Campuses

M.B.A. (Business Administration), American InterContinental University  
B.A. (Game Design), International Academy of Design & Technology

**Jared Rosa**

Full-time Faculty Member, Schaumburg Campus  
B.F.A. (Visual Communications), Ill Institute of Art-Schaumburg  
M.F.A. (Animation), Academy of Art University

**Marc A. Soehli**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Animation), Academy of Art University, San Francisco  
B.F.A. (Media Arts & Animation), Illinois Institute of Art – Chicago

**Chloe L. Stanfield**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Visual Development), Academy of Art University  
B.S. (Visual Communications), University of Evansville

**Susan D. Taaffe**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Fine Arts), The Ohio State University  
B.F.A. (Fine Arts), The Ohio State University

**Allen R. Tieri**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Digital Imaging & Film), Governor's State University  
B.A. (Communication & Studio Arts), Benedictine University

**Robert F. Vaughn**

Adjunct Faculty Member, Detroit Campus  
M.A. (Electronic Media Production), Central Michigan University  
B.A.S. (Digital animation/Game Design), Ferris State University

**Marilyn Volkman**

Adjunct Faculty Member, Chicago Campus  
M.F.A. (Visual Arts), University of Chicago  
B.F.A. (Studio Art), University of Arizona

**Rodney Scott Wasmuth**

Adjunct Faculty Member, Detroit Campus  
M.A. (Studio Art), Michigan State University  
B.A. (Cinematography & Media), Michigan State University

**Sean J. Frangella**

Adjunct Faculty Member, Chicago Campus  
M.S. (Cinema Production), DePaul University  
B.A. (Art), Valparaiso University

**Web Design & Interactive Media****Michael Heliker**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Computer Graphics & Motion Tech.), DePaul University  
B.F.A. (Illustration), Northern Illinois University

**Peter Infelise**

Full-time Faculty Member, Schaumburg Campus  
M.F.A., Academy of Art University  
B.F.A. (Multimedia and Web Design), Illinois Institute of Art-Schaumburg

**Danyell Jones-Muhammad**

Adjunct Faculty Member, Schaumburg Campus  
M.S. (Human Computer Interaction), DePaul University  
B.A. (Psychology), DePaul University

**Hui Yang**

Adjunct Faculty Member, Detroit Campus  
M.F.A. (Graphic Design and New Media), Eastern Michigan University  
B.A. (Graphic Design), The Art Institute of Nanjing (Nanjing P.R. China)

**ADMINISTRATION****Institutional President**

Joshua Pond

**Provost**

Jodie Lawrence

**Director of Institute Effectiveness**

Deann Grossi

**Institutional Director of Career Services**

Dan Robison

**Institutional Dean of Student Affairs**

Keith Kramer

**CHICAGO CAMPUS ADMINISTRATION****Academic Affairs****Provost**

Jodie Lawrence

**Program Chair - Culinary**

Elizabeth Sweeney

**Assistant Program Chair - Design**

Casey Smallwood

**Program Coordinator – Fashion**

Priya Pandey

**Program Coordinator – General Education**

Arlene Dewey

**Institutional Chair – Media**

Regina Charles-Williams

**Registrar**

Jason Celiz

**Librarian**

Joshua Mabe

**Admissions****Senior Director of Admissions**

Maria Kate Williams

**Assistant Directors of Admissions**

Julius Martin  
Eli Brown  
Kyle Blank  
Jacquelyn Mack  
Valentina Roberts  
Marquez Brown  
Ali Thomas  
Jainelle Love  
Katherine Singleton  
Mildred Santiago  
Regina Allen  
Tremel Moody

**Assistant Director of Readmissions**

Brennen Keefe

**Career Services****Institutional Director of Career Services**

Dan Robison

**Career Services Advisor**

Pamela Hudson

**General Administration****Human Resources Manager**

Luz M. Araiza

**Student Services****Institutional Dean of Student Affairs**

Keith Kramer

**Resident Life Coordinator**

Carl W. Mackey

**Financial Services****Director of Financial Services**

Kim D. Gordon

**Student Accountant**

Molly G. Shanahan

**Financial Aid Officers**

Daisy Rodriguez  
Anthony Vasquez  
Shereen Barnes  
Jalisse House  
Allysa Russello

**Supply Store Manager**

Ricardo A. Olave

**DETROIT CAMPUS ADMINISTRATION****President**

Tracey Bass

**Administrative Assistant**

Judy Poppenger

**Academic Affairs****Dean of Academic Affairs**

Jim Kapitan

**Program Chair-Culinary**

Elliott J. Hilton

**Academic Coordinator, General Education**

Schume' Harrison

**Registrar**

Jon Calderwood

**Academic Advisor**

Giovannie Thomas

**Librarian**

Janel Mills

**Admissions****Senior Director of Admissions**

Jeff Jeung

**Admissions Receptionist**

Sharon Harris

**Enrollment Processor**

Jeanita Bright

**Assistant Director of Re-Admissions**

Lindy Hancock

**Assistant Directors of Admissions**

Vanessa Billock  
Kathryn Bough  
Dial Delaney  
Janel Edelman  
Morgan Gaz  
Michael Longo  
Adam Morris  
Malisa Thimes

**Student Services****Director of Student Services**

Shannon Delecki

**Resident Life Coordinator**

Keith Flewelling

**Career Services Advisor**

Michelle Trevino

**Human Resources****HR Generalist**

TBD

**Financial Services****Director of Financial Services**

Raquel Smith

**Financial Aid Officers**

Porsche Miles  
Katrina Mitchell  
Crystal O'Flynn  
Stacey Palm

**Supply Store Manager**

Eric Pieti

**Storeroom Clerk**

Adam Gardner

**SCHAUMBURG CAMPUS ADMINISTRATION****President**

David Ray

**Academic Affairs****Dean of Academic Affairs**

Dr. Andrea Kolasinski Marcincus

**Institutional Program Chair - Design**

Elisa Hillock

**Program Coordinator – Design**

Roberto Lama

**Program Coordinator – General Education**

George Bessett

**Assistant Program Chair – Media**

Ryan E. Black

**Registrar**

Michael Donohue

**Academic Advisor**

Joyce Parisi

**Librarian**

Milan Kolundzija

**Admissions****Senior Director of Admissions**

Christina Caras

**Associate Director of Readmissions**

Amy Haban

**Assistant Directors of Admissions**

Amanda Camann  
Heather L. Kipper  
Nicole Kostrzewski  
Anna Richardson  
Julie Spencer  
Sajni Vashi

**Enrollment Processor**

Natalie MacKnight

Receptionists

**Danica Lopez**

**Joan Racine**

**Human Resources****Human Resources Manager**

Luz M. Araiza

**Student Services****Director of Student Services**

Robert D. Peterson

**Career Services Advisor**

Anne Champion

**Financial Services****Director of Financial Services**

TBA

**Financial Aid Officers**

Tamica Dantzler

Michael Guarino

**Student Accountant**

Olga Kushniryuk

**Supply Store Manager**

Madison Lenkiewicz

**Additional Information**

**Board of Trustees**

The following individuals serve on the Board of Trustees, the governing body of The Illinois Institute of Art:

**Mr. Thomas Kube**

Executive Director, Kube and Company

**Dr. Alma Allen**

State Representative District 131,  
Houston, Texas

**Dr. Louis Bender**

Professor Emeritus  
Florida State University

**Dr. Dorothy Fenwick**

President, Association of  
Commissions

**Linda Hunter**

Vice President, Human Resources

The Art Institutes

**Ms. Rebecca H. Sladack**

Vice President, General  
Administration  
Dream Center Education Holdings, LLC

**Josh Pond, Ex-Officio**

Institutional President  
The Illinois Institute of Art

**ACADEMIC CALENDAR**

<b>CALENDAR YEAR 2017</b>		
<b>START DATE</b>	<b>END DATE</b>	
January 9, 2017	March 25, 2017	
February 16, 2011	March 25, 2017	Mid-Term Start
April 3, 2017	June 17, 2017	
May 11, 2017	June 17, 2017	Mid-Term Start
July 10, 2017	September 23, 2017	
August 17, 2017	September 23, 2017	Mid-Term Start
October 2, 2017	December 16, 2017	
November 9, 2017	December 16, 2017	Mid-Term Start

  

<b>CALENDAR YEAR 2018</b>		
<b>START DATE</b>	<b>END DATE</b>	
January 8, 2018	March 24, 2018	
February 15, 2018	March 24, 2018	Mid-Term Start
April 2, 2018	June 16, 2018	
May 10, 2018	June 16, 2018	Mid-Term Start
July 9, 2018	September 22, 2018	
August 16, 2018	September 22, 2018	Mid-Term Start
October 1, 2018	December 15, 2018	
November 8, 2018	December 15, 2018	Mid-Term Start



# **The Illinois Institute of Art® Chicago**



**The Illinois Institute of Art®  
Schaumburg**



**The Art Institute  
of Michigan®**

## **CATALOG ADDENDUM Catalog 2017 - 2018**

**Effective Date: August 27, 2018**

**The Illinois Institute of Art – Schaumburg**  
1000 Plaza Drive, Suite 100  
Schaumburg, IL 60173

**The Art Institute of Michigan**  
28125 Cabot Drive  
Novi, MI 48377

## Table of Contents

Policy Update .....	3
Accreditation Statement .....	3
Cease Enrollment.....	3
Tuition and Fees .....	4
Veteran Supplemental Housing Grant .....	7
Gainful Employment .....	8

See [aiprograms.info](http://aiprograms.info) for program duration, tuition, fees, and other costs, median debt, salary data, alumni success, and other important info.

## Policy Update

***The following completely replaces The Art Institutes Grading Policy on page 141 of the current catalog.***

### THE ART INSTITUTES GRADING POLICY

Repeating courses.

If otherwise eligible, students may retake coursework for one of the following reasons:

Failed the Course: Students who have failed the course and earned no credit hours.

Withdrawn Course: Students who withdraw from a course will receive either a Withdrawal without penalty (W), Withdrawal with penalty (WF), or Unearned F (UF), Failing grade (F). Please refer to the grading section of the Satisfactory Academic Progress Policy for information when a W, WF, UF, F grade will be granted.

Stale Course: By State or Accreditation requirements a student must pass a course within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.

Meet Progress or Professional Requirements: Students who have successfully completed the course and earned credit hours but are required to improve their grade point average (G.P.A.). For standard term-based programs, DCEH policy, as required by Department of Education regulation, will allow financial aid to cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or G.P.A. to practice upon graduation or progress in the program, per the academic catalog or course requirements published and provided to students. For example, the student passed the course but the grade received is not sufficient for progression. The student receives a C but, in order to graduate, a B or better is required.

## Accreditation Statement

***The following completely replaces the Institutional Accreditation statements on page 5 of the current catalog.***

The Illinois Institute of Art is in transition during a change of ownership. We are a candidate school seeking accreditation under new ownership and our new non-profit status. Our students remain eligible for Title IV. Higher Learning Commission (230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1.800.621.7440, [www.hlcommission.org/](http://www.hlcommission.org/)).

## Cease Enrollment

The Illinois Institute of Art – Chicago, The Illinois Institute of Art – Schaumburg, and The Art Institute of Michigan are currently not accepting new students. If you are interested in an Art Institutes program of study at another location, please call (855) 758-5665.

## Tuition and Fees

**Effective beginning with the 10/2/18 class start, the following completely replaces the tuition and fees section beginning on page 122 of the current catalog:**

### The Illinois Institute of Art – Chicago

Program of Study	Credit Hours	Program Length (Qtrs)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Culinary Arts*	90	6	66	\$483	\$1,470	\$950	\$645	\$46,535
Fashion Merchandising*	90	6	66	\$483	\$0	\$800	\$349	\$44,619
Graphic Design*	90	6	66	\$483	\$0	\$250	\$349	\$44,069
Hospitality Management*	90	6	66	\$483	\$210	\$450	\$400	\$44,530
<b>Bachelor of Applied Science (BAS)</b>								
Culinary Management*	180	12	132	\$483	\$1,680	\$1,250	\$645	\$90,515
<b>Bachelor of Arts (BA)</b>								
Advertising*	180	12	132	\$483	\$0	\$450	\$349	\$87,739
Fashion Marketing & Management*	180	12	132	\$483	\$0	\$1,300	\$349	\$88,589
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Filmmaking & Video Production*	180	12	132	\$483	\$0	\$1,100	\$701	\$88,741
Digital Photography*	180	12	132	\$483	\$0	\$1,000	\$349	\$88,289
Fashion Design*	180	12	132	\$483	\$0	\$1,100	\$630	\$88,670
Game Art & Design*	180	12	132	\$483	\$0	\$1,600	\$349	\$88,889
Graphic Design*	180	12	132	\$483	\$0	\$450	\$349	\$87,739
Illustration & Design*	180	12	132	\$483	\$0	\$750	\$349	\$88,039
Interior Design*	180	12	132	\$483	\$0	\$1,600	\$627	\$89,167
Media Arts & Animation*	180	12	132	\$483	\$0	\$1,350	\$349	\$88,750
<b>Bachelor of Science (BS)</b>								
Audio Production*	180	12	132	\$483	\$0	\$1,150	\$879	\$88,969
Hospitality Management*	180	12	132	\$483	\$560	\$850	\$400	\$88,190
<b>Diploma (D)</b>								
Baking & Pastry*	51	5	55	\$483	\$1,330	\$700	\$645	\$27,308
Culinary Arts*	53	4	44	\$483	\$1,260	\$650	\$645	\$28,154

**The Illinois Institute of Art – Schaumburg**

Program of Study	Credit Hours	Program Length (Quarters)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Fashion Merchandising*	90	6	66	\$483	\$0	\$1,150	\$349	\$44,969
Graphic Design*	90	6	66	\$483	\$0	\$1,350	\$349	\$45,169
Web Design & Interactive Media*	90	6	66	\$483	\$0	\$1,200	\$349	\$45,019
<b>Bachelor of Arts (BA)</b>								
Advertising*	180	12	132	\$483	\$0	\$3,000	\$329	\$90,269
Fashion Marketing & Management*	180	12	132	\$483	\$0	\$1,150	\$349	\$88,439
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Filmmaking & Video Production*	180	12	132	\$483	\$0	\$1,150	\$372	\$88,462
Digital Photography*	180	12	132	\$483	\$0	\$850	\$349	\$88,139
Fashion Design*	180	12	132	\$483	\$0	\$1,150	\$630	\$88,720
Game Art & Design*	180	12	132	\$483	\$0	\$1,150	\$349	\$88,439
Graphic Design*	180	12	132	\$483	\$0	\$1,350	\$349	\$87,639
Illustration & Design*	180	12	132	\$483	\$0	\$400	\$349	\$87,689
Interior Design*	180	12	132	\$483	\$0	\$1,700	\$627	\$89,267
Media Arts & Animation*	180	12	132	\$483	\$0	\$1,300	\$349	\$88,589
Visual Effects & Motion Graphics*	180	12	132	\$483	\$0	\$1,300	\$372	\$88,612
Web Design & Interactive Media*	180	12	132	\$483	\$0	\$1,200	\$349	\$88,489
<b>Bachelor of Science (BS)</b>								
Audio Production*	180	12	132	\$483	\$0	\$750	\$879	\$88,569
Hospitality Management*	180	12	132	\$483	\$0	\$850	\$400	\$88,190
<b>Diploma (D)</b>								
Digital Design*	36	3	33	\$483	\$0	\$600	\$349	\$18,337
Web Design & Interactive Communications*	48	4	44	\$483	\$0	\$800	\$329	\$24,313

**The Art Institute of Michigan**

Program of Study	Credit Hours	Program Length (Quarters)	Instruction Weeks	Tuition per Credit Hour	Lab Fee <sup>1</sup>	Digital Textbooks <sup>2</sup>	Starting Kit Fee <sup>3</sup>	Approx. Tuition Per Program <sup>4</sup>
<b>Associate of Applied Science (AAS)</b>								
Culinary Arts*	90	6	66	\$437	\$1,470	\$1,150	\$645	\$42,595
Fashion Merchandising*	90	6	66	\$437	\$0	\$1,025	\$349	\$40,704
Graphic Design*	90	6	66	\$437	\$0	\$800	\$349	\$40,479
Interior Design*	90	6	66	\$437	\$0	\$1,150	\$627	\$41,107
Web Design & Interactive Media*	90	6	66	\$437	\$0	\$750	\$349	\$40,429

<b>Bachelor of Applied Science (BAS)</b>								
Culinary Management*	180	12	132	\$437	\$1,680	\$2,175	\$645	\$83,160
<b>Bachelor of Arts (BA)</b>								
Fashion Marketing & Management*	180	12	132	\$437	\$0	2,025	\$349	\$81,034
<b>Bachelor of Fine Arts (BFA)</b>								
Digital Photography*	180	12	132	\$437	\$0	\$2,050	\$349	\$81,059
Graphic Design*	180	12	132	\$437	\$0	\$1,600	\$349	\$80,609
Interior Design*	180	12	132	\$437	\$0	\$2,225	\$627	\$81,512
Media Arts & Animation*	180	12	132	\$437	\$0	\$2,150	\$349	\$81,159
Web Design & Interactive Media*	180	12	132	\$437	\$0	\$1,200	\$349	\$80,209
<b>Bachelor of Science (BS)</b>								
Audio Production	180	12	132	\$437	\$0	\$1,875	\$879	\$81,414
<b>Diploma (D)</b>								
Baking & Pastry	51	4	44	\$437	\$1,330	\$725	\$645	\$24,987
Culinary Arts	53	4	44	\$437	\$1,260	\$700	\$645	\$25,766

\*These programs are no longer accepting new enrollments.

The table above is calculated at full load, which is an average of 15 credit hours per quarter. The calculation would be based on 12 credit hours per quarter if a student were to take the minimum allowable credits required to still be considered a full time student.

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

<sup>1</sup>Labs fees above represent the total for the program and are charged per course or quarter. Lab fees are treated as tuition for refund purposes.

<sup>2</sup> Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. Students who do not opt out will not need to purchase textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook. The Digital Textbook charge is \$50 per course for most courses; however, some courses may have more than one Digital Textbook and carry a Digital Textbook charge of \$75 per course.

<sup>3</sup>The starting kit is optional and consists of basic equipment and materials needed for beginning each program. A list of the components of the starting kit is provided to each enrolled student. These materials may be purchased at the school or at most supply stores. Kit prices do not include applicable sales tax and are subject to change.

<sup>4</sup>Approximate total cost is based on the current tuition credit hour rate. Total cost will increase with each per credit hour tuition increase.

## **Veteran Supplemental Housing Grant**

***The following Grant is added to the Scholarships section of the current catalog beginning on page 132 of the current catalog:***

### **VETERAN SUPPLEMENTAL HOUSING GRANT**

The following information outlines the eligibility requirements and conditions for the Veteran Supplemental Housing Grant (the “Grant”). All requirements are student driven, and are not subject to a committee.

#### Veteran Student Eligibility Requirements:

1. Must meet the Department of Veterans Affairs (VA) housing allowance requirement based on the length of service percentage.
2. Must maintain a rate of pursuit that is more than 50% as required by VA. The rate of pursuit is calculated by dividing the number of credits successfully completed (earned credits) by the number of credits considered to be full-time by the institution. Please refer to the institution’s catalog for information on full-time enrollment.
3. Must meet the institution’s attendance requirements. Please refer to the institution’s catalog for its Attendance Policy.
4. Must meet and maintain Satisfactory Academic Progress. Please refer to the institution’s catalog for its Satisfactory Academic Progress.
5. Student must have the Memorandum of Understanding completed, signed, dated, and on file with the institution in order for the Grant to be disbursed.
6. Must have a last date of attendance on or after January 1, 2018 at an Art Institute Campus no longer enrolling students.

#### The Veteran Supplemental Housing Grant Expectations:

1. The Grant was created to help our Veteran students at the impacted campuses to further their educational goals and complete their educational program.
2. This Grant is intended to offset the reduction in the housing allowance paid by the VA for residential classes versus online classes.
3. Military Housing Allowance (MHA) rate changes every year (August 1st of each year). Veteran students who are enrolled in online classes will be eligible for a monthly housing allowance equal to 50% of the national average of all Basic Allowance for Housing rates. VA prorates MHA payments based upon the student’s length of service percentage and the rate of pursuit rounded to the nearest multiple of 10. Additionally, the VA calculates the monthly payment based upon the number of days the student enrolled in classes during the month. The VA MHA rate for Veteran students enrolled in online classes are:
  - 2017-18 award year is \$840.50 per month
  - 2018-19 award year is \$825.00 per monthPlease reference the [VA Education and Training Rate Tables](#) website for more detail.
4. The Grant will be disbursed to the student account on a monthly basis with a rate of pursuit greater than 50% until graduation, provided the student meets all VA and institutional academic eligibility requirements. The rate of pursuit is calculated based on the number of credits by the number of credits considered to be full-time enrollment as defined on the institution catalog.
5. The student must maintain continuous enrollment until graduation. In the event that the student’s enrollment is terminated either by the student or the institution, including but not limited to withdrawal, cancellation, academic termination, financial termination, expulsion; or in