INSTITUTE OF CREATIVE DESIGN
ACADEMIC CATALOG

Institute of Creative Design

"Don't wait for inspiration. It comes while working.

- Henri Matisse

Table of Contents

About Us

Mission Statement

The Institute of Creative Design offers quality, online undergraduate degree programs and personal enrichment courses in the creative arts that are flexible to meet the needs of both young and mature learners, including those returning to learning.

Belief

We believe that both society and our planet are enhanced and enriched when creative minds are brought together to solve challenges. Consequently, our learning programs seek to equip our students not only with practical and academic skills but with a confident view of the transformative possibilities that creative learning can bring to life.

Purpose

This belief inspires our bold but simple purpose:

"To make high quality learning accessible; empowering people to do what they truly love and go further."

Values

✓ **Excellence:** We design. We create. We innovate. Never average. "Good" is not enough. We strive for excellence in everything we do.

✓ **Pioneering:** We're courageous. We take informed risks. We move with speed and agility. We challenge ourselves and each other to find new ways to make learning accessible.

✓ **Respect:** Our community is built on the principle of mutual respect - for each other, for our students, business partners and community stakeholders.

✓ **Working Together:** We're collaborative. We appreciate each other and the value that each of us brings to the organization.

✓ **Making a Difference:** We go the extra mile for our students and each other as we work together to transform lives and our society, through learning.

Vision

Our vision is to become the world's leading online learning community for design professionals, where students can acquire the practical and academic skills required to pursue their ambitions while contributing to environmental and social good.

Institutional Objectives

Our vision is informed by the following institutional objectives:

- Pursue a policy of slow, sustainable growth to build long-term success for our institution.

- Design learning programs that are powerful and transformative.

- Deliver a best-in-class student experience on a global scale through continuous innovation in education technology.

- Place our students at the heart of everything we do and support them in their learning journeys.

- Make accessibility a guiding principle in everything we do and create opportunities for the diverse community of aspiring learners in the creative industries.

Brief History / Introductory Information

The Institute of Creative Design was established in 2022, to provide high-quality learning experiences to equip students with subject matter expertise and professional skills in a range of creative industries. Our priority is to provide accessible learning opportunities for a diverse community of aspiring creative professionals through the provision of fully online, flexible distance learning courses. Allowing students to embark upon their learning journey and to follow their passion. We continually seek to harness technology to deliver a learning experience that is both powerful and transformative. The Institute of Creative Design is part of the Further Learning Group; our international academies offer a range of blended and fully online, accredited and nationally recognized qualifications.

State Licensure and Other Recognition

The Institute of Creative Design (ICD) is approved to operate by the Higher Education Licensure Commission of Washington D.C. ICD is a member of the Commercial Interior Design Association, IIDA with an address at: **111 E. Wacker Drive, Suite 222, Chicago, IL 60601.**

Facilities / Online Learning

As a fully online distance learning provider, our Online Learning Center (OLC) is our campus. It provides a single location for you to engage with our faculty, staff, and your fellow students. Each course has its own space where you will find all your learning materials, learning activity descriptions, assignment briefs, and supplementary learning resources (including access to digital libraries). All assignments will be uploaded via the OLC, where you will receive your assignment feedback and grades. It is also where you will receive all communications from ICD, where you will be able to reach out to faculty and staff for help and support. When courses include synchronous learning sessions (webinars), these are also booked via the OLC and accessed via the OLC. The Institute's physical facility in Washington D.C. is an administrative location only. No instruction is conducted on-site.

Hours of Operation

Our administrative offices are open **Monday through Friday from 7:00am until 1:00pm.** During this time, you can speak to one of our student services team by calling **1-833-657-5179.**

Outside of these hours, you can email **info@institutecreativedesign.com.** Our Student Services team will respond to your message within 48 hours.

Legal Control

Further Learning (U.S.) Ltd, doing business as the Institute of Creative Design (ICD) is a Delaware-based corporation. Myles O'Reilly is the Group President, Chief Executive Officer, Secretary and Treasurer. Further Learning (U.S) Ltd is fully owned by Further Learning Limited, a company incorporated in Ireland under the number 461004. Myles O'Reilly is the only beneficial owner of Further Learning Limited.

Administrators

Senior Administrators:

- Myles O'Reilly, Founder and Chairman
- Jane Gregory, Chief Executive Officer
- Helen Hughes, Senior Academic Operations Manager
- Mark Cummins, Chief Operating Officer
- Joaquim Cruz, Chief Financial Officer

Student Services:

- Sara Alves, Student Services Advisor
- Alastair Strong, Student Services Advisor

Senior Management:

- Mickey O´Connor, Senior Admissions Manager
- Andrea Martins, Senior Student Services Manager
- Joana Moreira, Quality Assurance Manager
- Benedita Pinto, Senior Marketing Manager
- Patricia Vieira, Senior Financial Accountant

Academic Administration:

- Juliani Falcari, Academic Administrator
- Barbara Campos Reis, Academic Administrator

Faculty

Name	Qualifications	Subjects Taught
Yamira Castellano	| Bachelor of Arts in Digital Arts and Sciences: University of Florida | Masters in Visual and Digital Media: IE University	Graphic Design
Derry Bergin	| BA Fine Art and Graphic Design: University of Chester | Master's Degree in Art, Graphic Design and Visualisation: University of Loughborough	Graphic Design
Hugo Jucá	| BA, Graphic Design: Estácio de Sá University, Rio de Janeiro, Brazil | MA, Communication Design: NABA, Nuova Accademia di Belle Arti, Milan, Italy	Graphic Design
James Price	| Bachelor's degree, Graphic Design: University of Wales Trinity Saint David | Master's degree, Computer Animation: University of Wales Trinity Saint David	Graphic Design
Steve Forrest	| BA (Hons) Graphic Design/Advertising: Manchester Polytechnic | MA Fine Art: Goldsmith's University, London, UK	Graphic Design

Faculty - continued

Maria Tzillitzili	| Bachelor (BA) in Photography and Audio-visual Arts: ATEI of Athens, Athens, Greece | Master of Arts (MA) in Photographic Studies: The University of Westminster, London, UK	Photography
Tadgh Devlin	| BA Photography & Digital Imaging: Reading School of Art & Design | MFA Documentary Photography: University of Wales, Newport	Photography
Joana Lobato	| MA Architecture: Faculdade Arquitectura de Lisboa	Interior Design
Catarina Viseu Ferreira	| Master's in Architecture, Oporto University | Master's in Art Studies - Curatorial and Museum Studies, Oporto University	Interior Design
Scarlett McNamara	| Bachelor of Arts in Fashion, The University of Salford | Master of Science in Clothing Product Development, Manchester Metropolitan University	Fashion Design
Matija Cop	| Master in Arts, Fashion Design, Royal College of Art	Fashion Design
Margaret Davis	| MS Interdisciplinary Studies (English Concentration) - Texas A&M University | BS English (History minor) - Texas A&M University	English
Greg Gildersleeve	| MA in English: University of Missouri, Kansas City | BA in English: Missouri Western State University	English
Jennifer Farmer	| JD in Law - Seattle University School of Law | LLM in Military Law - US Army Judge Advocate General's School	Humanities
Alysmarie Hodges	| MS in Applied Mathematics - University of Texas at Arlington | BS in Mathematics - Tennessee State University	Mathematics
Shawna Starkey	| MA in Communication Studies - University of Montana | BA in Speech Communications - Saint Cloud State University	Communications
Beth Stewart	| MA in Sociology - Ball State University | BA in Economics/Sociology - Indiana University	Sociology

Admissions

Admissions Policy

Applicants to all Institute undergraduate programs are required to submit the following:

- Application for Admission

  - Application includes self-certification of secondary education (high school or recognized equivalent). The Institute reserves the right to require submission of official transcripts or a diploma demonstrating completion of secondary education if deemed necessary for verification purposes. In this case, transcripts must be received directly from the granting institution/agency.

- Photocopy of a government-issued identification card, proving that the applicant is at least 18 years old.

Upon completion of the online application process, including payment of the application fee, the applicant's materials will be reviewed, and the student will be notified of their acceptance or denial in writing within 10 business days of receipt. If accepted, a student will be provided an Enrollment Agreement for review and completion.

*Note for International Students: If a student completed secondary school (high school or equivalent) outside of the United States, and are required to submit transcripts for verification purposes, transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. Foreign transcript evaluations are accepted from any agency that is a member of the National Association of Credential Evaluation Services or the Association of International Credential Evaluators.

Potential applicants from outside the United States may also wish to consider the related program offerings from the Further Learning Group, which offers online education based in Australia, Britain, and Ireland.

English Proficiency Verification

Applicants whose native language is not English are required to demonstrate college-level English Proficiency in English through one of the following methods. Upload verification documentation below.

1. A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. A transcript demonstrating that the applicant earned a degree from an appropriately accredited institution where English is the principal language of instruction, or a transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English;

3. A minimum total score of 61 on the Internet Based Test (iBT).

4. 6.0 on the International English Language Test (IELTS).

5. 44 on the Pearson Test of English Academic Score Report.

6. 95 on the Duolingo English Test.

7. 53 on the 4-skill Michigan English Test (MET), or 650/ LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

8. A minimum score on the College Board Accuplacer ESL Exam Series as follows:

   a. ESL Language Use: Score of 85

   b. ESL Listening: Score of 80

   c. ESL Reading: Score of 85

   d. ESL Sentence Meaning: Score of 90

   e. ESL Writeplacer: Score of 4

   f. Comprehensive Score for all exams of 350

9. A minimum grade of Pre-1 on the Eiken English Proficiency Exam; or

10. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge.

Technology Requirements

Students must have consistent access to a reliable computer with regular access to the internet. Curriculum cannot be completed on a smartphone or tablet alone.

Transfer Credits

Students' prior academic work may be considered for transfer credit; a non-refundable fee of $100 will be charged per transcript submitted for evaluation.

- **Transcripts and Prior Education:** Students interested in seeking transfer credit for prior work completed must have their official transcripts submitted to the Institute of Creative Design for review. Transcripts must be received directly from the granting institution to be considered official and have been earned at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities.
  - Digital transcripts must be submitted to registrar@institutecreativedesign.com

- **Credit Requirements:** General Education course credit must have been earned in the last 20 years. Core course credit must have been earned in the last five years. Students must have earned at least a C (2.0 GPA) in any course to be considered for transfer. Courses are only considered that are relevant to the program of study and equivalent in both content and degree level.

- **Transfer Credit Maximums:** The Institute will award a maximum of 75 percent of the credits required for a degree program. No more than 25 percent of that credit can be test-out credit sources (such as Advanced Placement or Defense Activity for Non-Traditional Education Support (DANTES) credit).

- **Experiential Learning:** The Institute does not award credit for experiential or equivalent learning.

In addition to the submission of official transcripts, students must email registrar@institutecreativedesign.com requesting review of prior education for transfer credit and listing all sources from which students are sending transcripts. The student must have already applied to a specific degree program for transfer credit to be considered. Upon receipt of all transcripts, transfer credit will be reviewed in no more than 15 business days, and a decision will be sent to the student via email.

If the student wishes to appeal the transfer credit decision made, they must email registrar@institutecreativedesign.com within five business days of receipt. Any timely appeal will then be considered by the Chief Academic Officer within 15 business days. The Chief Academic Officer's decision is final.

Transfer Credit Disclosure

The acceptance of credit earned at the Institute of Creative Design for credit at another institution is entirely up to the discretion of the receiving institution.

Academic Information

We aim to develop engaging, career-focused academic programs that meet the needs of learners who need flexibility in their study options. All of our programs are designed in collaboration with professionals working within creative industries to ensure they provide learners opportunities to gain and practice work-ready skills. Student achievement and progress are monitored through a range of program and organizational activities; these include:

- Course-level learner analytics to monitor student engagement within our Online Learning Center and to identify learners who may require additional support.

- Program Assessment Boards to monitor student achievement and progression.

- ICD Education Committee which oversees organizational KPIs associated with learner achievement and progression and maintains organizational action plans for educational enhancement.

Academic Calendar

The ICD academic year is divided into trimesters with two teaching periods per trimester (terms). Each term is eight weeks long. There is a scheduled one or two-week break between each trimester.

See the Academic Calendar for 2025/2026 below:

Fall 2025 Trimester	
Term 1 Early Admission Deadline	Monday, July 21st
Term 1 Start Date	Monday, September 1st
Term 1 Withdrawal Deadline	Sunday, September 14th
Term 1 End Date	Sunday, October 26th
Term 2 Early Admission Deadline	Monday, September 15th
Term 2 Start Date	Monday, October 27th
Term 2 Withdrawal Deadline	Sunday, November 9th
Term 2 End Date	Sunday, Dec 21st

Spring 2026 Trimester

Term 1 Early Admission Deadline	Monday, November 24th
Term 1 Start Date	Monday January 5th
Term 1 Withdrawal Deadline	Sunday, January 18th
Term 1 End Date	Sunday, March 1st
Term 2 Early Admission Deadline	Monday, January 26th
Term 2 Start Date	Monday, March 2nd
Term 2 Withdrawal Deadline	Sunday, March 15th
Term 2 End Date	Sunday, April 26th

Students are admitted at any one of 3 entry points (trimesters) in an academic year. Their journey through the academic program is curated to support both subject matter and general education progression. Students complete core coursework in a curated order, first learning foundational concepts and skills before progressing on advanced knowledge and competencies.

Students complete General Education coursework throughout their program, to ensure that students are exposed to coursework in their desired discipline right away. General Education courses are offered by ICD's General Education course partner, the University of Arkansas Grantham (UAG) and therefore, course start dates may vary slightly to align with their academic calendar.

Students enroll for these courses through ICD and complete them through UAG's learning

management system. Additional options to fulfill each general education category may be available. All General Education courses are subject to UAG's policies and procedures.

Students are expected to complete two core courses during their first trimester. Starting in the second trimester, they will add one General Education course per trimester, following a set sequence, until all five required General Education courses are completed.

Students can pursue their program at a part-time pace:

· Part-time students take one course per term (2 courses per trimester, 6 courses per year) and complete their program in 3.33 years. Part-time students should expect to devote approximately 17 hours per week to coursework.

Students can take a leave of absence when necessary (see Leave of Absence Policy) and will continue where they left off when they return. Students have a maximum of five years to complete their program.

Holidays Observed

Christmas Day	25th December
Day after Christmas	26th December
New Year's Day	1st January
Good Friday	Changes annually (March/April)
Easter Monday	Changes annually (March/April)

AS Fashion Design

Program Description

From couture houses to sustainability start-ups, fashion design is an ever-evolving industry. It is a versatile career path that can lead to roles in design and illustration, pattern making, styling, buying as well as consulting, trend forecasting and fashion editorial positions.

This program is aimed at students who wish to pursue a career in fashion design, either as a freelance designer, working within a fashion organization or as an in-house creative within a range of businesses. It equips you with the professional and creative skills necessary to meet the needs of the fashion design industry. By taking part in this program, you will cover many aspects of fashion, from design history and researching future trends to illustration and pattern drafting, as well as developing designs for your own collections.

Program Outcomes

Through participation in this program, students will:

- Apply contextual knowledge (history, theory, developments) in fashion design to their creative projects.

- Analyze creative briefs to develop creative solutions, apply an iterative development process to problem solving in fashion design creative practice.

- Apply creative problem-solving skills in the development of ideas, proposals and final project outcomes.

- Apply the technical knowledge and skills necessary for a fashion designer to complete creative projects.

- Make use of appropriate techniques, media, and formats, to communicate ideas, concepts, development processes and project outcomes for a specified audience.

- Demonstrate professional knowledge, behaviors, and project management skills appropriate to a fashion designer.

FASHION DESIGN COURSE NAME	SEMESTER CREDIT HOURS
GENERAL EDUCATION COURSES	
English Composition and Communication EN 101: English Composition	3
English Composition and Communication CO 210: Business Communications	3
Quantitative Principles or Sciences MA 100: Quantitative Reasoning	3
Social or Behavioral Sciences SO 101: Introduction to Sociology	3
History, Humanities, or Fine Arts HU 260: Strategies for Decision Making	3
GENERAL EDUCATION SUBTOTAL	**15**
CORE COURSES	
FAS 201: Techniques & Processes	3
FAS 202: Fashion & Textile Practices	3
FAS 203: Contextual Studies	3
FAS 204: Pattern Cutting & Garment making	3
FAS 205: Fashion Collection	3
FAS 206: Computer Aided Design (CAD)	3
FAS 241: Pattern Drafting & Pattern Grading	3
FAS 242: Fashion Styling	3
FAS 261: Trend Forecasting	3
FAS 262: Material Selection & Specification	3
FAS 263: Advanced Fashion Studies: Sustainability	3
FAS 264: Advanced Fashion Studies: Fashion Buying	3
FAS 265: Branding & Identity	3
FAS 266: Professional Practice	3
FAS 290: Fashion Capstone	3
CORE COURSES SUBTOTAL	**45**
PROGRAM TOTAL	**60**

AS Graphic Design

Program Description

Graphic Design is a versatile career path for creative thinkers and for anyone interested in art, technology, and communications. Adaptable to a wide range of industries, graphic designers can add value by working with creative teams in advertising and marketing, information technology, publishing, sales, public relations, and more.

This program is aimed at students who wish to pursue a career in graphic design, either as a freelance designer, working within a design organization or as an in-house creative within a range of business or not-for-profit organizations. It equips you with the professional and creative skills necessary to meet the needs of the graphic design industry.

Program Outcomes

Through participation in this program, students will:

- Apply contextual knowledge (history, theory, developments) in graphic design to their creative projects.

- Analyze creative briefs to develop creative solutions, apply an iterative development process to problem solving in graphic design creative practice.

- Apply creative problem-solving skills in the development of ideas, proposals and final project outcomes.

- Apply the technical knowledge and skills necessary for a graphic designer to complete creative projects.

- Make use of appropriate techniques, media, and formats, to communicate ideas, concepts, development processes and project outcomes for a specified audience.

- Demonstrate professional knowledge, behaviors, and project management skills appropriate to a graphic designer.

GRAPHIC DESIGN COURSE NAME	SEMESTER CREDIT HOURS
GENERAL EDUCATION COURSES	
English Composition and Communication EN 101: English Composition	3
English Composition and Communication CO 210: Business Communications	3
Quantitative Principles or Sciences MA 100: Quantitative Reasoning	3
Social or Behavioral Sciences SO 101: Introduction to Sociology	3
History, Humanities, or Fine Arts HU 260: Strategies for Decision Making	3
GENERAL EDUCATION SUBTOTAL	**15**
CORE COURSES	
GRD 201: Contextual Studies	3
GRD 202: Elements and Principles of Graphic Design	3
GRD 203: Typography and Imagery	3
GRD 204: Color and Composition	3
GRD 241: Ideas Generation and Design Development	3
GRD 242: Visual Narratives	3
GRD 243: Poster Design (2D CAD)	3
GRD 264: Editorial Design (2D CAD)	3
GRD 265: Screen Based Design	3
GRD 266: Packaging Design (3D CAD)	3
GRD 281: Branding & Identity	3
GRD 282: Trend Forecasting	3
GRD 283: Professional Practice	3
GRD 290: Graphic Design Capstone 1	3
GRD 291: Graphic Design Capstone 2	3
CORE COURSES SUBTOTAL	**45**
PROGRAM TOTAL	**60**

AS Interior Design

Program Description

Transforming residential spaces into beautiful environments that reflect personality, function, and aesthetics. Creating designs for commercial properties that convert space into cultural experience. These are a few of the roles that interior designs play in our society. It is a versatile career path that can lead to roles in residential or commercial design, hospitality design, set design and exhibitions, furniture and lighting design, residential design consultation and residential staging in the real estate space.

This program is aimed at students who wish to pursue a career in interior design, either as a freelance designer, working within an interior design organization, or as an in-house creative within a range of businesses. It equips you with the professional and creative skills necessary to meet the needs of the interior design industry. By taking part in this program, you will cover many aspects of interior design, from design history and researching future trends, to technical drawing and developing design solutions for clients, as well as developing creative designs for both residential and commercial spaces.

Program Outcomes

Through participation in this program, students will:

- Apply contextual knowledge (history, theory, developments) in interior design to their creative projects.

- Analyze creative briefs to develop creative solutions, apply an iterative development process to problem solving in interior design creative practice.

- Apply creative problem-solving skills in the development of ideas, proposals, and final project outcomes.

- Apply the technical knowledge and skills necessary for an interior designer to complete creative projects.

- Make use of appropriate techniques, media, and formats, to communicate ideas, concepts, development processes and project outcomes for a specified audience.

- Demonstrate professional knowledge, behaviors, and project management. skills appropriate to an interior designer.

INTERIOR DESIGN COURSE NAME	SEMESTER CREDIT HOURS
GENERAL EDUCATION COURSES	
English Composition and Communication EN 101: English Composition	3
English Composition and Communication CO 210: Business Communications	3
Quantitative Principles or Sciences MA 100: Quantitative Reasoning	3
Social or Behavioral Sciences SO 101: Introduction to Sociology	3
History, Humanities, or Fine Arts HU 260: Strategies for Decision Making	3
GENERAL EDUCATION SUBTOTAL	**15**
CORE COURSES	
ITD 201: Communication in Art & Design	3
ITD 202: Techniques & Processes	3
ITD 203: Contextual Studies	3
ITD 204: 3D Practices	3
ITD 205: Workflows	3
ITD 206: Computer Aided Design (CAD)	3
ITD 241: Interior Design Project Practicum	3
ITD 242: Professional Development	3
ITD 261: 3D Modelling & Rendering	3
ITD 262: Trend Forecasting	3
ITD 263: Project Management	3
ITD 264: Commercial Design Solutions	3
ITD 265: Material Selection & Specification	3
ITD 266: Professional Practice	3
ITD 290: Interior Design Capstone	3
CORE COURSES SUBTOTAL	**45**
PROGRAM TOTAL	**60**

AS
Photography

Program Description

Capturing moments. Documenting real-world events. Telling stories through a visual lens. Photography is a versatile career path for creative thinkers and for anyone interested in art, technology, and communications. Adaptable to a wide range of industries, photographers can add value by working with creative teams in advertising and marketing, fashion design and interiors, sales, and journalism and publishing, as well as developing their own unique artistic practice and visual language.

This program is aimed at students who wish to pursue a career in photography, either as a freelance photographer or as an in-house creative within a range of business or not-for-profit organizations. It equips you with the professional and creative skills necessary to meet the needs of the photographic industry.

Program Outcomes

Through participation in this program, students will:

✓ Apply contextual knowledge (history, theory, developments) in photography to their creative projects.

✓ Analyze creative briefs to develop creative solutions, apply an iterative development process to problem solving in photographic creative practice.

✓ Apply creative problem-solving skills in the development of ideas, proposals, and final project outcomes.

✓ Apply the technical knowledge and skills necessary for a photographer to complete creative projects.

✓ Make use of appropriate techniques, media, and formats, to communicate ideas, concepts, development processes and project outcomes for a specified audience.

✓ Demonstrate professional knowledge, behaviors, and project management skills appropriate to a photographer.

PHOTOGRAPHY COURSE NAME	SEMESTER CREDIT HOURS
GENERAL EDUCATION COURSES	
English Composition and Communication EN 101: English Composition	3
English Composition and Communication CO 210: Business Communications	3
Quantitative Principles or Sciences MA 100: Quantitative Reasoning	3
Social or Behavioral Sciences SO 101: Introduction to Sociology	3
History, Humanities, or Fine Arts HU 260: Strategies for Decision Making	3
GENERAL EDUCATION SUBTOTAL	**15**
CORE COURSES	
PTO 201: Photographic Practices	3
PTO 202: Lighting for Photography	3
PTO 203: Techniques & Processes	3
PTO 204: Contextual Studies	3
PTO 205: Studio Photography	3
PTO 206: Location Photography	3
PTO 241: Photography Project Practicum	3
PTO 242: Professional Development	3
PTO 261: Event Photography	3
PTO 262: Photojournalism	3
PTO 263: Conceptual Practice	3
PTO 264: The Exhibition	3
PTO 265: Commercial Photography	3
PTO 266: Professional Practice	3
PTO 290: Photography Capstone	3
CORE COURSES SUBTOTAL	**45**
PROGRAM TOTAL	**60**
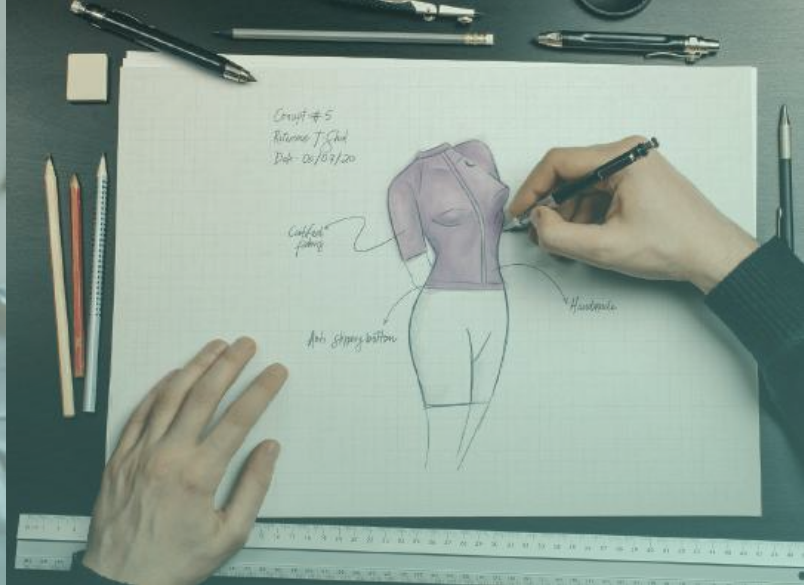
General Education Program Outcomes

To develop crucial transferable skills and gain exposure to a broad variety of perspectives, knowledge, and intellectual concepts, each program includes 15 credit hours of general education.

Through participation in programs' general education coursework, students will:

- Craft effective written communication, adapting to various contexts and audience needs.

- Articulate ideas and information clearly and persuasively through engaging oral presentations

- Interpret sociological principles, structures, and functions.

- Utilize numerical and mathematical concepts to illustrate key ideas.

- Engage in critical and analytical thinking, considering multiple perspectives and refining one's own stance.

- Transfer knowledge gained across disciplines to tackle new challenges and complex problems.

Students complete General Education coursework throughout their program, to ensure that they are exposed to coursework in their desired discipline right away. General Education courses are offered by ICD's General Education course partner, the University of Arkansas Grantham (UAG) and therefore, course start dates may vary slightly to align with their academic calendar. Students enroll for these courses through ICD and complete them through UAG's learning management system. Additional options to fulfill each general education category may be available. All General Education courses are subject to UAG's policies and procedures.

Graduation Requirements

Students must complete the following to successfully graduate from their program of study:

1. They must successfully pass all courses listed in the program or have accepted transfer credit to satisfy select course requirements.

2. They must earn the minimum number of credits indicated by the program total through courses completed at the Institute of Creative Design and transfer credit (if applicable).

3. They must have earned at a least a cumulative grade point average of 2.0 and a completion pace of at least 67% per the terms of the Satisfactory Academic Progress Policy.

4. They must have fulfilled all financial obligations to the Institute.

Credit Hour Definition

The Institute of Creative Design course length is defined by semester credit hours. One semester credit hour is approximately equal to 45 hours of student work (15 hours of academic engagement and 30 hours of preparation).

Course Descriptions

Courses are offered in a prescribed sequence and therefore do not have prerequisites identified. See the program information tables above which dictate the required course order.

General Education Courses

The following is a list and description of the General Education courses offered by the University of Arkansas Grantham (UAG) through ICD, which fulfill core curriculum requirements across various academic programs.

EN 101: English Composition I
3 Semester Credit Hours

This course emphasizes the writing process. Students will apply principles of good writing practice through various genres (narrative, persuasive, and expository writings). Additionally, students will analyze reading material as part of the critical and creative thinking processes associated with written communication.

CO 210: Business Communications | 3 Semester Credit Hours

Through this course, students will develop the professional communication skills necessary in a fast-paced professional environment. With a focus on oral and written communication for business, students discover how to design and deliver messages in both formal and informal venues. Students will record themselves delivering speeches, thus they will need to know how to use a webcam and how to upload video files from their devices into the assignment Dropbox in the Learning Management System.

MA 100: Quantitative Reasoning | 3 Semester Credit Hours

This course provides the fundamentals of data aptitude. Through this exploration of quantitative reasoning, emphasis will be placed on how to interpret graphs, charts, and pictorial representations of data, along with an understanding of the principles underlying statistics and financial information.

SO 101: Introduction to Sociology | 3 Semester Credit Hours

This course offers a global perspective to understand self, as well as presenting the most current research in the field of sociology. Topics explored include social diversity while critically examining the issues and challenges facing society. Additional areas covered are the theoretical and empirical foundations of sociology, the major themes of sociological research and the techniques employed.

HU 260: Strategies for Decision Making | 3 Semester Credit Hours

This course examines critical thinking and the analysis of arguments in terms of premises, reasons, and conclusions. Course topics include obstacles to critical thinking, diagramming arguments, belief and doubt, logical fallacies, inductive reasoning, deductive reasoning, inferences, and judging scientific theories.

Core Courses

FAS 201: Techniques & Processes | 3 Semester Credit Hours

Develop the skills that enable you as a fashion designer to create innovative shapes through draping on a mannequin. Explore the techniques of flat pattern drafting and how to manipulate patterns to create new designs, tailored to specific measurements. This is the perfect place to start to learn the different techniques and processes at the core of the fashion industry. You will learn about:

- Idea generation
- Starting your sketchbook
- Draping
- Flat pattern techniques
- Sketching
- Creating a mood board
- Presentation boards

FAS 202: Fashion & Textiles Practices | 3 Semester Credit Hours

Learn about the properties of fabrics, their weights, and appropriate uses. You will experiment with fabric manipulation techniques, and receive an introduction to sewing techniques. You will learn about:

- Creating a swatch book
- Understanding technical aspects of fabrics
- Choosing fabrics
- Deconstruction/reconstruction of fabrics
- Experimenting with fabrics
- Technical sewing notebook - including zip, seams, bindings and garment construction.
- Sewing different fabric types

FAS 203: Contextual Studies | 3 Semester Credit Hours

Research fashion history and gain an understanding of fashion in a social context. You will learn about:

- The Rise of Haute Couture
- From Flower Power to the New Romantics
- Street style, mash-up, and globalization
- Sustainability
- Wearable technology

FAS 204: Pattern Cutting & Garment Making | 3 Semester Credit Hours

Building on your skills, you will develop your technical ability to create patterns and sewing skills to produce a final garment. You will learn about:

- How to measure a person for individual patterns
- How to create a dress, bodice, and skirt block Manipulating pattern blocks to create new pattern styles.
- Working with lay plans and fabric cutting
- Sewing calico toiles and assessing for proper fitting

- Creating a finished garment

FAS 205: Fashion Collection | 3 Semester Credit Hours

The best way to predict the future is to create it. Develop your first cohesive fashion collection, from the initial client brief to final presentation of design work. You will learn about:

- Trend forecasting
- Concept boards
- Design development
- Brand identity and logo design
- Fashion collection line-up
- Fashion marketing and promotion
- Pricing

FAS 206: Computer Aided Design (CAD) | 3 Semester Credit Hours

Learn the tools of Adobe Illustrator to create fashion drawings and collection line-ups using video tutorials and written notes to help you develop your own individual style. You will learn about:

- Various tools of the software
- How to create technical drawings - fashion flats
- Working with supplied croquis
- Creating a personal drawing style
- Introducing color
- Creating a line-up

FAS 241: Pattern Drafting and Grading | 3 Semester Credit Hours

This course is an introduction to the fundamental skills of pattern drafting and grading. You will learn how to draft basic pattern blocks for all body shapes and sizes, and how to grade those patterns up and down to create a range of sizes. The course will cover the following topics:

- Introduction to pattern drafting and grading.
- Body measurements and sizing
- Drafting basic pattern blocks for bodice, skirt, and sleeve
- Pattern grading
- Pattern manipulation
- Pattern layout and marking

FAS 242: Fashion Styling | 3 Semester Credit Hours

Fashion styling is the art and practice of selecting and coordinating clothing, accessories, and other visual elements to create a particular look or aesthetic. This Fashion Styling course is an introduction to the creative and technical aspects of fashion styling. You will learn how to develop their personal style aesthetic, how to source and select clothing and accessories, and how to put together looks for a variety of occasions and purposes.

- Understand the principles of fashion styling.
- Trend forecast and select garments and accessories to create different looks.
- Style for different occasions and clients
- Develop your own personal style.

FAS 261: Trend Forecasting | 3 Semester Credit Hours

Learn about the process of trend forecasting as well as understanding how to use this information to support your design decisions. You will look at what consumers are likely to want or need in the future, with a focus on

creative direction. You will learn about:

- Forecasting methodology
- Trend cycles and patterns
- Leading trend forecasting agencies
- Color
- Trend package development and presentation Trend communication

FAS 262: Material Selection & Specification | 3 Semester Credit Hours

Explore the selection and specification of fabrics in your area of interest to allow you to develop your own fashion collections. You will learn about:

- Material sourcing
- Manufacturing
- Innovation
- Smart materials
- Sustainability
- Ethics in relation to materials and processes

FAS 263: Advanced Fashion Studies: Sustainability | 3 Semester Credit Hours

Explore ways to foster sustainability in the fashion industry. You will look at how to design and produce fashion products that are less harmful and can generate a positive impact on our planet. You will learn about:

- The fashion industry - key issues in the supply chain
- Consumerism and the fast fashion model
- Sustainable design - Sustainable materials, processes, and techniques
- Product life cycle, re-using, upcycling, and recycling.
- Sustainable production - fair trade, ethical practices
- Sustainable processes, models and practices - zero waste, circular models and closed loop production.

FAS 264: Advanced Fashion Studies: Fashion Buying | 3 Semester Credit Hours

Explore the process of developing and purchasing merchandise for a retail organization and understand buying cycles, product mix and distribution through multiple channels. You will learn about:

- Trend forecasting and consumer behavior,
- Materials and product sourcing
- Suppliers and product development in a global market
- Buying cycles, lead times and product life cycles
- Product mix, product development and sampling
- Buying plans, merchandising plans and pricing
- Distribution channels and market segment

FAS 265: Branding & Identity | 3 Semester Credit Hours

Develop your skills and knowledge of branding and identity for your own fashion collection or brand. You will learn about:

- Brand strategy
- Positioning
- Market research
- Developing a unique brand identity
- Creating garment labels and swing tickets
- Creating a website e-portfolio

FAS 266: Professional Practice | 3 Semester Credit Hours

Gain an in-depth look at the business practices you will need in the fashion industry and understand the skill set required to enhance your career opportunities. You will learn about:

- Career plans
- Developing your resume
- Interview skills
- Self-promotional material

- Legal frameworks
- Business planning
- Social and professional networking

FAS 290: Fashion Capstone | 3 Semester Credit Hours

Fashion designers work in a collaborative environment in the industry today. For this project, you will go through the process of planning a fashion show based on a theme. You will learn about:

- Industry networking
- Project management
- Planning skills
- Presentation techniques

GRD 201: Contextual Studies | 3 Semester Credit Hours

An introduction to the key cultural developments, practices and movements related to history, design and visual culture related to graphic design. You will develop research and analytical approaches to understanding social, economic, and technological impacts on the wider design landscape, and be able to contextualize your own practice within these frameworks. You will learn about:

- Modernism, postmodernism & hyper modernism
- Values & tastes
- Advertising
- Subcultures

GRD 202: Elements and Principles of Graphic Design | 3 Semester Credit Hours

An introduction to the foundational elements and principles that underpin all graphic design. You will explore how visual components such as color, line, shape, and form serve as the building blocks of design, and how principles like balance, hierarchy, and composition guide their effective use. Through analysis and practice, you will begin to apply these concepts to create visually compelling and purposeful designs. You will learn about:

- color, line, shape & form
- balance, hierarchy & composition
- the relationship between elements & principles
- applying visual structure to communicate ideas clearly

GRD 203: Typography & Imagery | 3 Semester Credit Hours

Develop an awareness of techniques and processes of typography in both print and digital forms, to understand the current terminology and to creatively explore skills within graphic design, which are then applied within a typography brief. You will learn about:

- History and Context of Typography
- Principles and Conventions Application of typographic practice

GRD 204: Color & Composition | 3 Semester Credit Hours

Explore how color evokes feelings and how the association of color can be utilized to highlight or direct an audience. You will consider the association and relationships of colors utilizing:

- Color theory (color wheel)
- Color principles (color harmonies)
- Cultural differences (color association)

You will also explore the use of different compositional techniques and how these methods and rules can add structure to your works. You will discover how to utilize methods such as:

- The rule of thirds
- The golden ratio and the Fibonacci spiral
- Cultural differences (color association)

GRD 241: Ideas Generation & Design Development | 3 Semester Credit Hours

You will explore different techniques and concepts based around conceptualizing your ideas generation while also learning how to develop a design process. From ideation to iteration and mood boards to concept boards you will combine your developmental learning techniques to apply a journey and 'story' to your working design method. Contextualizing the brief and outlining the deliverables as you progress.

- Introduction to ideas generation and design
- development
- Brainstorming and mind mapping
- Research and creative briefs

- Visual thinking and design development
- Design presentation and feedback

GRD 242: Visual Narratives | 3 Semester Credit Hours

Develop your understanding of how visual narratives are employed in a wide variety of contexts, including graphic novels, instructional diagrams, storyboarding and animation. You will consider elements of effective communication and information dissemination and develop the ability to be understood as a visual communicator and storyteller.
You will learn about:

- Nature and purpose of visual narratives
- Types of narrative
- Codes, conventions, and techniques
- The medium & the audience

GRD 243: Poster Design (2D CAD) | 3 Semester Credit Hours

Exploration into the application of learnt design principles and how, where, and why to apply these principles within a compositional context. You will consider:

- Rules and visual techniques
- Typography and how to effectively utilize type within a poster.
- The relationship of images and graphics
- Application - exploring positional, hierarchical and contrast of all elements to create a harmonious and overall, aesthetically appealing poster
- The end use of the poster and how to set up print ready artwork.

GRD 264: Editorial Design (2D CAD) | 3 Semester Credit Hours

You will gain an understanding of how editorial design has evolved and continues to influence design in the 21st century. As you learn about book, magazine and newspaper design you will delve into the history of print presses and the industrial revolution as you discover typographical terms such as:

- Leading
- Tracking/kerning
- Ascenders/descenders

You will also discover how to build and maintain grid structures within your editorial design while maintaining hierarchy and legibility as you look to guide the audience and ascertain flow through your applied techniques.

GRD 265: Screen Based Design | 3 Semester Credit Hours

Discover how to design for screen and the underlying principles behind creating screen-based content. You will explore user-centered design and how user experience can be manipulated as you design simple and efficient interface layouts. You will learn essential techniques and applied methods such as:

- Wireframing.
- Iconography; and
- Navigation

While also applying typographical and compositional learnings as a fundamental essence of screen-based design.

GRD 266: Packaging Design (3D CAD) | 3 Semester Credit Hours

You will gain a greater appreciation for the function of packaging; to advertise the product, to protect the product and to facilitate use of the product. Examining both historical and contemporary ways that packaging has fulfilled these functions, you will have the opportunity to design a packaging prototype considering the impact of function, audience, and context of the product on the final design solution. You will learn about

- Packaging function and form
- idea generation and brief analysis

- Sustainability and technology
- Prototype development

GRD 281: Branding & Identity | 3 Semester Credit Hours

Develop your knowledge and application of branding and identity through understanding the relationship between social, cultural, and historical contexts. Explore why branding is important, how successful companies have established their identity, and how this relates to their core values. Analyzing case studies to understand the contextualization of brand and identity will enable you to produce industry ready artwork and branding style guidelines for the application of design. You will learn about:

- Brand identity, brand strategy & positioning
- Taglines,
- Style guides
- Brand licensing, patent/trademark process
- Designing identity
- Logotype

GRD 282: Trend Forecasting | 3 Semester Credit Hours

You will be introduced to the process of trend forecasting and understanding how to use forecasting information to support design decisions. You will explore how to use forecasting methods, who the leaders in the field are, and areas of application for trend forecasting. You will learn about:

- Forecasting methodology, the zeitgeist, trend cycles and patterns
- Leading trend forecasting agencies
- Pantone color referencing,
- Trend package development and presentation and trend communication

GRD 283: Professional Practice | 3 Semester Credit Hours

Gain an in-depth look at the business practices you will need in the graphic design industry and understand the skill set required to enhance your career opportunities. You will learn about:

- Career plans
- Developing your resume
- Interview skills
- Self-promotional material
- Legal frameworks
- Business planning
- Social and professional networking

GRD 290: Graphic Design Capstone | 6 Semester Credit Hours

The Capstone project in graphic design will enable you to showcase your creative and professional skills through the development of a portfolio of your work. You will combine your knowledge of theory and practice to identify your own design process and apply this to a project about which you are passionate. From the initial project proposal through the research and development process you will document your creative journey.

ITD 201: Communication in Art & Design | 3 Semester Credit Hours

Research communication techniques and develop an interior design project, from the first client meeting to the final presentation of your design. You will learn about:

- Researching and understanding communication techniques
- Surveying
- Compiling a client brief and sourcing inspiration
- Technical drawings
- Creating a sample board
- Producing final designs for presentation
- Visual presentation techniques

ITD 202: Techniques & Processes | 3 Semester Credit Hours

Develop an awareness of a standard approach to the development and execution of the design cycle through the design of a studio apartment. You will learn about:

- Evaluating a brief
- The design cycle
- Research and design development
- Spatial planning
- Color rendering
- Model making (optional)
- Portfolio presentation to include technical drawing and sample board

ITD 203: Contextual Studies | 3 Semester Credit Hours

Research and analyze key historical eras and design movements that will allow you to understand the context of contemporary design. You will learn about:

- History of interior design
- Exploring research methods
- Visual and textual analyses
- How to present research findings professionally
- Critical research analyses

ITD 204: 3D Practices | 3 Semester Credit Hours

Gain an understanding of the variety of materials and their application in different contexts. Explore the properties of materials that are commonly used in interior design and their suitability and application in a wide variety of contexts. You will learn about:

- Designing residential spaces
- Interior design communication techniques
- Analyzing materials and finishes for the residential market.
- Presentation techniques
- History of art through interior design and architecture
- Interpreting a client brief
- Technical drawing
- 3D visuals
- Health and safety
- Workflows and project management

ITD 205: Workflows | 3 Semester Credit Hours

Explore the different ways in which workflows can be organized to allow you to plan, execute and deliver your own projects. You will learn about:

- Exploring specialized industries within the design sector
- Interior design communication techniques
- Presentation techniques
- Workflow mapping
- Workflow systems
- Tracking issues and solutions

ITD 206: Computer Aided Design (CAD) | 3 Semester Credit Hours

Learn the basics of CAD to produce your own computer-generated drawings and photorealistic visuals. You will learn about:

- Understanding CAD
- 2D CAD drawings
- 3D modeling
- Visualization
- Isometric/axonometric drawings
- Detailed drawings
- Dimensions and text

ITD 241: Interior Design Project Practicum | 3 Semester Credit Hours

Apply the skills you have learned and develop your creative ability with the design of project with a set theme and topic. Plan the project from start to finish and review the skills and processes used throughout your work.
You will learn about:

- Designing spaces
- Interior design communication techniques
- Analyzing and applying materials and finishes
- The design development
- Presentation techniques
- Space planning
- Technical drawing - CAD
- 3D Visuals - SketchUp
- Workflows and project management
- Sustainable materials
- Health and safety compliance
- Specification sheets

ITD 242: Professional Development | 3 Semester Credit Hours

Explore how changes in technology, and in response to social and cultural change within the industry, impact on the role of the Interior Designer. Reflect on the implications of these changes on your own personal development and career plan. You will learn about:

- Exploring the development of the interior design profession
- Assessing own knowledge and skills
- Identifying areas for personal/professional development
- Exploring personal career goals
- Creating a personal development plan

ITD 261: 3D Modelling & Rendering | 3 Semester Credit Hours

Build your knowledge of using CAD for a design project. Look in depth at 3D modelling and rendering technical drawings. Apply different ways in which you can add light and shadow to 3D visuals to produce professional design documentation. You will learn about:

- Exploring different modeling and rendering software
- Developing technical drawings to fully rendered visuals.
- Producing 3D visuals to a professional standard
- Creating a professional portfolio of work using CAD

ITD 262: Trend Forecasting | 3 Semester Credit Hours

Research, interpret, and apply trend forecasting in response to a brief. This will encourage you to develop skills in trend forecasting that can be applied throughout your career. You will learn about:

- Researching current trends
- Evaluating future trends
- Analyzing market research
- Developing a trend forecast for a specific market.
- Presenting a trend forecast based on client needs.

ITD 263: Project Management | 3 Semester Credit Hours

Explore the theories and practices relevant to the project management of interior design projects. This includes the analysis of key stakeholders, the skills/competencies that an effective project manager needs, as well as the development and presentation of a project management plan within the context of a real-world scenario. You will learn about:

- Exploring project management theory and practice
- Analyzing the roles of key stakeholders
- Assessing the skills/competencies of an effective project manager
- Developing a project plan for an interior design project
- Presenting a project management strategy

ITD 264: Commercial Design Solutions | 3 Semester Credit Hours

Explore the design of interior spaces for commercial, retail, or cultural environments. Develop your awareness of contemporary and historical contexts to inform your design of meaningful spaces that meet client needs. You will learn about:

- Evaluating contemporary trends
- Exploring historical precedents
- Exploring relevant legislation
- Evaluating a client brief
- Producing finished design proposals

ITD 265: Material Selection & Specification | 3 Semester Credit Hours

Develop your knowledge of fundamental concepts related to choosing and specifying materials for various applications in interior design. This unit provides you with a solid foundation in understanding the properties and characteristics of materials and how to make informed decisions for specific projects.

You will learn about:

- Understanding material properties and characteristics
- Specialized materials for specific interior design applications
- Sustainable and eco-friendly material choices for interior design
- Building codes and regulations related to material selection
- Trends and emerging materials in interior design Communication and presentation of material choices for clients and trades

ITD 266: Professional Practice | 3 Semester Credit Hours

Develop your collaborative skills through the planning, managing and presentation of a collaborative project. You will be given a set theme for the project that will be based on current trends and up-to-date industry practices. You will learn about:

- Building collaborative skills
- Developing a project plan
- Managing a collaborative project
- Presenting collaborative work
- Evaluating own work and the work of others

ITD 290: Interior Design Capstone | 6 Semester Credit Hours

Explore the aspects necessary for an aspiring Interior Designer to set up their own business or work within an established practice. Analyze the strengths and weaknesses within your own work and develop a career plan with the help of your tutor. Learn what is required from a personal and professional point of view. You will learn about:

- Evaluating skills and abilities
- Exploring career opportunities
- Creating a career plan
- Developing a business plan
- Creating a portfolio
- Developing a CV/Resume
- Preparing for presentation/interview

PTO 201: Photographic Practices | 3 Semester Credit Hours

Learn the key skills to operate your own camera in manual mode and to understand the importance of composition in relation to the intended outcome of an image. Gain the confidence to use your camera settings to create the best possible manually produced photographs. Indicative content:

- Using your camera in manual mode
- Exploring composition in relation to intentions
- Exposure manual settings for aperture, focal length, perspective, metering, selective focus, white balance, and exposure compensation
- Using a zoom lens (example 24-70mm/24-100mm)

PTO 202: Lighting for Photography | 3 Semester Credit Hours

Explore a variety of lighting techniques to perfect your photo shoots. Gain an understanding of how to analyze your intentions for the shoot to allow you to plan processes and equipment for your photoshoots. Indicative content:

- Experimenting with lighting techniques and lighting equipment (studio, flash, and natural lighting)
- Developing lighting layouts and diagrams
- Exploring different types of lighting for different settings and context
- Understanding lighting strategies and conditions
- Analyzing creative intentions in relation to contextual photography

PTO 203: Techniques & Processes | 3 Semester Credit Hours

Develop the techniques and processes that will allow you to successfully tackle photography projects from the first meeting with a client to the final presentation of design work. Indicative content:

- Understanding client briefs
- Developing creative ideas
- Using techniques and processes to realize creative potential
- Developing post-production editing skills
- Producing visual diaries for development and presentation

PTO 204: Contextual Studies | 3 Semester Credit Hours

Research and analyze key historical eras and movements that will allow you to understand the context of contemporary photography. Indicative content:

- Understanding the context of historical developments and their effect on modern photography
- Communication techniques in photography
- Primary and secondary research
- Visual and textual analyses
- Research presentation
- Critical research analyses

PTO 205: Studio Photography | 3 Semester Credit Hours

Explore the practical advantages and creative possibilities of working in a photographic studio. Develop skills in studio practice and create a set of photographs using studio-based techniques. You will learn about:

- The development of studio photographic practices over time
- Lighting, sets and equipment used to manage the studio environment

- Planning and undertaking a studio-based photoshoot
- Applying post-production techniques
- Creating a portfolio of studio photographs
- Printing, framing and mounting photographs for presentation to an audience

PTO 206: Location Photography | 3 Semester Credit Hours

Examine the techniques and processes used in location photography. Understand the unique challenges associated with undertaking location-based projects. Plan and undertake a photoshoot on location. Learn how to:

- Analyze a client brief to identify contexts, logistics, equipment and practices
- Take reconnaissance photographs, undertake risk assessments and manage permissions
- Plan and undertake a photoshoot using active and experimental approaches
- Understand health and safety requirements for location photography
- Present finished photographs to a defined audience

PTO 241: Photography Project Practicum | 3 Semester Credit Hours

Apply all the skills you have learned and develop your creative ability by working on an individual project with a set theme and topic. You will be challenged to plan the project from start to finish and to review the skills and processes you used throughout your work. Indicative content:

- Understanding client briefs
- Exploring idea generating techniques
- Developing creative ideas
- Using techniques and processes to realize creative potential
- Exploring concepts, materials and processes to develop creative photoshoots

PTO 242: Professional Development | 3 Semester Credit Hours

Explore how changes in technology and in response to social and cultural change within the industry impact the photography profession and the role of the photographer. Reflect on the implications of these changes on your own personal development and career plan. Indicative content:

- Exploring the development of the photography profession
- Assessing your own knowledge and skills
- Identifying areas for personal/professional development
- Exploring personal career goals
- Creating a personal development plan

PTO 261: Event Photography | 3 Semester Credit Hours

Develop skills in event photography. Understand the importance of planning, networking, and developing good codes of conduct in order to undertake a photoshoot for an event successfully. Learn how to:

- Explore the creative opportunities and ethical requirements of event photography
- Develop a contract for an event photography project based on client needs
- Explore event photography techniques and processes
- Plan, organize and undertake a photoshoot for a local event
- Use post-processing tools and techniques to prepare final images
- Present a collection of images of an event and collect audience feedback

PTO 262: Photojournalism | 3 Semester Credit Hours

Understand the value of photography in current affairs. Examine the differences between photojournalism and documentary photography. Develop a personal approach to photojournalism that considers equipment, ethics, subject interests, and research practices. Use your skill set to complete a photojournalism project. Learn how to:

- Understand how society and technology has shaped photojournalism
- Identify photojournalism story opportunities
- Produce photographs that support a clear photojournalism narrative
- Explore the ethical issues associated with photojournalism
- Present work in a format appropriate for online or offline media

PTO 263: Conceptual Practice | 3 Semester Credit Hours

Develop a student's personalized photographic style and push the limits of creativity. Explore conceptual ideas and experiments to complete a photography project that reflects a personalized visual language and approach to photography. Indicative content:

- Developing personal style
- Applying project management techniques
- Presenting photographic work to communicate a personal style
- Evaluating audience responses to photographic work

PTO 264: The Exhibition | 3 Semester Credit Hours

Showcase student work to potential clients, galleries, and employers. Share student creative work with the public and cultivate student's unique photographic voice. Opportunity to demonstrate photography skills and creative practices to potential employers, collaborators and clients and celebrate student achievements.

- Understand the relationship between artistic work and the exhibition in terms of creative intentions and outcomes
- Practice leadership and management skills by developing and executing an exhibition of creative work
- Develop student's confidence in promoting themselves and their work in a public environment (offline or online)
- Practice effective management of resources and time
- Engage collaboratively with stakeholders to complete an exhibition
- Exhibit student's own work to a defined audience and create the opportunity for industry networking and professional development
- Actively seek debate and constructive feedback about their work
- Critically reflect on creative work and managerial practice

PTO 265: Commercial Photography | 3 Semester Credit Hours

Understand the role of photography in different commercial industries. Examine the difference between business to business and business to consumer photography. Explore the practices and techniques needed to produce images for commercial photography. Learn how to:

- Develop a brief for a commercial photo shoot
- Understand business, legal and ethical considerations in commercial photography
- Understand the relationship between business branding and the visual language of commercial photography
- Identify equipment, techniques and processes used in commercial photographic production

- Use project management processes to undertake a commercial photoshoot that responds to a client brief
- Use post-production techniques to complete a portfolio of commercial photographs that meet client needs
- Present photographs to a client and assess feedback

PTO 266: Professional Practice | 3 Semester Credit Hours

Learn how to analyze the strengths and weaknesses within your own work and develop a career plan with the help of your tutor. Indicative content:

- Evaluating skills and abilities
- Exploring career opportunities
- Creating a career plan
- Developing a business plan
- Creating a portfolio
- Developing a CV/Resume
- Preparing for presentation/interview

PTO 290: Photography Capstone | 3 Semester Credit Hours

Develop your collaborative skills through the planning, managing and presentation of a collaborative project. You will be given a set-theme for the project that will be based on current trends and up-to-date industry practices. Indicative content:

- Building collaborative skills
- Developing a project plan
- Managing a collaborative project
- Working creatively in a collaborative environment
- Presenting collaborative work
- Evaluating own work and the work of others

Tuition/Fees

The Institute for Creative Design offers low-cost, professionally relevant programs. Students can pay for the program up front, or in monthly installments.

Per Course Cost

2025 Semester Credit Hour Price: $180

Tuition includes the cost of course access, curricula and materials including textbooks, and proctored examination fees.

Tuition includes

AS Fashion Design Program Costs

Item	Cost
Tuition ($180 x 60 semester credit hours)	$10,800
Textbooks and Materials (per program estimate)	$1000
Program Total	$11,800

AS Interior Design Program Costs

Item	Cost
Tuition ($180 x 60 semester credit hours)	$10,800
Textbooks and Materials (per program estimate)	$1000
Program Total	$11,800

AS Graphic Design Program Costs

Item	Cost
Tuition ($180 x 60 semester credit hours)	$10,800
Textbooks and Materials (per program estimate)	$1000
Program Total	$11,800

AS Photography Program Costs

Item	Cost
Tuition ($180 x 60 semester credit hours)	$10,800
Textbooks and Materials (per program estimate)	$1000
Program Total	$11,800

Incidental Fees

Item	Cost
Payment Plan Fee	$50 per installment
Official Transcript	$25
Replacement Diploma Fee	$15
Late Payment Fee	$50 per installment

Financial Assistance and Payment Plans

Students can pay for the entire program at the time of enrollment, or in monthly installments. Those who elect a monthly installment plan are charged a $50 Payment Plan Fee with each installment. Associate degree program students are charged on a per-term basis. Students must satisfy each terms payment obligations before starting their next term, and all payment obligations before graduating from their program.

Late Fee Policy

Students are expected to make all tuition and fee payments on time. A late payment fee of $50 will be assessed for each missed installment. Continued non-payment may result in administrative holds, loss of course access, and/or withdrawal from the program. It is the student's responsibility to ensure payments are made on time.

Cancellation Policy

Students who cancel their enrollment within 14 calendar days of signing their Enrollment Agreement, but before their first term start date receive a refund of all monies paid

(including Payment Plan Fee, if applicable). Students are required to notify the Registrar's Office of their intent to withdraw via email at studentservices@institutecreativedesign.com.

Refund Policy

Students who choose to withdraw from their program after beginning their program receive a prorated refund for the current term, based on the date of withdrawal. Students receive no refund for terms already completed and receive a 100 percent refund for any term(s) paid for in advance. Students are provided a refund on tuition for current course enrollment according to the following schedule:

Percentage of Modules Completed	Percentage of Tuition Refund to Student	Percentage of Tuition Retained by ICD
Week 1	100%	0%
Week 2	80%	20%
Week 3	60%	40%
Week 4	40%	60%
Week 5	20%	80%
Week 6-8	0%	100%

For students who pay in installments, any Payment Plan Fees paid to date are non-refundable.

Sample Refund Calculations:

A student enrolled in an Associate of Science program, paid in full at the time of enrollment, and withdrew during week three of their third term.

Total Tuition Paid by Student: $10,800

Tuition for 4 Courses Completed: $2,160
($180 per credit hour x 12 credit hours)

Tuition for Current Term: $1,080
($180 per credit hour x 6 credit hours)

Refund Percentage Applied to Current Term: 60%

Refund Amount Due to Student: $8,208
$10,800 - $2,160 (courses already completed) - $432 (40% of current term due to ICD) = $8,208

A student enrolled in an Associate of Science program, *elected to pay in installments,* and withdrew during week three of the current term. The student receives no refund for terms already completed and has not paid for any terms in advance. The Payment Plan Fee applied to the first payment of the term is non-refundable.

Total Term Tuition Due: $540
($180 per credit hour x 3 credit hours)

Term Payment Made: $270
(First monthly installment)

Refund % Applied to Current Term: 60%

Refund Amount Due to Student: $54
$540 (total due) - $270 (amount paid) - $216 (40% of current term due to ICD) = $54

Student Policies

Grading Policies

Students complete a range of formative and summative assessments throughout their program of study. Students are awarded a grade earned based on their performance on individual assessments, which cumulatively equals the grade earned for a course. Each letter grade includes an associated Grade Point Average:

Grading Scale	Description
A (4.0)	Student work exceeded the minimum level of expectation in almost all areas.
B (3.0)	Student work exceeded the minimum level of expectation in most areas.
C (2.0)	Student work met the minimum level of expectation in almost all areas.
F (0.0) - D grades are not awarded. Anything below a C is considered a failing grade	Student work did not meet the minimum level of expectation and the student is required to retake the course.
W (Withdrawal)	Student elected to withdraw from the course prior to successful completion or the student was administratively or academically withdrawn by the Institute.
R (Repeat Required)	Student work did not meet the minimum level of expectation, and the student is required to repeat the course to demonstrate competency.
I (Incomplete)	Student experienced extenuating circumstances and was granted additional time to complete remaining course requirements.

Students receive individual assessment grades within the classroom, within seven days of submission. Students receive final course grades within the classroom, within seven days of submission.

Grade Point Average

The grade point average (GPA) is determined by multiplying the number of credit hours for each course attempted by the number of quality points corresponding to the final grade for the course, rounded to the second decimal place. The cumulative GPA is determined in the same manner. The GPA is calculated only on credit courses attempted at the Institute of Creative Design (e.g. transfer credit coursework is excluded from GPA calculations). For example, Student A earned a Cumulative Grade Point Average of 3.33 based on the following earned course grades.

Assessment and Course Retake Policy

If a student fails an individual assignment or module, they can improve and resubmit that work for re-grading. If a student earns a passing grade of any kind, the final grade assigned for that assignment or module is capped at a C.

If a student fails an individual assignment or module for a second time (on their resubmission attempt), they are assigned an F for the course and are required to retake it.

Students are charged a Course Retake Fee, which is to pay the full tuition amount for that course again. No discounts or partial credits apply.

If a student does not pass a course on their second attempt—after utilizing all permitted assignment or module resubmissions—they may be subject to academic review. At that time, the institution will evaluate the student's overall academic standing and provide guidance on potential next steps, which may include academic advising, a success plan, or, in limited cases, suspension from the program.

Course	Grade Earned	Course Credit Hours	Quality Points
Course 1	A (4.0)	3	12
Course 2	A (4.0)	3	12
Course 3	C (2.0)	3	6.0
Totals		9	30.00
CGPA (Total Quality Points / Total Credit Hours)			3.33

Grade Appeal Policy

If a student disagrees with the grade assigned for an assignment, module, or course, they must first communicate with the instructor. If that is unsuccessful, the student can appeal that decision. An appeal must be submitted within 14 days of the final grade issuance and must include specific evidence the student has that the grade assessment process was conducted incorrectly. The appeal will be reviewed by the Program Director within 30 days of the appeal submission. Their decision is final.

Satisfactory Academic Progress Policy

Students are required to maintain Satisfactory Academic Progress (SAP) throughout their enrollment. Whether or not a student is making SAP toward the completion of his or her program is evaluated based on the following criteria:

- Maintaining a satisfactory CGPA (qualitative standard)
- Maintaining a minimum course completion pace (quantitative standard)

Student records are evaluated every six months against these criteria. The purpose of the SAP policy is to identify and alert students as early as possible if they are not demonstrating satisfactory academic progress and help them develop a plan for accomplishing their academic goals.

Minimum Grade Point Average

Students are required to maintain at least a 2.00 cumulative GPA (a "C" grade average). Transfer credit accepted from other institutions will not count toward quality points (will not impact the student's GPA) at the Institute for Creative Design.

Minimum Course Completion Pace

Students must maintain a satisfactory minimum course completion pace of at least two courses completed per evaluation period (six months). For example, a student must have successfully completed at least six courses by the end of their third evaluation period (18 months after program enrollment). Attempted but not completed courses include courses in which the student received an F, I, W, or R grade.

Transfer credits accepted from other institutions count as attempted and completed courses and shorten the maximum timeframe for completion accordingly.

Academic Discipline Policy

Students who are not maintaining satisfactory academic progress (SAP) at any evaluation point (reviewed every six months) are subject to academic discipline as described below. If a student re-establishes SAP at any point, he or she will be returned to good standing and academic discipline will be lifted. Measures of academic discipline include academic warning, academic probation, and academic dismissal.

If the Institute determines at any point during the academic disciplinary process that SAP cannot be reestablished within a reasonable time frame, it reserves the right to dismiss the student.

Factors considered as part of this determination include, but are not limited to, the number of course retakes required, the number of withdrawn or dropped courses, any academic conduct violations, and whether the completion pace to that point indicates that it is statistically unlikely that the student will complete the program within the maximum timeframe allowed.

Academic Warning

If, at any evaluation point it is determined that a student's satisfactory academic progress (SAP) falls below the acceptable minimums, he or she will be placed on academic warning for the following evaluation period. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to re-establish SAP within the allowed timeframe (as stated below).

Academic Probation

If the student has failed to re-establish satisfactory academic progress (SAP) during the Academic Warning evaluation period, they will be placed on academic probation for the following evaluation period. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to re-establish satisfactory progress within the allowed timeframe. If deemed necessary by the advisor, the student will be compelled to make use of specific academic support services and/or attend regular meetings with the advisor and/or with faculty.

Academic Dismissal

If the student has failed to re-establish satisfactory academic progress (SAP) by the end of the Academic Probation evaluation period, the student will be subject to academic dismissal. The Program Director will notify the student in writing of the dismissal. A student that is subject to academic dismissal may reapply to the University no sooner than six months after dismissal. If the student reapplies, the Admissions department will be informed of the student's past academic performance with the Institute and may require additional admission documentation from the student. Readmission will be granted only if there is a strong likelihood that the student possesses the motivation and capacity to successfully complete the academic requirements.

The Institute reserves the right to either reinstate the student in their original program or in the version currently available at the time of admission, whichever is mutually beneficial to the student and the Institute. Coursework previously completed at the Institute may or may not be carried over to the student's new program depending on the age of the credit.

Disability Accommodation Policy

The Institute of Creative Design fully provides academic opportunities to individuals regardless of disability. This policy describes the roles of individuals at the Institute of Creative Design in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by university policy.

The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

These laws establish that students with disabilities may not, on the basis of their disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any Institute of Creative Design program or activity.

Further, Institute of Creative Design must make sure that its academic requirements do not discriminate or have the effect of discriminating against persons with disabilities. Academic requirements that are justifiably essential

to a student's program of instruction are not considered discriminatory. Academic accommodations to which a student may be entitled include changes in the length of time allowed to complete degree program requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the way specific courses or examinations are conducted.

At the Institute of Creative Design, the Quality Assurance Manager serves as the accommodation's coordinator, whose primary functions are:

- Advising Institute of Creative Design about policies and procedures related to the provision of academic accommodations for students with disabilities,
- Recommending steps to be taken by Institute of Creative Design related to the provision of accommodations for instructors with disabilities,
- Developing mechanisms for increasing the understanding of the faculty with respect to disabilities and their accommodation in an academic setting, and
- Assisting Institute of Creative Design in resolving any disagreements with faculty that might arise concerning accommodations in an academic setting.

Quality Assurance Manager is the senior administrative officer responsible for the Institute of Creative Design's policies affecting persons with disabilities. Quality Assurance Manager ensures that these policies are both educationally sound and responsive to the needs of students with disabilities.

If there is disagreement by faculty over the appropriateness of a particular academic accommodation, the Quality Assurance Manager (in consultation with the institution's Chief Executive Officer) makes a final determination in the matter.

Accommodation Request Process
Students who wish to be considered for accommodation should self-disclose their disability to the Quality Assurance Manager by submitting an Accommodation Request Form, with recent documentation (not more than three years old) of such from a licensed Medical Professional. The Form and related documentation must be submitted to the Quality Assurance Manager via email or mail.

The request will be reviewed, and students will be notified of the institution's decision within 14 business days of receipt. If approved, accommodation will be designed to assist students in successfully completing coursework. These accommodations will then be implemented in students' coursework and/or communicated to faculty members in a timely manner.

Filing a Complaint
Students who wish to file a complaint regarding disability accommodations must be able to establish that he or she appropriately requested, in a timely manner, the desired accommodation. The student should refer to the institution's Complaint Policy for filing complaints regarding disability accommodations or any other concerns.

Leave of Absence Policy

Students can submit a request for a leave of absence to their Program Director. The request must be in writing, must describe the extraordinary circumstances preventing their short-term success in completing coursework, and must describe how those circumstances will be mitigated in a reasonable timeframe for the student to return to their studies. Approved leaves of absence cannot exceed six months in any 12-month period and cannot exceed 18 months total during the student's program enrollment.

During an approved Leave of Absence, academic support services are not provided, and assessments are not graded. Students' monthly charges are suspended until the agreed upon return date and the agreed upon total program cost is still due prior to program completion.

Student Code of Conduct

The Institute of Creative Design (ICD) expects its students to conduct themselves in a manner that is professional and respectful of all students, staff, and instructors. Where a student's conduct does not meet the expectations outlined in the Student Code of Conduct, the Non-Academic Dismissal policy may be applied. ICD seeks to provide a safe and inclusive environment for all students, and therefore it takes breaches of this code of conduct seriously. If you are experiencing behavior that contradicts this code of conduct, (e.g. harassment, sexual misconduct, bullying through social media), please report the allegations to ICD staff immediately. Due to the online nature of its programs of study, ICD considers proper "netiquette" (the rules of conduct for respectful and effective communication in online settings) to be very important.

Professionalism

- It is expected that you act in an honest way and that you will abide by the law.
- You should familiarize yourself with and adhere to approved ICD policies and procedures.
- Attend and engage with your program of study and proactively seek support when needed.
- Where applicable, adhere to relevant professional standards relating to personal and professional conduct.

- ICD expects that you will act responsibly and respectfully online.
- You should behave in a manner which upholds the good reputation of ICD, whether online or face-to-face.

Netiquette

The quality of your writing reflects how peers and instructors will view you, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite

"Netiquette varies from domain to domain." (Shea, 1994) Depending on where you are in the virtual world, the same written communication can be acceptable in one area, where it might be considered inappropriate in another. What you text to a friend may not be appropriate in an email to a classmate or colleague. The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. So in the spirit of the Internet's "founding fathers," share what you know! When you post a question and receive intelligent answers, share the results with others. Are you an expert at something? Post resources and references about your subject matter.

Kindness:

- You should recognize everyone is an equal member of the community whether faculty, student, administrator, learning experience team member, IT support or any other staff.

- Everyone should be extended the same respect and support.

- It is expected that you should not be judgmental about others – not blame or stigmatize groups or individuals based on their respective circumstances.

- When communicating electronically, remember, your written words are read by real people, all deserving of respectful communication. Before you press "send" or "submit," ask yourself, "Would I be okay with this if someone else had written it?"

- Not everyone has the same amount of experience working in the virtual world. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense.

Respect

- You should recognize the importance and value of equality and diversity in the ICD community by treating all members of the community with dignity and respect both in person and through alternative means so that they do not feel as though they are being harassed or bullied.

- You should conduct yourself in a manner that does not harm or does not have the potential to harm others. This includes refraining from:
  - Abusive or unreasonable conduct e.g. acts of bullying or harassment; including harassment related to the protected characteristics
  - Sexual misconduct

- Threats of injury or violence upon others
- Activities which may constitute a hate crime
- Activities related to the incitement of, or participation in, acts of terrorism
- Activities that willfully and deliberately spread misinformation
- Activities which foster blame narratives (i.e. apportioning blame without factual basis).
- Respecting the right of others to hold opinions that are different to your own.

Non-Academic Dismissal

Individuals who violate the University's stated Student Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, the Institute of Creative Design expects that all relationships among students, staff, faculty, and other members of the University community will be free of discrimination and harassment.

If a student is subject to non-academic dismissal, they have a right to appeal the decision. Appeals must be submitted in writing and must substantively address all the stated grounds for dismissal. This appeal will be reviewed within 30 days of receipt by the student's Program Director and all decisions are final.

Academic Integrity

Students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the Institute operates is that work submitted by a student is a product of his or her own effort. If facts or circumstances are raised which call this assumption into question in a

particular case, the student may expect to be subject to disciplinary procedures with penalties up to and including dismissal. A student may be required to produce all sources and documentation related to a work in question. If applicable, the final grade in a course may not be recorded until an investigation has been concluded.

Violations of this policy may include cheating, plagiarism, the aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. In incidents of academic misconduct those students who are found to be in violation of the academic integrity policy may be subject to both academic sanctions (assignment grades, course grades, additional assignments and the like) from the faculty member involved and nonacademic sanctions given by the designated academic leadership (including but not limited to probation, suspension, or dismissal).

Types of Honor Code Violations

Plagiarism: Portrayal of another's work or ideas as one's own

- Purchasing a paper from any source such as the Internet, and turning it in as if it were one's own work
- Improperly citing references on a references page or within the text of a paper

Cheating: Using unauthorized notes or study aids, allowing another party to do one's work as one's own, or submitting the same or similar work in more than one course without permission from the course faculty staff.

- Taking any form of assessment (whether formative or summative) for another person
- Looking at another person's assessment (draft or final) for suggestions for their own work
- Using unauthorized notes during an assessment

Academic Integrity and Use of AI Tools:
You are expected to uphold Academic Integrity when producing and submitting work. This means:

- Correctly acknowledging and referencing all sources of information used.
- Ensuring all submitted work is your own.
- Declaring the use of Generative AI tools (e.g., ChatGPT, Grammarly, Draft Coach) where used:
- A statement must be included at the beginning of each submission clarifying whether AI tools were used or not.
- Failure to declare AI tool use will be considered a breach of academic integrity and may lead to disciplinary action.

Acceptable AI Usage:
Tools like Grammarly and Draft Coach may be used for spelling, punctuation, and grammar but must still be declared.

Fabrication:
Falsification or creation of data, research, or resources, or altering graded work without the prior consent of the course instructor

- Making up a reference for a references page
- Making up statistics or facts for academic work

Aid of Academic Dishonesty:
Intentionally facilitating plagiarism, cheating, or fabrication

- Partially or completely helping another person complete a quiz or any form of assessment
- Collaborating with others on work that is supposed to be completed independently

Bribery:
Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

- Paying a student to do work on one's behalf
- Attempting to pay a teacher to change a grade

Threat:
An attempt to intimidate a student or staff member for the purpose of receiving an unearned grade or to prevent the reporting of an Academic Integrity violation.

Lying:
Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

Reusing Work Policy
Self-plagiarism is defined as reusing a significant, identical, or nearly identical portion of a student's own work without acknowledging that they have done so, or without citing the original work. For example, when a student uses the same part of the assessment (or the assessment as a whole) for two courses without getting permission from a faculty member.

During their studies, a student may be asked to write on the same topic in multiple courses. In this case, their writing is expected to reflect new insights and conclusions to demonstrate critical thinking and intellectual growth. The Institute recognizes that there may be times when there may be some overlap in assignments in different courses.

In cases where a student would like to use previous work from another course, they must (1) receive permission to use previous work from the instructor of the current course AND (2) appropriately cites the recycled work. If the student fails to follow this protocol, then the submitted work, recycled from another course, will be considered plagiarized.

To cite or quote previous work, the previous coursework should be cited as an unpublished paper with the student as the author.

PLEASE NOTE: Academically dishonest behaviors include, but are not limited to, the brief examples described above. If a student is unsure about what constitutes academic dishonesty, they are encouraged to speak with their instructor. If they do not feel comfortable doing so, they may contact their Program Director for further clarification.

Academic Consequences of Cheating or Plagiarism
Cases involving violations of the plagiarism policy will be treated as confidential. No discussions will take place other than those needed to determine responsibility or appropriate sanction. There is no statute of limitations precluding any Institute staff from acting on the discovery of alleged violations during the term or subsequently, including after the student has graduated. Plagiarism detection systems will be used to aid faculty in assessing the academic integrity of student work.

A faculty member who finds proof of plagiarism will first discuss with the student the nature of the case, including its moral implications and its academic ramifications, and seek input from the student as to the circumstances. Faculty members are encouraged to consult with the Senior Manager, Academic Operations. Plagiarism normally results in a failing grade for the plagiarized work. The faculty member also has the right to fail the student in the course. He or she may end the matter with his or her own action, if it is a non-flagrant or unintentional occurrence, or pass the case on to the Senior Manager, Academic Operations.

The Senior Manager, Academic Operations may elect to proceed with a review of the questionable material with academic support staff as deemed necessary. The Senior Manager, Academic Operations, will report flagrant violations to the Assessment Committee with any recommendations for suspension or expulsion. Alternatively, the Senior Manager, Academic Operations may have the student work with a designated Institute representative who will assist the student as they complete an acceptable assignment.

Students have the right to present their cases to the Assessment Committee before it deliberates. The decision of the Assessment Committee is final. If the faculty member involved is a member of the Assessment Committee, they do not participate while the appeal is being considered. The Assessment Committee chaired by an elected faculty member will investigate flagrant cases and make any recommendations for suspension or expulsion to the Senior Manager, Academic Operations. The decision of the Senior Manager, Academic Operations is final. Normally, expulsion from ICD for plagiarism is permanent; a student may not re-enroll.

However, in very rare circumstances, a student may be re-admitted. They must make a written request for re-admittance, explaining their case for re-admittance. This shall include evidence of changes that suggest plagiarism will not be repeated. The burden of proof is on the student. This evidence will be reviewed by a committee of faculty convened for the purpose. The committee will make the final decision on re-admittance using whatever criteria it deems appropriate to the case at hand, in keeping with applicable laws and regulations.

Non-Discrimination Policy

All aspects of the Institute of Creative Design's programs will be administered in compliance with Titles VI and VIII of the 1964 Civil Rights Act; the Age Discrimination Act of 1975, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990; Title IX of the Education Amendments of 1972. No individual will be excluded from participation in, denial benefits of, subjected to discrimination under or denied employment in the administration of or in connection with ICD programs because of gender, race, color, religion, sex, sexual orientation, gender identity, marital status, national origin, citizenship, ancestry, age, physical or mental disability, or political affiliation.

Complaint/Grievance Policy

ICD is committed to ensure that students have a positive learning experience. As part of this commitment, the Institute provides a method for students to submit a formal grievance for institution consideration and potential resolution. All grievances are handled respectfully, confidentially, and efficiently. Prior to submission of a formal grievance, students are expected to have communicated directly with the applicable individual(s) about the issue and made use of applicable appeal policies above, as applicable to the topic of concern.
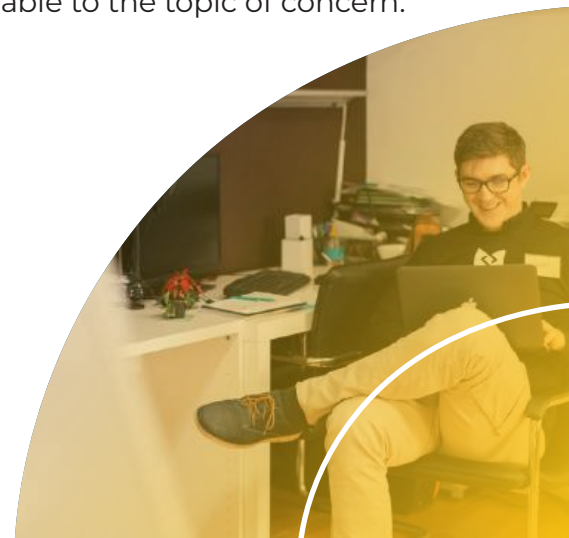
Grievance Process:

- Students who wish to submit a grievance must do so in writing to the Student Services Team. The grievance must include an accurate account of the incident or complaint. Students act with integrity and honesty when recounting the complaint. Wherever possible, complaints are aimed to be resolved informally at Student Service level. However, students wishing to lodge a formal complaint must provide a written statement of complaint along with any documentary evidence they deem relevant. Complaints should be made within a week of the incident arising so that an investigation into the circumstances of the complaint is still fresh in the minds of all concerned.

- The Student Services Team responds to student email within two business days to acknowledge the receipt of the complaint.

- Student Services Team Leader makes a preliminary assessment within two business days and determines the severity of the complaint. The complaint is escalated to Senior Manager, Academic Operations if deemed necessary. Student is treated respectfully, and complaints are handled with discretion.

- Senior Manager, Academic Operations investigates the complaint with discretion, treats the student with respect, and responds to the complainant within ten working days. Students will be kept advised on the progress of the complaint and contacted by the Student Services Manager within 24 hours of escalating the complaint. A response from the person to whom it was escalated can be expected within 1 week of receiving the complaint.

- Once the complaint has been reviewed by the necessary party(ies) the student will be informed of the outcome of their investigation within 24 hours. Any actions planned to be undertaken by the Institute will be clearly communicated. If the Institute deems the complaint to be unsubstantiated then this will be communicated to the complainant at this time.

- If a student wishes to appeal the outcome of their formal complaint to the Head of School, then it should be in writing to the Student Services Team and sent within 2 weeks of receiving notification that the original appeal was not successful.

Should their complaint not be resolved through the process described above, Washington D.C. Residents can contact the Higher Education Licensure Commission. See Complaint Information page.

Confidentiality, Privacy, Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, (a) establishes a postsecondary student's general right to inspect and review his or her education records, and (b) generally prohibits outside parties from obtaining the information contained in such records without the student's written consent.

Confidential Student Records

Confidential information is information accumulated in confidence, within limits established by law either upon specific promise of non-disclosure or in the context of a confidential relationship. Confidential Student Records Confidential information is information accumulated in confidence, within limits established by law either upon specific promise of non-disclosure or in the context of a

confidential relationship. The law provides that the following items may be included in this category: personal records and notes of administrative officers and faculty; medical and mental health records; financial information from parents of students; letters of recommendation for which a student has waived the right of access; confidential letters of recommendation placed in the record. Items in the category of "confidential information" will not be released to the student; they may be released to non-authorized Institute personnel or persons outside of the Institute only with the written consent of the student and the Program Director who is in charge of the record, except as required by law. Medical and mental health records may be reviewed by a physician or other appropriate professional of the student's choice, as approved in writing by the student.

Restricted Student Information

This category contains the educational records of the student, that is, those records not included in the two categories above that contain information directly related to the student and are maintained by the Registrar. Included, for example, are the transcript, courses elected each semester, grades and other evaluations, academic and disciplinary actions, financial arrangements, and letters of recommendation received in the student's record (unless the student has waived the right of access to those letters). With the exceptions noted in "Exceptions to Restrictions on Release of Information," restricted information may be released only at the student's specific written request, which must name the records to be released, the reasons for release, and the persons to whom the release is authorized.

Exceptions to Restrictions on Release of Information:

The law authorizes the release of restricted information without the student's written consent as follows: to school officers and faculty with legitimate educational interest; to individuals and offices as needed in connection with a student's financial aid; to parents of dependent students; to accrediting organizations; to individuals as needed in an emergency to protect health and safety; and to selected research workers with stated precautions as to confidentiality. Information may be released to officers of institutions to which the student is applying for admission if the student is notified that it is being sent and is given an opportunity to review it. The student must also be notified before information is furnished in compliance with a judicial order or subpoena. Except as specified above, release to federal, state, or local officials is limited to information relating to audit or evaluation of federally supported education programs.

Students' Waiver of Access to Confidential Records

A student requesting recommendations in respect to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. Any student requesting a letter of recommendation may be asked to indicate to the writer whether they have waived their right of access.

The decision whether to write a letter of recommendation is an individual and voluntary one. Faculty and students, however, should be familiar with the provision in the law, which states that "waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such institution."

Students' Right to Inspect Their Records

Within the limits of the law, students may inspect information contained in their restricted records. By law, students may not inspect those materials in their confidential records.

Exceptions to Students' Right to Inspect Their Records

If any material or document in the educational record of a student includes information on other students, the Institute will not supply the actual material or document. Instead, the Institute will provide only the specific information contained therein which directly relates to the student seeking access.

Procedures for Students' Inspection of Their Records

The procedure by which students and former students may review their restricted records is as follows:

- The student gives a 72-hour written request for such a review to the Senior Manager, Academic Operation.

- The Senior Manager, Academic Operation reviews the file to place in sealed envelopes (or digital equivalent) marked either "Confidential information to be opened only by the Senior Manager, Academic Operation" or "Restricted information to be opened only by the Senior Manager, Academic Operation" any material described under "Confidential Students Records" or "Restricted Student Information."

- The student may then review his or her file in the Senior Manager's office or via online session remotely. In no case will access be withheld more than 45 days after a proper request has been made. If the student wishes, the Institute will also supply copies of material in the file. The student will pay for the cost of this copying.

Student Challenge of the Content of Record

A student who questions the content of his or her record should indicate this to the Senior Manager, Academic Operations. If the question is not satisfactorily settled, the Senior Manager, Academic Operations will be requested to establish an appropriate committee, which will hold a hearing at which the student may present evidence in support of the contention that the record contains inaccurate or misleading information.

Retention and Disposal of School Records

Records fall into two retention categories: permanent and limited. Permanent Retention Records are those records that the Institute is obligated to maintain permanently either directly by law or indirectly by the need of supporting documentation. These records are to be maintained in an appropriate electronic format.

Permanent records include the following:

- Transcripts for courses at the Institute and those accepted for transfer credit
- Class lists
- Grade reports
- Change of Grade forms
- Enrollment reports
- Degree statistics (lists of approved graduates and their degrees, dates of conferral, type, etc.)
- Catalogs

Limited Retention Records are those records which the Institute is obligated, either directly by law or indirectly by the need for supporting documentation, to maintain on a limited basis. The length of time each type of document is to be retained is indicated.

Admissions Documents, to be maintained separately in alphabetical order:

- Files of those who applied but did not attend (either because they were denied admission or because they rejected our offer of admission): five years.
- Incomplete admission files: five years.
- Files of those who were admitted, granted a loan, and then either withdrew the first semester or did not attend at all: five years.

Registration Records and Certification Documents, to be maintained separately in alphabetical order:

- Files of those who were admitted and attended classes (including those who complete programs and graduate and those who withdrew or are terminated at any point after beginning attendance): five years from the date of departure.

Student Identity Verification

To verify the identity of applicants, the Institute of Creative Design requires the submission of a government-issued photo identification (ID) as an application requirement. The information disclosed on the provided photo ID is compared with other admission materials to affirm that the person completing the application process is the same person named in the application.

The verified applicant (if accepted) is provided a unique username to be used for logging into and completing coursework. Students are not to share their login credentials with others as this is a means for confirming that the person admitted is the same person completing coursework. In addition, students are required to complete proctored examinations at regular intervals throughout their program.

Student Services

The Student Services Team consists of the following personnel: Student Services:

- **Andrea Martins,** Senior Manager, Student Services.
- **Sara Alves,** Student Services Advisor
- **Alastair Strong,** Student Services Advisor

The role of the student services team is to act as an advocate for the student during their learning journey at the Institute, from enrollment through to Graduation.

Once a student is enrolled at the Institute, a Student Service advisor will contact you via email to provide you with login information to the Online Learning Center (OLC). They will ensure that you receive your student ID, access to the Onboarding process on the OLC and they will arrange your first tutorial with your personal tutor. They will ensure that you have received your Onboarding Induction pack which includes:

- Welcome videos from the Institute and from the student's personal tutor.
- A series of articles on how to get started with the study journey.
- Detailed information about their course and how to maximize their experience on it.
- Helpful resource guides such as an individualized study planner, a learning resource guide. and a step-by-step guide to the OLC navigation.

They are available to answer questions or concerns that you may have regarding billing or payment issues or any technical issues relating to the OLC. Academic questions are dealt with by your personal tutor.

You will receive prompts from the OLC and via email at various milestones on your learning journey to ensure that you keep on track with your progression track and to offer support where you need it. They are professional, helpful and very friendly and we know that you will enjoy your interactions with them.

Placement Services

While the Institute does not provide placement services or guarantee employment, the goal of the Institute is to ensure that you are industry-ready when you graduate. All our faculty members are professionals working in the industry and well-versed in current trends and needs of the marketplace. Each assessment is designed to produce work that will feature in your creative portfolio, which is a critical asset in your job search. Our team will support you to develop a professional resume and provide coaching services on how to create and promote your own personal brand, in addition to coaching you on interview techniques.

Library Services

The Institute has partnered with the Library & Information Resources Network to provide students with access to a rich library of academic content from General Education to Creative Arts as well as an Online Librarian Service. Library collections include access to the Gale collections which include dozens of databases and thousands of eBooks, access to ProQuest databases and eBooks, as well as Creative Arts eBook, database collections, and firm collections. The Online Librarian Service provides students with access to a team of qualified librarians who provide timely and professional support in online research methods and resource acquisition.

Transcript Requests

Students can request an official transcript at any time, for a $25 Official Transcript fee (per transcript requested). Students should email the Registrar's Office at registrar@institutecreativedesign.com and include the intended recipient's email or physical address. Transcript requests are completed within 10 business days of request and fee payment.
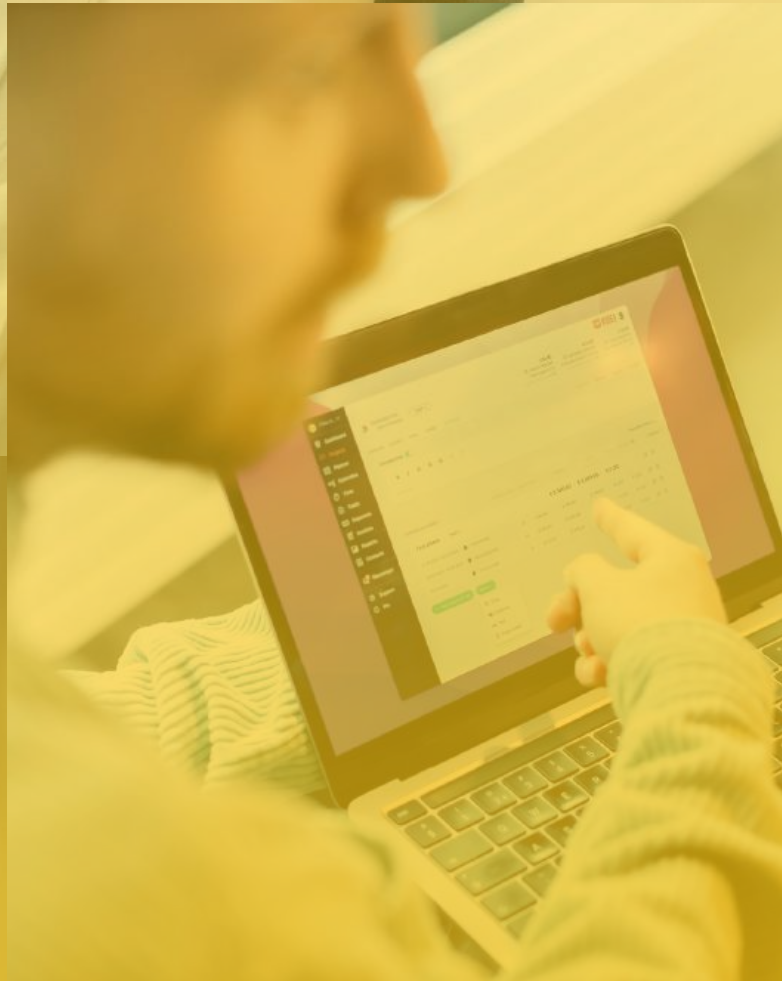
Institute of Creative Design

If you have any questions or need any additional information, please contact us at:

info@institutecreativedesign.com

Institute of Creative Design, 1200 G Street NW Suite 800 Washington DC, 20005

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