



New York Institute of **ART + DESIGN**

2021 CATALOG



41 EAST 11TH STREET, 11TH FLOOR, SUITE 66, NEW YORK, NY 10003
212-867-8260 | NYIAD.EDU

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NEW YORK INSTITUTE OF ART AND DESIGN

MISSION STATEMENT, VALUES AND STUDENT LEARNING OUTCOMES

MISSION STATEMENT

NYIAD's mission is to empower students to achieve their aspirations through flexible, convenient, affordable, and highly relevant education.

VALUES

Accountability: We set measurable goals and are accountable to students and to each other for our actions, performance, and results.

Integrity: We operate with the utmost integrity and treat both our fellow colleagues and our students with dignity and respect. We also expect integrity from our students.

Passion: We believe we can make a difference in people's lives and want to help all students, faculty, and staff members realize their individual potential.

Teamwork: We believe collaboration and communication among students, faculty, and staff are essential to achieving great outcomes for students and our company.

Excellence: We strive to uphold high standards in our academic programs, student experience, and support services, and are continually seeking ways to improve each of these areas.

INSTITUTIONAL OBJECTIVES

Job-Specific and Technical Skills: Graduates will be trained in job specific technical knowledge and the common body of knowledge associated with a specific program.

Professional and Life Skills: Graduates will be trained in professional and life skills that include responsibility and self-motivation.

Qualifications for Advancement: Graduates will have the skills and credentials to apply for jobs, change careers, advance in their current workplace, start their own business, and/or pursue skill-based hobbies and interests.

LEGAL GOVERNANCE

Professional Career Development Institute, LLC (PCDI) owns and operates the three Ashworth schools: Ashworth College, Ashworth Career, and James Madison High School. PCDI Canada and Distance Education Company (DEC) are wholly owned subsidiaries of PCDI. In 2009, PCDI was acquired by Sterling Partners. In 2019, Penn Foster Education Group, Inc. acquired Sterling Partners' ownership interest. DEC operates three schools: New York Institute of Photography, New York Institute of Art and Design (formerly Sheffield School), and New York Institute of Career Development.

The Board of Directors comprises the following members:

- Frank Britt
- Thomas Blesso

The Course Advisory Council comprises the following members:

Subject	Name	Title
Photography	Patrick Donehue	Professional Photographer, Consultant, Educator
Photography	Tim Pannell	Professional Photographer
Photography	Timothy Archibald	Professional Photographer
Photography	Ethan Pines	Professional Photographer
Photography	Gwynee Evans Reid	Professional Producer
Photography, Art and Design	Robert Mansfield	Art and Design Director, Forbes Media
Art and Design	Keith Gallagher	Creative Director, DEC
Art and Design	Melissa Estrada	Interior Designer
Art and Design	Natasha Lima-Younts	CEO, Gables Interiors
Art and Design	Mark Rammel	Co-Founder & Creative Director Armchair Studio
Art and Design	Janet Ramin	Interior Designer
Allied Health	Marie Capps Berry	President, Education Consulting Services
Allied Health	Regina Forbes	Pearson, Sales Director, Private Sector
Allied Health	Ellie Halibozek	Medical Billing and Coding Curriculum Developer
Allied Health	Dr. Beth Markham	Chief Nurse Administrator, Ashworth College
Allied Health	Thomas Frisco	Pharmacy Technician Program Director
Allied Health	R. Michael Schafer	President, EdPartners, LLC. Former ABHES Commissioner
Allied Health	Carole Schanel	Educator and Program Director (Retired). Former ABHES Commissioner
Pharmacy Technician	Thomas Frisco, BS Pharm.	New York Institute of Career Development, Program Director
Pharmacy Technician	George Flabum, Pharm. D.	Assistant Director of Pharmacy at Mt. Sinai Hospital
Pharmacy Technician	Lewis D'Iorio, R.Ph.	Owner of LDT RX Solutions,
Pharmacy Technician	Phil Altman, R. Ph.	Owner of Healy Choice Compounding Pharmacy
Pharmacy Technician	Dr. Laura Cvek, Pharm, D.	Pharmacist, Health Choice Compounding Pharmacy
Pharmacy Technician	Saha Falbum, Pharm. D.	Associate Professor at Fairleigh Dickerson University
Pharmacy Technician	Nicholas Dowbak	Walgreens Field Recruiter
Pharmacy Technician	Charrai Byrd, Pharm. D.	New York Presbyterian Hospital. President, NYC Society of Health System Pharmacists
Pharmacy Technician	Donny Ramsook	Supervising Pharmacists, Maxor Pharmacy
Business	Micaela Alpers	President, Education Division, CareerTeam
Business	Jacob Boller	Director of Operations, DEC New York
Business	Dr. Michael Hillyard	Consultant, Accreditation and Higher Education Strategy
Business	Lucy Alvarez	Retired Executive Chef
Business	Blanche Barfield	Ashworth Graduate, Travel Agent Program
Business	Hilton Joseph	Co-Owner and Manager, Cuban/Spanish Themed Restaurant
Business	Scott Katz	Group Vice President, Learning Solutions, SunTrust Banks
Business	Christina Mathews	Catering Sales Manager, Atlanta Marriott Peachtree Corners
Business	Dawn Taccone	SERV Safe Instructor, California State University Pomona and Wedding Planner/Caterer
Business	Daniel Taccone	Sr. eCommerce Manager, Hilton Hotels

ACCREDITATION AND STATE LICENSING

NYIAD ACCREDITATION

NYIAD is a fully accredited Art and Design school. The school is proud to be accredited by the Distance Education Accrediting Commission (DEAC) and licensed by the New York State Education Department.

NEW YORK STATE EDUCATION DEPARTMENT

The New York State Education Department (NYSED) is one of the most respected education agencies in the United States. The New York Institute of Art and Design is licensed under the demanding standards of NYSED, and all its courses are regularly reviewed and approved by NYSED, ensuring that the school maintains the highest standards of education materials, student service and business practices. All NYIAD teachers and key staff are licensed by NYSED. A full explanation of NYSED's requirements that pertain to NYIAD is available in this catalog.

DEAC

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA). DEAC Student Achievement Disclosure for the Public Form - NYIAD



BETTER BUSINESS BUREAU (BBB)

The mission of the Better Business Bureau is to advance marketplace trust. This is accomplished through a number of different actions. First, the BBB sets standards for trust and encourages businesses to adopt them. It engages with businesses and educates consumers to ensure that best practices are well-known and followed. The BBB celebrates marketplace role models and addresses substandard business behavior to create a community of trustworthiness.

The New York Institute of Art and Design has been accredited by the Better Business Bureau of Metro New York since 2015. The BBB reviewed NYIAD's advertising and student servicing and has certified that NYIAD meets or exceeds their list of best practices, meaning students can feel confident that NYIAD lives up to the promises made to new students.



STUDENT TUITION RECOVERY FUND FEE AND DISCLOSURE: (CALIFORNIA ONLY)

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1.** The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- 2.** You were enrolled at an institution or a location of the institution within -the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
- 3.** You were enrolled at an institution or a location of the institution more than 120 day before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4.** The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- 5.** The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 6.** You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- 7.** You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

ADMINISTRATION

Education Operations:

Jacob Boller

School Director / Director of Operations

Frank Britt

Chief Executive Officer

Dara Warn

Chief Customer Officer

Thomas Blesso

Chief Financial Officer

Heather McAllister Esq.

General Counsel and Secretary

Cindy Starr

Chief Marketing Officer

Joshua Budway

Chief People Officer

Nial McLoughlin

Senior VP and Chief Technology Officer

Michelle Rothenbecker

Vice President of Courseware



ACADEMIC YEAR, HOLIDAYS, CONTACT INFORMATION, HOURS OF OPERATION

ACADEMIC YEAR

Students may enroll in NYIAD's courses at any time of the year. There are no set class start dates, and students do not have to wait until the beginning of a new session. All courses offered are flexible and self-paced, with students setting their own schedules within certain maximum allowable time frames per course.

CONTACT INFORMATION

This information may be used to contact NYIAD. Students should provide their name and student number on all communications with NYIAD staff.

Mailing Address:

New York Institute of Career Development
41 East 11th Street, 11th Floor, Suite 66
New York, NY 10003

NYIAD Web Site: NYIAD.edu

Career Services: careerservices@NYIAD.edu

Student Forum: Visit via the Online Learning Center

Online Learning Center: courses.NYIAD.edu

Student Services E-mail: info@NYIAD.edu

COURSE ASSISTANCE

Tutor Assistance:

Academic Advisors 800.583.1736 or studentadvisor@NYIAD.edu

Course Instructor:

Each course syllabus provides information on contacting the faculty and the Academic Advisor support team. When students have course specific questions, they should first review their course syllabus to identify their team and contact information.

NYIAD Classmates:

Visit the Student Forum to find discussion forums

HOLIDAYS

NYIAD is closed on the following holidays:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

PHONE GUIDE

School Director: 800.583.1736

Academic Advisors: 800.583.1736

Admissions (Nonstudents): 800.583.1736

Career Services: 800.583.1736

Main: 212.867.8260

Military Services: 800.583.1736

Student Services: 800.583.1736

FAX DESTINATION

Business Services: 212-867-8122

Military Corporate Partnerships

Education Services: 212-867-8211

Lessons & Life/Work Exams

Mandatory Graded Assignments

Unit Exams

Student Services: 212-867-8122

High School Verifications

Financial Information

Student Account Changes

Career Services Assistance

HOURS OF OPERATION

9:00 a.m. – 6:00 p.m. (Monday – Friday)

Eastern Standard Time

ADMISSIONS

ADMISSIONS REQUIREMENTS

- Prospective students under 16 cannot enroll.
- Prospective students under 18 with a completed high school diploma or its equivalent will need a signed permission on the Enrollment Agreement from his/her parent or guardian.
- Prospective students under 27 must arrange to have the High School diploma/transcript or its equivalent submitted to NYIAD for admittance.
- Prospective students 27+ are not required to submit evidence of high school completion or its equivalent.

APPLICATION PROCESS

1. Complete an application online, by phone or via mail.
 - a) Apply online – The online application process is simplified to reduce processing time. The online application can be accessed from our Web site, www.NYIAD.edu Applicants can indicate the course on the online application form.
 - b) Apply by phone during normal weekday working hours by speaking with a Licensed Agent at 800.583.1736
 - c) Mail or request an enrollment agreement from the Admissions Department at New York Institute of Art and Design, 41 East 11th Street, 11th Floor, Suite 66, New York, NY 10003
2. Within 24 hours of receiving the completed enrollment application, NYIAD will provide instructions for online access to the first course and will ship the associated textbooks/course materials to the student address.
3. Students who are eligible for military benefits should contact a military advisor at 800.583.1736.

ENROLLMENT AGREEMENT

The Enrollment Agreement (the “Agreement”) is a legally binding contract when signed by the student and accepted by NYIAD at its offices in New York and is governed by New York law. The student signature on the Agreement indicates that the student has read and understood the terms of the Agreement, has read and understood any literature received from NYIAD, and believes that he/she has the ability to benefit from the course(s) selected. An electronic signature is a binding signature. Prospective students are encouraged to read through the catalog and materials prior to enrolling. **Access to online course units will be limited if a signed enrollment agreement has not been received by NYIAD.**

SPECIAL NOTE: Students should be aware that courses are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if their chosen course is appropriate for their career goals. This applies particularly to design, business and health related fields.

STUDENT IDENTITY VERIFICATION PROCEDURES

Student numbers are issued to specific people for the purpose of conducting NYIAD business. Any abuse of these numbers (including obtaining for malicious use or attempting to obtain for malicious use, and false identification or attempted false identification) is cause for permanent dismissal from NYIAD and any other of its affiliated schools.

ONLINE LEARNING CENTER ACCESS

Students are required to create a password to access the Online Learning Center. The Online Learning Center is where a student can view his or her Academic and Personal records and should only be accessed by the student. Students should protect their password from others and not share it with anyone else (i.e., Academic Honesty Policy). School employees do not know student passwords and can only reset them upon their request. If a student’s password is reset, he or she will be instructed to create a new one before he or she is able to access his or her account.

EBOOKS

NYIAD may use Vital Source to deliver eBooks in its courses. Students will be required to create a separate password for their eBook account the first time they access their eBook account. School employees do not know student passwords and cannot reset them. If a student forgets his or her password or needs it reset, he or she will need to contact Vital Source directly.

EMAIL

NYIAD uses the e-mail listed on a student’s account to send academic and school updates. These communications can be personal in nature and we recommend that students use an e-mail that is not shared with others.

STUDENT VERIFICATION

If NYIAD suspects that a student's account has been compromised, access to the student account may be blocked until student's identity has been verified. This process is done only to protect the student's interest. Students are responsible for all comments, exams, and assignments posted on their account. If a student feels that his or her account was compromised by someone else, he or she must change his or her password immediately and notify the school. A student's identity will also be verified for all proctored exams.

STUDENT REFERRAL BONUS

NYIAD relies on its students to promote its school. If a student refers a friend, both the new student and the student who made the referral will benefit. All active students and graduates who have been enrolled in a NYIAD course for more than 14 days are eligible to refer a new student. When the new student enrolls, that student should provide the name and student number of the person who referred him/her. Both the new student and the student who made the referral are eligible to receive an Amazon.com Gift Card after the new student has been enrolled for 30 days. The existing referring student must also be an active enrolled student at the "30-day mark" in order to receive the bonus. If the existing student is no longer an active student, the new student will still receive his/her bonus. The amount of the gift card may vary depending on specific promotions but will not exceed \$50 per student.

There is a limit of one bonus per year per student. There are no completion requirements to receive the referral bonus. The bonus will be issued within 30 days of eligibility requirements being met and will be sent to the email associated with the student's record.



ACADEMIC INFORMATION

INSTRUCTIONAL MODEL

NYIAD aims to provide students with engaging, comprehensive, and high-quality curriculum in a flexible and convenient online learning environment. The school strives to meet the educational goals of its students while giving them the opportunity to set the pace of their learning on a schedule that is compatible with their lifestyles and personal/professional commitments.

NYIAD's enrollment model is an open-enrollment track wherein students can enroll in courses and certificates at any time without having to wait for a class start date. The learning model is self-paced within certain maximum time limits per course and/or certificate. NYIAD's instructional model is comprised of an instructional team approach. The instructional team includes highly qualified academic advisors, certified instructors, subject matter experts, course authors, and support staff. NYIAD's team is available to work with students as needs arise. The team approach allows NYIAD to customize support to individual student needs. Each course syllabus provides information on contacting your faculty and the Academic Advisor support team. When students have course specific questions, they should first review their course syllabus to identify their team and contact information.

ACADEMIC ADVISING

We encourage students to take advantage of the knowledgeable academic guidance available through our team of student advisors by e-mail, mail, online ticketing, or phone. All student questions and inquiries will be responded to in a timely manner by NYIAD academic advisors and the customer service team. Through the NYIAD Online Learning Center, students may review course materials; track lesson progress, shipments, and grades; check account balances and make tuition payments; request academic guidance or customer support; access the online library; and participate in the Student Forum.

COURSE LOAD

Career Certificate: To earn a NYIAD certificate, a student must complete all lessons in the course with a minimum overall grade of 70. The number of lessons in certificate courses varies depending on the course.

ENROLLMENT STATUS

The school provides students with many mechanisms to help students stay on track for timely completion of course and graduation requirements. In the Online Learning Center there is a Progress Tracker, which displays students' percent progression through their course. For information on the time frame allowance, see the "Completion Time" section in the enrollment agreement.

TRANSCRIPTS AND GRADE REPORT

Students who need a transcript of completed courses from NYIAD should contact Student Services. Students should specify whether they need an official or unofficial transcript.

An official transcript is one sent by NYIAD directly to an institution or employer. An official transcript will be sent only if the student account is paid in full. The first copy of an official transcript is free; there is a \$10.00 fee for any additional official transcripts requested.

An unofficial transcript is one sent by NYIAD directly to the student. An unofficial transcript will be sent only if the student account with NYIAD is current and there are no past due amounts owed. Students who request that an unofficial transcript be mailed to them will be charged \$10.00 per transcript.

Students can view their course of study, progress report and grades in the Online Learning Center.

TRANSFERRING CREDITS

NYIAD does not accept transfer credit of previous training from other institutions. A student may wish to transfer coursework from NYIAD to another institution. Licensed private career schools offer curricula measured in clock hours, not credit hours. Certificates of completion, i.e., school diplomas, are issued to students who meet clock hour requirements. The granting of any college credit to students who participated in and/or completed a course at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Students should be sure to keep learning guides, textbooks, other study materials and printed copies of online study materials in case these materials are needed for transfer credits verification by the receiving institution.

COURSE FORMAT

The course includes the following sections as part of the course format. Each course may have a different set of materials and assessments; see the syllabus for details for that course.

Course Materials:

- Orientation
- Catalog
- Textbook/eBook (When Required)
- Lessons
- Reading Assignments
- Video Lectures and demonstrations
- Practice Exams
- Unit Exams
- Unit Projects

ACCOUNT ACCESS

NYIAD students access their student account information, online courses, schedule, and grades in the Online Learning Center. All online courses reside on a custom Learning Management System. NYIAD's online courses are designed to be engaging, user-friendly, and easy to navigate. Students can perform the following tasks online via the Online Learning Center and learning management system.

1. View and edit account information
2. View account balances and make tuition payments
3. Access online courses and course materials for current and completed courses
4. Submit projects and multiple-choice exams
5. View project and exam grades
6. Be a part of NYIAD's online Student Forum
7. Download school forms and Catalog

COMMUNICATION WITH STUDENTS

Students are required to set up and maintain their profile information within the NYIAD Online Learning Center (courses.NYIAD.edu). It is the responsibility of the student to ensure that the information within the student profile is accurate and current. All email correspondence from NYIAD will be sent to the e-mail address listed on the student profile. Also, where applicable, materials will be shipped to the address on the student profile. NYIAD is not responsible for shipments or correspondence sent to the incorrect shipping address or e-mail address.

TEXTBOOKS AND SHIPMENTS

The format of student learning content varies by course. Courses may consist of printed materials, wholly online content or a blend of printed and online content. If hardcopy textbooks and printed learning guides are part of a student's course the required materials will be shipped to students at the start of that course.

When required, printed materials are shipped one Unit at a time to students enrolled in the course. Corresponding with when access to online Units is granted. For students who pay in full this access is granted once their balance is cleared. And the balance of physical materials (Units 2 – completion) are shipped once the 14-day trial period has passed.

SHIPMENT ERRORS

Students who receive an incorrect or incomplete shipment should call Student Services for assistance. Students have 60 days to notify the school; after 60 days, students will be responsible for any replacement fees.

REPLACEMENT FEES

Students who need to replace any study materials should call Student Services. There will be a replacement fee for each item. The fee can be added to the student's account and included in the next invoice with tuition payment or paid by check or credit card.

STUDENT FORUM

The NYIAD Student Forum (Forum) is a fully interactive, student-driven, and staff-supported virtual campus that provides students a complete social learning experience from the day they enroll to graduation and beyond. The Forum is comprised of different discussion threads that correspond to the various areas of study offered at NYIAD. What makes the Forum special is that members have the unique opportunity to connect with other students and academic advisors all while making new friends, sharing opinions and experiences. The Forum integrates excellent interactive and academic elements to create a fully supported social learning experience for our students. Visit the Forum by clicking on the Forum banner in the Online Learning Center. NYIAD reserves the right to remove any post from the student forum that does not comply with the conduct and communication policy.

CLASSES AND ASSIGNMENTS

Students are provided online access to their first Unit of lesson material immediately upon enrollment. When the course contains physical shipments, materials and printed course materials are shipped within a week of enrollment. Subsequent lesson shipments and/or online access to lesson Units are automatically triggered when the student makes two (2) monthly payments. Students can begin their courses immediately upon enrollment but are free to set their own pace of study though students are encouraged to submit lessons regularly.

Each course is composed of lessons. Each lesson typically contains lecture notes, check your learning exercises, multiple-choice exams, and assignments. Multiple-choice exams are auto-graded immediately upon submission and students can view their grades immediately. Assignments are graded within 7-10 calendar days of student's submission, and students can view their grades along with grader feedback and comments.

END-OF-COURSE SURVEY

Students are to complete End-of-Course Surveys for each course that they have completed. The Survey includes questions on student engagement, student readiness, teacher and academic advisors support, technology, curriculum, resources and other support. Student feedback through the End-of-Course Survey is an opportunity for students to have a voice in their course of study and is an essential part of our process of continual improvement.

TERM OF ENROLLMENT

You have up to 24 months (18 months plus a free 6-month extension) to complete your course. Students who do not complete all of their exams and projects for each unit by the end of their initial completion period may request an extension period for a fee. Students who still not have not completed their studies after 2 extension periods must start the course over if they wish to continue.

While you have the full 24 months to complete the average time to completion is 18 months. We suggest that you set a study schedule that will allow you to complete one unit of study every four months.

CAREER SERVICES

Students and graduates may contact student services for help with career services at 212-867-8122. Students and graduates may also contact their Student Advisors for professional advice related to their career.

NYIAD does not offer job placement.



ACADEMIC POLICIES

ACADEMIC HONESTY POLICY

Academic integrity is the hallmark of excellence and the foundation of higher education, which requires honesty in scholarship, research, and all course work. Students are always expected to submit their own work for all assignments, to present their own work and ideas in all discussions, and to properly cite original authors and others when referring to sources used. Students must succeed in their classes and courses without violating the Academic Honesty Policy.

To preserve the integrity of NYIAD's courses and maintain the high quality of education, the Faculty and Administration must address any charge of a violation of the academic honesty policy. At each penalty level the case is reviewed by the School Director. The due process procedures include a formal request for inquiry and research to prove or disprove the charge. A proven violation carries academic penalties. Students who violate the Academic Honesty Policy will receive a warning on a first offense, will be placed on probation for a second offense, and will be cancelled from the institution on a third offense. Students may appeal the cancellation but may not appeal the warning or the probation. If an egregious violation occurs, students may be immediately academically dismissed from their course. The School Director reserves the right to issue any penalty subject to the severity of the violation.

ACADEMIC HONESTY VIOLATIONS

The following violation types deserve close attention because they summarize various violations of academic honesty. This list below is not exhaustive but captures the predominant violations, which occur. Students must strive to honor the regulations to preserve the integrity of their grades and diplomas.

- 1. Cheating:** representing material, either written material or images, prepared by another, as my own work.
- 2. Fabrication:** Intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.
- 3. Plagiarism:** Intentionally representing the words, ideas, images, or sequence of ideas of another as my own in a unit project or assignment, and failing to attribute quotations, paraphrases, or borrowed information from other sources.
- 4. Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another student to commit an act of academic dishonesty.

NYIAD has the right, at its discretion, to review any exams/assignments that have already been graded and to change the grade if plagiarism is found. The result of the investigation may lead to the following disciplinary action that can include but is not limited to:

Warning

- Documented counseling by staff
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment

Probation

- Documented counseling by staff
- Revision and resubmission of work with possible grade penalty
- Submission of alternative assignment
- Fail the assignment
- Dismissed from course, suspension from the institution

Dismissal

- Academic dismissal from NYIAD

UNAUTHORIZED ACCESS TO OFFICIAL NYIAD MATERIALS

Students may not take, attempt to take, or in any unauthorized manner gain access to, alter, or destroy any materials pertaining to the administration of the educational process (including exams, grade records, answer keys, etc.). Unauthorized access includes sharing one's student user name and/or password with another person or organization who is not authorized or enrolled as a student and is grounds for dismissal from the course.

MISREPRESENTATION, FALSIFICATION OF NYIAD RECORDS OR ACADEMIC WORK

Students will not knowingly provide false information when completing NYIAD forms or applications (including admissions forms, enrollment agreements, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.

MALICIOUS/INTENTIONAL MISUSE OF COMPUTER FACILITIES AND/OR SERVICES

Students are strictly prohibited from the malicious or intentional misuse of computer facilities and/or services. Violations of state and federal laws (including copyright violations, unauthorized access of systems, alteration/damage/destruction or attempted alteration/damage/destruction, use for profit, etc.) or NYIAD's rules regarding computer usage (including account violations, damage or destruction of the system and/or its performance, unauthorized copying of electronic information, use of threatening or obscene language, etc.) will result in immediate disciplinary action including and up to academic dismissal.

STUDENT IDENTIFICATION NUMBERS

All new students are provided with a unique student number to complete their NYIAD work. Any abuse of these numbers shall be cause for permanent dismissal from NYIAD. Abuse includes but is not limited to: obtaining student numbers, user names and/or passwords for malicious use or attempting to obtain for malicious use, false identification or attempted false identification, sharing student number with any other person or organization. organization who is not authorized or enrolled as a student and is grounds for dismissal from the course.

ACADEMIC HONESTY APPEAL PROCESS

Students have the opportunity to appeal Academic Dismissal decisions through the Academic Honesty Appeal process. Requests for appeal must be sent to the School Director within 10 days of receiving the academic dismissal. An appeal form will be sent to the student when they are advised of dismissal. Student's account must be current prior to any appeal review.

Submitting an appeal does not guarantee reinstatement. If the decision on the appeal is to deny reinstatement, then that decision is final, and no further appeal is allowed. If it is decided that student will be reinstated, then student will remain on Academic Probation until the necessary improvements are made in student's academic performance. Failing to meet the NYIAD standard may result in a second academic dismissal from the course. After a second dismissal as a result of academic performance, a student will forfeit his or her right to an appeal and will remain dismissed permanently.

GRADING POLICY

Each course is graded by taking the grade-weighted average of the grades received for the exams and/or assignments within the course. The following point totals correspond to the following grades:

Percent	Letter	Standard
97 - 100	A+	Excellent
94 - 96	A	Excellent
90 - 93	A-	Excellent
87-89	B+	Good
84-86	B	Good
80-83	B-	Good
77-79	C+	Satisfactory
74-76	C	Satisfactory
70-73	C-	Satisfactory
<70	F	Failing

A student who scores below 70 points on any Achievement Examination will be instructed to retake the same Achievement Examination for that lesson. Regardless of the actual passing grade earned on the retake, students will automatically receive the minimum passing score of 70 percent. The student must pass each exam and project with at least a 70 to successfully complete the course.

GRADING CRITERIA

A = Excellent: The student has demonstrated a thorough understanding of the content and skills presented in the course, consistently initiates thoughtful questions, and can see many sides of an issue. The student writes logically and clearly. He or she also integrates ideas throughout the course.

B = Good: The student is an excellent writer, maintains consistent performance, and demonstrates an understanding of course content that goes beyond the minimum requirements.

C = Satisfactory: The student demonstrates a minimal comprehension of the skills and subject matter included in the course, and accomplishes only the minimum requirements, while displaying little or no initiative.

F = Failing: Quality and quantity of work is unacceptable.

EXAM/ASSIGNMENT RETAKE POLICY

A student who scores below 70 points on any Achievement Examination will be instructed to retake the Achievement Examination for that lesson. Upon passing that retake exam, the student will be awarded the score of the retake. Students are allowed two (2) retakes (three (3) total attempts) to pass an exam. If after the third attempt a student still has not passed an exam, they are required to have a conference with a Student Advisor who will recommend a plan of action with student and work to resolve any issues that the student is having with the lesson. A copy of the detailed plan will be placed in the student file. If a suitable remediation plan cannot be established, the student or the school may request for the cancelation of the enrollment.

CONDUCT AND COMMUNICATIONS POLICY

The NYIAD Conduct and Communications Policy refers to the respectful conduct of NYIAD staff, instructors and students in any school communication including student's course assignments, test responses and where applicable, threaded discussions. Respectful conduct also includes following all academic honesty policies that include, but are not limited to, protection of student IDs, user names, and/or passwords, protection of course exams and assignments, responses to exams and assignments, and not sharing these with other persons, organizations or websites. Violations of the NYIAD Conduct and Communications Policy will lead to disciplinary action up to and including dismissal from NYIAD.

NYIAD provides students with different communication channels for communicating with its staff and instructors and responding to assignments and tests. Communication channels include e-mail, phone, mail, fax, chat rooms, and the Student Forum. Other communications channels include the Online Learning Center, which is used for, submitting course assignments, test and threaded discussion responses and communications to instructors.

It is policy that NYIAD staff, instructors and students maintain respectful, professional, and polite conduct in all communications at all times. All staff, instructors and students are expected to treat one another with respect. Negative emotions, rude language, and/or profanity have no place in any type of communication channels including phone, written, electronic, etc. Any staff, instructor or student using irate, sarcastic, rude, harassing or offensive language in any types of communication channels to any staff, faculty or student of the will be subject to disciplinary action up to and including dismissal from NYIAD.

To allow continual communications with NYIAD students, it is required that students update NYIAD with any changes to the student's account information. Student account information can be accessed through the Online Learning Center or students can contact Student Services with any changes to student's name, address, e-mail or phone number.

NOTE: NYIAD official communications are sent by email or mail. Most official forms require electronic communication by email, unless forms or directions state otherwise. Students are held responsible for official NYIAD communications sent to students. Students should check their email accounts regularly and respond, where needed, to any communications sent from NYIAD.



STUDENT AFFAIRS

ACADEMIC DISMISSAL

Academic dismissal refers to the removal of a student from a course of study by NYIAD. Reasons for academic dismissal include, but are not limited to, the following:

- Poor or unacceptable performance and grades in courses that demonstrates the student does not have the ability to benefit from the course
- Students who fail two or more lessons in the first lesson group
- Acts of plagiarism and academic dishonesty
- Unprofessional communications with NYIAD instructors, staff and other students

Students who have been dismissed from NYIAD are not eligible for reinstatement or readmission unless an appeal is submitted by the student to the School Director and accepted by the NYIAD Academic Review Committee.

ADMINISTRATIVE CANCELLATION DISMISSAL

Administrative cancellation refers to the cancellation of a student enrollment from a course of study per the student's request. Students whose accounts have been canceled (but have not been academically dismissed) are eligible for reinstatement or readmission.

Students who choose to cancel their enrollment may be entitled to a refund or may owe the school additional tuition. The tuition amount due is based on the enrollment period, number of lessons completed, and the amount paid. The tuition balance or refund that is due will be determined by the Tuition Protection Agreement printed on NYIAD's Enrollment Agreement.

ATTENDANCE POLICY

The New York Institute of Art and Design (NYIAD) provides a robust online education and student experience without the need to visit a physical location or campus. NYIAD courses are all asynchronous meaning that you can study anywhere, anytime at your own pace. A student attends an asynchronous online course by engaging in academically related activities. Examples of such activities include but are not limited to: contributing to an online discussion or text chat session; submitting a project, taking an exam; viewing and/or completing a tutorial; initiating contact with a faculty member to ask a course-related question. Such academically related activities are tracked and documented through the school's learning management system, email system, phone system and in some cases publisher websites. While all students are allowed to proceed at their own pace, if the school detects that a student is falling behind the average pace of other students, the school will contact the student through a combination of email, phone and text messaging encouraging the student to increase the pace of study or to contact the school for assistance.

Completion times depend on the number of units in your course – see your enrollment agreement for specific completion times. Students who have not completed their studies after the term of their enrollment must contact the school and discuss their progress with the school. The school and the student will discuss the student's options and if the student chooses to continue with the course the student may elect to reenroll. The school, at its sole discretion, may choose to waive a part of the then published tuition and fees for the reenrollment.

SATISFACTORY ACADEMIC PROGRESS POLICY

Programs offered by the New York Institute of Art and Design are asynchronous, online, and self-paced. While all students are allowed to proceed at their own pace, students should progress at a pace that will enable the student to complete the course within the contract term. If the school detects that a student is falling behind the average pace of other students, the school will contact the student through a combination of email, phone and text messaging encouraging the student to increase the pace of study or to contact the school for assistance.

The New York Institutes do not participate in the federal financial aid programs. However, enrolled students must maintain satisfactory academic progress under this institutional policy in order to remain enrolled. Satisfactory academic progress requires that a student meet both quantitative and qualitative standards.

Quantitative standards

1. Students must become active during the contract term through attendance in the course, as defined in the school's attendance policy.
2. Students must complete the course within a maximum time frame of contract term.
3. Students may request a 6-month extension at the end of their term and no additional fee.
4. Students who have not completed their studies after the maximum time frame must contact the school and discuss their progress with the school. The school and the student will discuss the student's options and if the student chooses to continue with the course the student may elect to reenroll.
5. The school, at its sole discretion, may choose to waive a part of the then published tuition and fees for the reenrollment.

Qualitative standards

1. A student must achieve 70 point in order to pass an academic achievement exam.
2. A student who fails to achieve 70 points on any exam, may retake the exam.
3. If a student fails to achieve 70 points in a retake of the exam, the student will have failed the exam and must meet with a student advisor to discuss an academic plan to improve the student's grade average for the course so that the student completes with a grade average above 70.
4. Students must adhere to the academic plan for the student's continued enrollment.
5. Should the student be unable to improve the grade average for the course to 70 or above, the student will be dismissed from the course.
6. Students who fail to meet the achievement benchmarks for their academic plan will be dismissed from the course.

Students who complete their course within the maximum time frame with a course average of 70 or above are making satisfactory academic progress. In order to graduate, students must be making satisfactory progress.

TECHNOLOGY REQUIREMENTS

The computer equipment utilized to access our online course must meet the minimum requirements below. Please note that the minimum computer and software requirements may evolve during a student's course of studies, as third-party vendors discontinue support for older versions of a product. Students must have Internet access and an active e-mail address.

MINIMUM HARDWARE AND OPERATING SYSTEM

- Intel Pentium or Celeron, or AMD Sempron 1.6 GHz or faster
- 2 GB RAM or more
- Sound card, microphone, and speakers

SOFTWARE

- Internet Explorer 11.0 or higher or Firefox 18 or higher
- Adobe Flash Player 11.5 or higher
- Adobe Reader 11.0 or higher (free version available for download at <http://get.adobe.com/reader/>)
- Some Career development courses may require additional photo editing software such as Photoshop.
Please review the requirements for each course individually.

INTERNET CONNECTION AND OPERATING SYSTEM

- Reliable broadband Internet connection, either cable or DSL of at least 1 Kbps for adequate audio-video quality
- An e-mail address that will accept all e-mails, including attachments, from the domain name NYIAD.edu

Note: Students are presumed to receive the messages sent to designated e-mail addresses. It is the responsibility of the student to ensure that messages from NYIAD are not blocked and that the mailbox is not too full to receive messages.

TECHNOLOGICAL COMPETENCY

- Ability to use e-mail to correspond
- Ability to access, create, and save documents in MS Word, MS Excel, and MS PowerPoint
- Ability to browse the Web

FEES AND PAYMENT OPTIONS

NOTE: Tuition and fees are subject to change without notice. Students should confirm current tuition and fees on the NYIAD Web site and their enrollment agreement.

Admission – \$50	Late Fee – \$10
Transcript – \$10	Returned check Fee – \$20
Extension – \$150	Shipping Fee – determined by course and location
Diploma replacement – \$25	

MONTHLY PAYMENT PLAN OPTION

Students can make a small down payment and break the remaining tuition into low monthly payments. Each month NYIAD sends a statement to the student that reflects the current balance. Students are allowed to adjust the payment amount (as long as the minimum is paid). There are no hidden fees and all textbooks are included in the tuition amount.

For students making monthly payments, the first monthly payment is due one month after NYIAD accepts the student Enrollment Agreement; subsequent payments are due every month thereafter. Students will be invoiced each month until their tuition is paid in full. Students who signed up for Auto Bill Pay will have their credit card or bank account debited every month until their tuition is paid in full. Students are responsible for updating account information should the card expire or be closed, in order to avoid late or returned-payment penalties. The first amounts received from the student in monthly payments will be credited toward the Nonrefundable Fees, Administrative Fees, and/or Registration Fees.

A late fee of **\$10.00** may be charged for each monthly payment that is not paid within 10 days of its due date.

For any check, draft or money order that is returned for insufficient funds (NSF), student may be charged a \$20.00 fee and NYIAD will resubmit for payment. For any student using the Auto Payment option, student is responsible for keeping his/her account information updated to avoid any late or returned payment penalties. Payments should be made in the currency of the original down payment. Students in Canada and foreign countries will be responsible for payment of any applicable custom duties.

Students must remain current with their monthly payments in order to continue to receive their course materials. Students cannot obtain transcripts or status letters if their accounts are past due.

In general, there is no additional fee charged for any amount of tuition financed. For students selecting the auto payment or standard payment options, please refer to the mailed enrollment agreement to understand Finance Charges, Amount Financed, Total of Payments, and Total Price.

COLLECTIONS POLICY

Students are encouraged to stay in contact with the institution to remain current with their payment plans. Students will be notified if their payment plan becomes past due. If a student's account remains past due, multiple attempts will be made to notify the student of his/her outstanding balance.

In the event a past due account remains outstanding for more than 60 days, the student will have a financial hold (deactivated status) placed on his/her account. The financial hold will block the student from accessing the Online Learning Center.

After multiple attempts to resolve the outstanding balance with the student and after a financial hold has been placed on the student's account, the remaining balance owed may be referred to a third-party collection agency. The institution does not sell its receivables and works to ensure any third-party agency treats students ethically and fairly.

PAYMENT METHODS

In addition to checks and money orders, NYIAD also accepts Visa®, MasterCard®, American Express®, and Discover®. Students can choose to pay by mail, phone, or online.

By Mail: When the monthly statement arrives, students should include a check, money order, or credit card information, and mail the payment in the enclosed postage-paid envelope by the due date noted on the statement.

By Phone: Credit card, debit card, and electronic check payments are accepted over the phone. Students should contact a Student Services representative at 800-583-1736 during normal business hours.

Online: Students can make online payments through the NYIAD Online Learning Center at any time by credit card or debit card. Students should log into the Online Learning Center and follow the simple, step-by-step instructions.

AUTO BILL PAY

Students can use a credit card to sign up for Auto Bill Pay and may receive a savings on their tuition amount.

eStatements: Students can sign up for eStatements via the Online Learning Center.

INTERNATIONAL STUDENTS

Tuition payment must be made in U.S. funds only. Students in Canada and other foreign countries will be responsible for payment of any applicable transfer fees and customs duties.

TUITION REIMBURSEMENT

Some employers pay for education tuition for their employees. Students should check with their employers to see if they qualify for tuition reimbursement under the Employee Education Assistance Act, IRS Code, Section 127.

REINSTATEMENT

Students who voluntarily drop out of their course for any reason and seek readmission into their course should contact the school and request reinstatement. Reinstatement is granted at the discretion of the Licensed Director. The student will be responsible for the cost of any remaining units that were included in the student's refund calculation. This amount will become the student's open balance which can be paid at the time of reinstatement or be paid on a monthly payment plan, with minimum monthly payments due each month. If the student's account is past due the student will be required to make a minimum monthly payment in order to reinstate their course. Students who have been academically dismissed from their course will not be granted readmission.

REFUND POLICY

TUITION SETTLEMENT AND NO-RISK REFUND POLICY

14 Day Trial – You have up to 14 days from the day you enroll to review your course risk-free. If you are unsatisfied for any reason, simply notify the school and you will receive a full refund.

After 14 days you may still cancel your enrollment at any time, but you will be responsible to NYIAD for the non-refundable Application Fee along with a pro-rata portion of the Tuition and Lesson Fee based on Units Accessed. At the completion of a term, no refund will be provided. The student will have access to a downloadable PDF of lessons accessed as a permanent record of their course. Payment is due every month for students selecting standard payments or auto payments. The first payment is due the first of the month following the first statement mailing. Late Charge: If your monthly payment is more than 10 days late you may be charged up to a \$10.00 late fee

The failure of a student to immediately notify the school director in writing of the student's intent to withdraw may delay a refund of tuition to the student pursuant to Section 5002(3) of the Education Law.

REFUNDS

The refund due to the student will be the Amount Paid to Date less the Amount Owed by Student as of the date the student cancellation is accepted and processed. If the Amount Owed by Student is greater than Amount Paid to Date as of the date of cancellation, the student owes NYIAD the difference and such amount is payable within 30 days. Upon cancellation, a student whose tuition is paid in full is entitled to receive all materials, including kits and equipment. Once the term of enrollment has been completed, no refund will be provided.

Refunds that are issued to students are returned by the same method payment was received. Most credit card payments are returned in 2-3 days. Checks are returned within 30 days. All students who qualify for a refund under the terms of the enrollment agreement may initiate the cancellation by mail, phone, or e-mail. We process the request the same day.



RIGHTS AND RESPONSIBILITIES

STUDENT RESPONSIBILITIES

While NYIAD is here to provide all students an opportunity to learn in an online environment that is functional and easy to use, students also hold a responsibility to NYIAD and their studies. All students are expected to:

- Respect their peers and instructors.
- Maintain good academic standing while at NYIAD.
- Understand and follow all NYIAD policies and understand the consequences for violations.
- Protect student user name and/or password by not sharing with any other person or organization, this is grounds for dismissal.
- Follow all course instructions to ensure successful completion of courses.
- Complete all assignments and assessments.
- Grow academically and intellectually.

MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

It is the policy of NYIAD not to release educational or financial information to anyone other than the student if the student is age 18 or older. For students under the age of 18, the educational and financial information can be released to the student and/or the student's parent or guardian.

In order for NYIAD to release information to anyone other than the student (parent/guardian if student is under 18), NYIAD must have written consent from the student (parent/guardian if under age 18) to do so.

NYIAD's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records. This includes the following:

1. The right to inspect and review the student's education records within 45 days of the day NYIAD receives a request for access
2. The right to request the amendment of the student's education records that the student believes are inaccurate
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility. As allowed within FERPA guidelines, NYIAD may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
4. The right to file a complaint with the US Department of Education concerning alleged failure by NYIAD to comply with the requirements of FERPA. At its discretion, NYIAD may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.

FERPA POLICY – STUDENT RIGHT TO PRIVACY POLICY

BUCKLEY AMENDMENT

The Buckley Amendment, or the Family Educational Rights and Privacy Act of 1974 (FERPA), is a law regarding the protection of a student’s education records. A postsecondary school is required to provide certain privacy protections for those education records that it does maintain. Education records include both directory and non-directory information.

This law applies to institutions that receive federal funds through courses that are administered by the United States Department of Education. NYIAD has adopted this policy as the industry standard in records’ maintenance and operations.

ACCESS TO INFORMATION

An “eligible student” under FERPA is a student who has reached 18 years of age or attends a postsecondary institution. In order to disclose education information about an eligible student attending NYIAD, NYIAD requires written consent to share personally identifiable information beyond the directory information. However, there are a few exceptions to FERPA’s prohibition against nonconsensual disclosure of personally identifiable information from education records.

For a student who is 17 years or younger, all rights regarding education records are given to the parent or guardian. Internally, each NYIAD employee’s access to a student’s education information is based on a legitimate educational interest and need to know.

EDUCATION RECORD

An education record is any record that is maintained by NYIAD in its educational process. Transcripts or a grade report would be examples of this.

DIRECTORY INFORMATION

FERPA does allow institutions to declare certain items to be defined as “Directory Information.” Directory Information can be given out without the prior consent of the eligible student or parent. NYIAD’s Directory Information is divided into two levels. The first level is general directory information. The second level is restricted to the use of our strategic partners in order to better serve our students.

Level 1 – General Directory Information

- Name
- Dates of Attendance
- Major
- Degree/Diploma Awarded, if any
- Distinction (Honors, Dean’s List, etc.)
- Phone Number
- E-mail Address

Level 2 – Restricted Directory Information

- Student ID
- Social Security Number

NOTE: Students may request that their Directory Information be made private. Information that has not been declared Directory Information will require a release from the student before it can be shared.

EXAMPLES OF CONFIDENTIAL INFORMATION

Examples of confidential information are below, although this is not an exhaustive list.

- Grades
- GPA
- Social Security Number

GRADE CHALLENGE POLICY AND PROCEDURES

NYIAD instructors are experts within their fields of study and have the final authority for assigning grades with the exception of grades that are found to be a result of arbitrary or capricious grading. If a student believes and is able to support with clear and credible evidence that capricious or unprofessional grading has taken place, a grade challenge may be initiated on an assignment or on a final course grade.

The Grade Challenge Policy provides guidance on grades within an active course and governs course final grades. Grade challenges may be made to the faculty on an individual assignment basis or submitted to the Student Advisor on a final course grade.

CHALLENGES TO INDIVIDUAL ASSIGNMENTS WHILE A COURSE IS ACTIVE

Individual lesson assessment grades are to be handled between the student and instructor while a course is in session. The student must initiate contact with the instructor within one (1) week for individual lesson assignments (threaded discussions, multiple-choice exams, essays, etc.). The student must discuss the grade concerns with the instructor who issued the grade. It is advisable to use correspondence through a verifiable means such as e-mail. These matters are to be resolved between the student and the instructor.

CHALLENGES TO FINAL GRADE AFTER THE COURSE HAS BEEN COMPLETED

The following policy and procedures apply to all final course grade challenges

1. If a student believes he or she received a final course grade based on capricious or unprofessional grading the student must discuss within seven (7) days of the final grade being posted the dispute with the instructor who issued the grade. The correspondence must be tracked through a verifiable means such as e-mail.
2. If a satisfactory solution cannot be found, the student may submit to the Student Advisor at StudentAdvisor@NYIAD.edu or call 1-800-583-1736.
3. A Grade Challenge must be initiated within 30 days of the final course grade posting date. After reviewing the request and supporting documentation for completeness, the challenge will be forwarded to the School Director or designated representative. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.
4. The School Director may consult with the instructor in an attempt to resolve the dispute. The original instructor who graded the assignment or a different instructor may be notified of the challenge and asked for his or her perspective.
5. Grade challenges may not be appealed beyond the School Director. All documents submitted for Grade Challenge are entered in the permanent record of student and faculty.

It is the student's responsibility to provide the necessary information to support the challenge. The student's Grade Challenge must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation. Examples of necessary information include: medical verification if the exception is due to illness or copies of any documentation to substantiate the request being made.

STUDENT COMPLAINT POLICY

We know that sometimes students in a distance education course can have questions or experience some type of frustration. Naturally, your first step is to contact your student advisor. If, for any reason, you feel your concern has not been fully addressed, your second step is to contact the Director by telephone or email. You can contact the Director at 212-867-8800, by email at director@nyiad.edu, or by mail at 41 East 11th Street, 11th Floor, Suite 66, New York, New York 10003.

While we can resolve most problems via telephone or email, we may ask you to submit a written request to assist us in addressing your concerns. You'll find that the NYIAD staff is very responsive to your concerns, and in almost all situations, we'll be able to solve your problem in a way that you will find satisfactory. If you feel that the Director has failed to address your concern, at any time you can contact the New York State Education Department's Bureau of Proprietary School Supervision at 116 West 32nd Street, New York, New York 10001, Telephone: 212-643-4760, Internet: www.access.nysed.gov/bpss/.

In addition to filing a complaint with NYSED, students have the right to appeal the institution's decisions to the Distance Education Accrediting Commission (DEAC). You can submit your complaint online at www.deac.org/Student-Center/Complaint-Process.aspx or you can contact DEAC at 202-234-5100. DEAC's postal address is Distance Education Accrediting Commission, 1101 17th Street, NW, Suite 808, Washington, D.C. 20036. Students may also contact The Better Business Bureau at www.bbb.org

NON-DISCRIMINATION POLICY

NYIAD is committed to providing an environment that is free from discrimination on the basis of race, color, national origin, sex, sexual orientation, or disability in its educational courses, activities, and /or employment practices. If any student, faculty, staff or applicant has a question or concern regarding compliance with this policy, that person may direct the question or concern to the Chief Academic Officer.

STUDENTS WITH DISABILITIES ACT

New York Institute of Art & Design believes in opportunity for everyone. Therefore, the school strives to meet the needs of all students by providing instructional support and student services which will enable them to reach their maximum potential. The school does not discriminate on the basis of race, color, gender, religion, national origin, age, or physical disability.

New York Institute of Art & Design complies with Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR part 104 (barring discrimination on the basis of disability), and the Americans with Disabilities Act (ADA) of 1990 and the implementing regulations in 29 CFR part 1630 (1991). The school will offer a reasonable accommodation for any qualified student with documented disabilities provided the accommodation does not pose an undue hardship on the school or does not force the school to fundamentally alter the educational course, compromise its academic standards, or place the disabled individual in a better than equal position with nondisabled students. Students must complete the ADA Request for Accommodations form which is available on the student portal and submit it along with documented evidence of disability to ADA@dec.edu to be eligible for any accommodations. All completed requests for accommodations will be reviewed by the ADA Review Committee within five (5) business days. Students will receive written communication outlining the decision of the committee.

STUDENT RIGHTS

Schools are required to give this disclosure pamphlet to individuals interested in enrolling in their school.

What is the purpose of this pamphlet?

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New York State Education Department are required to meet very specific standards under the Education Law and Commissioner's Regulations. These standards are designed to help insure the educational appropriateness of the courses which schools offer. It is important for you to realize that the New York State Education Department's Bureau of Proprietary School Supervision closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the New York State Education Department, at minimum, every four years, thereby helping to ensure that all curriculum offered in the schools are educationally sound.

In addition, staff members of the Bureau of Proprietary School Supervision are often in the school buildings monitoring the educational courses being offered. The interest of the New York State Education Department is to ensure that the educational course being offered meets your needs and that your financial investment is protected.

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau staff will continue to work with all the schools to help insure that a quality educational course is provided to you.

Who can file a complaint?

If you are or were a student or an employee of a Licensed Private Career School in the State of New York and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New York State Education Department.

What can a student or employee complain about?

You may make complaints about the school conduct, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

How can a complaint be filed by a student or employee?

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

The steps you must take to file a complaint with the New York State Education Department are:

- 1.** Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail.
- 2.** If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. You must file a complaint within two years after the alleged illegal conduct took place. The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.
- 3.** The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

What is the Tuition Reimbursement Fund?

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational course, then you may be eligible for a refund of all tuition expenses which you have paid. If you drop out of school prior to completion and you file a complaint against the school with the State Education Department, you may be eligible to receive a tuition refund if the State Education Department is able to provide factual support that your complaint is valid and to determine that there was a violation of Education Law or the Commissioner's Regulations as specified in Section 126.17 of the Commissioner's Regulations. To file a claim to the Tuition Reimbursement Fund, you must first file a complaint with the State Education Department at the address included in this pamphlet. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (a sample of this form should have been provided to you upon enrollment).

What is the tuition refund and cancellation policy?

All schools must have a tuition refund and cancellation policy for each course included in the catalog and in the student enrollment agreement. Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet.

What should students know about "private school agents?"

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee. Each school agent must be licensed by the New York State Education Department, must have an Agent identification card and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement.

Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

What should students know about "grants and guaranteed student loans"?

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours-- the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational course, you are still responsible for repaying all of the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the interest charged on these loans.

Read and understand all the information and applications for financial aid grants and loans before signing.

Where can students file complaints, file claims to the tuition reimbursement fund, or get more info?

Contact the New York State Education Department at:

New York State Education Department
116 West 32nd Street, 5th Floor
New York, New York 10001
Attn: Bureau of Proprietary School Supervision
(212) 643-4760

This pamphlet is provided to you by the New York State Education Department (NYSED). The NYSED regulates the operation of Licensed Private Career Schools.

GRADUATION REQUIREMENTS

To earn a certificate from NYIAD, students must meet the following requirements:

- Complete all lessons with a passing score
- Meet all financial obligations with NYIAD by paying the tuition balance in full

MENTORS

STUDENT ADVISORS

Jacqueline Elfe

Stellar Style Events, Floral & Event Design was established in 2007, led by Jacqueline Elfe. Starting her career in planning events for over 12 years, she found designing events more intriguing and fulfilling to her artistic senses. Stellar Style Events floral pieces have been published in: It's All About The Dress and featured in New York Weddings, Ceci Style, Munaluchi Bride, and more.

Ai Johnson

Ai Johnson is a self-employed Feng Shui interior consultant doing business as Ai Feng Shui Interior Consulting. She obtained a Feng Shui interior coordinator certification and color therapist license in Japan. She has practiced Japanese-style Feng Shui interior coordinating since 2006 in both Japan and New York. She is experienced in both residential and commercial Feng Shui coordinating.

Haley Mindes

Haley Mindes studied for her BFA at Hartford Art School, after which she traveled to Florence, Italy, where she discovered her passion for creating jewelry. The combination of her graphic design background and jewelry-making passion launched a successful photo charm business selling nationally to small boutiques.

Janet Ramin

Janet Ramin has been a residential designer for many years. Starting out in San Francisco where she graduated from the Academy of Art with a degree in interior design, she began her career working on commercial mixed-use projects in the Bay Area.



INSTRUCTORS

Danielle Appleton

Toronto native, Danielle first launched her career in New York City as personal fashion stylist to Young Jeezy in 2006. She has worked steadily as a designer, creative director, stylist and trend specialist. Since then she has gone on to consult and design for many recognized brands, including Rocawear, Coogi, Calvin Klein & The Children's Place. Known for her outgoing vibrant personality, endless creativity, drive and a remarkably intuitive clear vision of future trends; she is a true star on the rise. Her abilities have also translated into the film and television, Danielle has worked on projects for VH1 and MTV. What makes her an above average designer is her expert level skills in a variety of areas; Illustration, fashion design, technical development, production and trend forecasting are just a few weapons in her arsenal. Working for Billion dollar brands and startups has prepared her to handle the pressures at every level of development. Time spent in factories in Hong Kong and China have given her an eye for detail and an advantage in developing quality garments for the market. Her unique vision is sought after by many of the biggest names in entertainment and sports for award show performances, concert tours, red carpet, music videos, television and film appearances. Her designs have been worn by celebrities like Lil Kim, Usher, Trey Songz, Russel Simmons, B.O.B, Wale and Keyshia Cole and many more.

Rowena Balan

Experienced Interior Designer with a demonstrated history of working in the interior architecture/design & planning industry. Strong arts and design professional skilled in Furnishings, AutoCAD, Design Management, Adobe Creative Suite, and Adobe Indesign CC.

Christina Chen

Christina is currently an Interior Designer at FX Collaborative in New York. She has experience at several NY design studios including Clodgh Design, Maxine Shriber Design and Simply Decorate LLC. Christina graduated with a Master of Science in Interior Design from Pratt Institute.

Regina Cialone

Regina Cialone is the owner of Cloud Nove Events LLC, which is an NYC based event-planning company. She has executed affairs at many notable venues throughout New York City and Long Island including Central Park Boathouse, The Foundry, The Metropolitan Building, Kontokosta Winery, Bedell Vineyards and Oheka Castle. She has guest lectured at FIT and teaches at NYU.

Jocelyn Didier Clisti

Jocelyn Clisti has eight plus years of event planning and strategic business advisement. Jocelyn's endeavors have included creative and extravagant children's themed events. For six years, Jocelyn partnered with an established local wedding coordinator and contributed as co-coordinator and creative assistant. Jocelyn is also active in her support of small businesses and is an active advocate of Woman and Minorities in Business (WMBE).

Barbara Dilorenzo

Barb graduated from the Rhode Island School of Design with a BFA in illustration, and studied painting at the Arts Students League of New York. She is the author-illustrator of RENATO THE LION (Viking/Penguin Random House, 2017), which was chosen as a Junior Library Guild Selection, and QUINCY (Little Bee, 2018). When she isn't working on books, Barbara is teaching at the Arts Council of Princeton as well as at the New York Institute of Art + Design. She is an assistant regional advisor for the New Jersey chapter of the Society of Children's Book Writers + Illustrators (SCBWI), and the co-president of the Children's Book Illustrators Group of New York (CBIG). You can find her online portfolio at www.barbaradilorenzo.com. Barbara is represented by Rachel Orr of the Prospect Agency.

Melissa Estrada

Melissa is the Founder and Head Designer of Strada's Spaces, a residential interior design online-based firm. She holds degrees in Architectural Studies and Interior Architecture. She has an educational focus on Sustainable Design. She became a LEED AP for Homes in 2016. She is currently incorporating Feng Shui design in her repertoire of services.

Alicia Goodwin

A graduate of the Fashion Institute of Technology, Alicia Goodwin has been designing jewelry for most of her life. She now runs her own jewelry line, Lingua Nigra and teaches hands on classes spaces across New York City.

Jae Won Kim

A results-driven and cross-functional Senior Interior Designer / Instructor with 8+ years of progressive experience in designing, developing, and managing projects, and client services.

Doug Oldiges

Originally from Ohio, Doug worked several seasons as a member of the design team at Bath Garden and Design. After relocating to NYC Doug joined the Garden department at Martha Stewart Living where he led the seeds, bulbs, and plant development and testing team. Doug continues to hone his knowledge as an active member in the Brooklyn Botanical Garden's continuing education programs and workshops.

Lauren Parker

Lauren is currently an Event Coordinator with Newfront Insurance. She has been an event planner, wedding planner, licensed Real Estate Salesperson and a yoga Instructor. Lauren holds a BFA from Emerson College and a Master of Science in Real Estate Development from NYU.

Lisa Talabac

Lisa Talabac earned her degree in interior design at the New York School of Interior Design and has worked on both residential and commercial projects since 2000, when she began her own interior design business in Connecticut. She also holds a B.A. in education and has worked as a teacher and school director for over 25 years before entering the design world.

Marilyn Van Dam Jacobs

Marilyn Jacobs has been working as an Interior Designer for over 16 years. Marilyn graduated from The Delaware College of Art and Design and received further training specifically in the field of Interior Design. She has worked for Ethan Allen as an Interior Designer before going out on her own for several years. Currently she is the sole proprietor of Van Dam Interior Designs

Serena Van Rensselaer

Serena Van Rensselaer grew up in New Jersey and studied Art History and Cultural Anthropology before re-visiting her childhood passion of jewelry design in San Miguel D'Allende, Mexico. It was there that she took her first metal class and fell in love with the creative process. Serena worked, studied and traveled to Europe and the Caribbean, honing her skills as a metal smith.

SUBJECT MATTER EXPERTS

Sarah Abramson

Sarah Abramson has participated in jewelry exhibitions throughout the US and Florence, Italy. Sarah's work is included in the permanent collections of both the Museum of Arts and Design and Galerie Marzee as well as private collections.

Pattie Barbosa

Pattie Barbosa has worked in every venue of the fashion industry including costuming for film, movies, TV, opera, news, soap operas, fashion shows and editorial. Pattie has been teaching at FIT for 14 years and created its Costume Design Wardrobe Technician Program in Continuing Education. Pattie currently works in styling and wardrobe on Broadway, The Metropolitan Opera and for Al Jazeera News.

Holly Chapelle

Holly Chapelle is the creative visionary behind Holly Heider Chapple Flowers, Chapel Designers, and Loudon Weddings, with over 20 years of successful business experience. Her work has been published in Martha Stewart, Southern Living Weddings, Weddings Unveiled, Brides, The Knot, Washingtonian, Southern Weddings, Virginia Living, In Touch Weekly Magazine, Elegant Bride, Engaged Magazine.

Nicola Chernicoff

Nicola Chernicoff has been an interior design professional with over twenty years of experience in London and New York City. She started her design career in fabrics under Jim Thompson. Later working as an assistant to prestigious interior designer Nina Campbell at Woodstock Designs for Lady Henrietta Spencer Churchill, Nicola currently works in interior design in New York City for Irwin Weiner Interiors.

Kelly Cobb

Kelly Cobb is the owner of 2h flowers, an NYC East Village based home floral studio. Kelly has had the opportunity to work with many amazing clients and friends and be featured in Bergdorf Goodman, J Brand, Gant Rugger, Conde Nast, Pamela Love, KiDs Creative, SHoP architects, Pink Olive, Alice Gao, VICINUS Project, Shoptiques, Garance Doré, New York Times, Paper Magazine, and Good Morning America Live.

Joseph DeAcetis

Joseph DeAcetis is a fashion industry veteran and Creative Style Director for Forbes Media. His specialties are menswear and luxury markets. His career highlights include Global Fashion Director at Playboy Magazine. Joseph has contributed to countless videos and articles for USA Today, The Wall Street Journal and WWD to name just a few. He currently teaches at the Fashion Institute of Technology in New York City.

Melissa Estrada

Melissa is the Founder and Head Designer of Strada's Spaces, a residential interior design online-based firm. She holds degrees in Architectural Studies and Interior Architecture. She has an educational focus on Sustainable Design. She became a LEED AP for Homes in 2016. She is currently incorporating Feng Shui design in her repertoire of services.

Keith Gallagher

Keith Gallagher has been working as a professional graphic designer for more than ten years. A graduate of the Art Institute's bachelor's program in Graphic Design, his portfolio of clients includes the United Nations, International Red Cross, the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), Holiday Inn, Allworth Press, International Association of Firefighters, and many more. Today, Keith supervises the creation of cutting-edge educational content for video, web, interactive and print media, making award-winning graphic design education accessible to aspiring artists across the world.

Jes Gordon

Jes Gordon stumbled into the industry at age of thirteen and applied her keen eye for design and passion for the unexpected to building her own event design and production firm. Jes has created captivating corporate events for Target, Tommy Hilfiger, Nissan, Budweiser, Rowena, Swatch, King World Media, and many others, and continues to dazzle brides and socialites alike with dream-like weddings and dazzling private affairs.

Stephanie Grant

Stephanie is director of the MFA Program in Creative Writing at American University. She is the author of two novels, *The Passion of Alice* and *Map of Ireland*. Stephanie's first novel, *The Passion of Alice*, was long-listed for Britain's Orange Broadband Prize for Fiction. It was a finalist for the Lambda Literary Award for Best Lesbian Fiction. Stephanie has taught creative writing at Ohio State University and Mount Holyoke College. She is currently visiting writer at the Franklin Humanities Institute at Duke University

Valerie Halfon

Valerie Halfon was born and raised in Brooklyn, New York. She received a bachelor's degree in Intercultural communication from Florida Atlantic University. In October 2010, *Shop with Val* was born. Valerie currently has several partnerships with boutiques and designers throughout Manhattan and is the featured personal shopper at some of the city's top boutique hotels.

David M. Handy

David Handy is an established, dynamic, and trendsetting event and floral designer. DMH Events has been featured in top industry publications such as Grace Ormonde Wedding Style, Southern New England Weddings, Simply Elegant Platinum Wedding New England and Bliss Celebrations. David's work is also a favorite pick on many wedding blogs including The Knot, Style Me Pretty, Wedding Wire and Well Wed.

Cindy Lin

Cindy Lin, founder of Staged4More, has worked for 10+ years in the home staging industry. She has received notable accolades and was a finalist for RESA's Stager of the Year and Innovative Stager of the Year Award in 2009. Additionally, Cindy has appeared in major press outlets like the Wall Street Journal, San Francisco Chronicle, San Mateo County Times, HGTV, and many other media outlets.

Judy Meltzer

Judy Meltzer has over 25 years of experience in providing AutoCAD training and production in a variety of disciplines: Cellular Site, Structural, Mechanical, Electrical, Plumbing, Civil/Site and Architectural Disciplines. She is also proficient in Revit, AutoCAD, Architectural Desktop, GTX Raster CAD and Sketchup applications with a specialty in AutoCAD.

Garrett Morrison

As a course author, Garrett approaches landscape design and installation with a broad range of experiences. In addition to operating his own landscape design and installation business, he has done extensive hardscape installation work utilizing various materials. Related experience includes research at Penn State, from which he obtained a degree in Horticulture Business and Production, in areas ranging from plant production strategies, plant pest management, and greenhouse system development and maintenance, to mushroom production.



LIST OF COURSES

3D Modeling with SketchUp

Floral Design

Jewelry Design

AutoCAD

Front End Developer

Landscape Design

Creative Writing

Home Staging

Personal Style

Event Planning

Graphic Design

User Experience Design

Feng Shui Interior Design

Interior Design

Wedding Planning

CERTIFICATE COURSES

Certificate courses provide students with an instructional course of study designed to impart the requisite knowledge required to obtain entry-level employment in a specific career or allow graduates to provide professional services to clients as proprietor of a small business. The courses can be completed in as few as four months.

SPECIAL NOTE: Students should be aware that courses are developed to provide foundational knowledge and/or skills. Because state regulations vary, students should contact their state agencies to determine if their course is appropriate for their career goals.



3D MODELING WITH SKETCHUP

COURSE DESCRIPTION

This online 3D Modeling with SketchUp class is for anyone looking to build their skills as a 3D modeler for work in architecture or interior design. Whether you're an experienced designer who wants to learn a new skill, or a beginner looking to explore something new, the course will introduce you to all the elements of the SketchUp software as you work to add 3D modeling to your portfolio.

You will complete digital modeling projects and submit them to your mentor, a professional designer who will provide one-to-one feedback on your work. As you work your way through this interactive, user-friendly course, you will discover all the ways you can take flat images and floor plans and bring them to life.

Course Objectives

- Apply a fundamental understanding of 3D modeling and visual design
- Differentiate between various types of modeling and discuss tools and templates to use
- Perform tasks using the SketchUp software
- Understand the necessary skills to build 2D and 3D models and create Layout documents
- Create and edit models using dynamic components from the 3D warehouse
- Recognize the tenets of a well-built model in SketchUp
- Practice creating and editing geometry in SketchUp
- Demonstrate the ability to create interiors and exteriors using SketchUp

COURSE OUTLINE

Unit 1 Introduction to 3D Modeling with SketchUp

Lesson 1: Foundation of 3D Modeling and SketchUp

Foundation of 3D Modeling and SketchUp, you will be introduced to 3D modeling in SketchUp. After a brief introduction to SketchUp's beginnings, you will become acquainted with the recommended technology for using SketchUp, features and tools in SketchUp, as well as the SketchUp workspace.

Lesson 2: Extensions & File and Folder Management

Extensions & File and Folder Management, you will learn about the many extensions and plugins in SketchUp. You will study how to recognize different file types and how to organize your work and streamline your workflow through file management

Lesson 3: The Building Materials of SketchUp

The Building Materials of SketchUp, you will be introduced to the elements and principles of modeling. You will study how to draw in SketchUp using the line tools, shapes, and arcs. You will also delve into the different types of templates and how to use them as well as starting from scratch modifying your own template.

Lesson 4: Exploring Templates in SketchUp

Exploring Templates in SketchUp, you will study how to make SketchUp your own as you learn about templates. You will see how you can develop templates to fit your design needs and improve your workspace in SketchUp. Finally, you will learn how to add animation to your work to really take your presentations to the next level.

Unit 2 Building, Organizing and Enhancing the Model

Lesson 5: Creating and Modifying a Material Collection

Creating and Modifying a Material Collection, you will delve into creating and modifying materials. Materials are what bring your 3D models into the real world. You will also learn about styles and enhance your understanding of how they can further improve your model. Finally, you will be learning about Dynamic components.

Lesson 6: Model Organizational Tools

Model Organizational Tools, you will be introduced to the elements and principles of Grouping House Geometry. You will be able to identify the difference between adding basic and dynamic components and modeling interiors and exteriors. Furthermore, you will work to understand the different modeling interiors and exteriors types.

Lesson 7: Designing Techniques

You will be introduced to the elements and principles of Geo-modeling. You will study how to recognize the difference between drawing a basic house with a hipped roof and adding 3D detail. You will demonstrate the adding 3D detail feature to highlight details in your model.

Lesson 8: Creating Models from Drawings

Creating Models from Drawings, you will be introduced to the elements and principles of creating and animating a scene. You will study how to recognize the difference between modeling a house using an as-built drawing and a floorplan or drawing.

Unit 3 Working with Materials and LayOut Interface

Lesson 9: Animations and Photorealistic Rendering

In Lesson 9: Animations and Photorealistic Rendering, you will be introduced to the elements and principles of virtual and augmented reality. You will study how to recognize the difference between rendering photorealistic, virtual, and augmented reality. Furthermore, you will learn how to use SketchUp animations to enhance the model.

Lesson 10: SketchUp LayOut Essentials & Interface

In Lesson 10: SketchUp LayOut Essentials & Interface, you will dive into the tool LayOut in SketchUp. We will discuss the essentials of LayOut and the interface. You will consider the elements and principles of a model, paper space, and line control. Furthermore, you will become familiar with LayOut's interface.

Lesson 11: SketchUp LayOut Tools and Workspace

In Lesson 11: SketchUp LayOut Tools and Workspace, you will continue to work in LayOut with your 3D model in a 2D environment. You will learn the LayOut tools and work on how to print and export a LayOut document.

Lesson 12: Adding Pre-Made Content into LayOut

In Lesson 12: Adding Pre-Made Content into LayOut, you will be creating a new LayOut document, learning about how to use pre-made elements to improve your LayOut document, inserting text, images, and tables, as well as studying how to connect a scene in LayOut. You will improve your workflow by understanding when it is best to create a model and when it is best to use a premade model. You will also gain a better understanding of scenes and how to connect them.

Unit 4: Designing Models and Adding Features

Lesson 13: Hatching and 3D Text

You will be introduced to two key aspects of modeling: hatching and 3D text. You will study how to apply the fundamentals of hatching to annotate the model. You will identify the difference between basic pattern fills and hatching. Then, you will explore the creation of three-dimensional typography in the SketchUp application.

Lesson 14: Features of Title Blocks

You will explore the fundamentals of adding text, lines, shapes, accents, and details to a model. You will explore how to recognize the difference between adding titles and using templates in your model. You will demonstrate an understanding of title blocks in professional application and best practices for adding them to your model.

Lesson 15: Making a Model from Drafting Plans,

You look at the process of creating a 3D model from a drafting plan. Create 3D floor plans and elevations from an existing floor plan, whether a raster image or computer-aided drafting file. Explore best practices, practical applications, and professional concerns for this highly-valued skill.

Lesson 16: Import, Export and Print,

you will look at an extremely important aspect of the SketchUp workflow. You will learn the principles and techniques of importing existing models into your work. Then, you will identify ways to create a deliverable of your work, whether by exporting your document or printing your work.

The 3D Modeling with SketchUp course is 390 hours which is divided into 4 units.

Full Payment Plan — **\$849**

Monthly Payment Plan — **\$1099**



AUTOCAD

COURSE DESCRIPTION

Whether you're an experienced designer looking to add AutoCAD to your skill set or you're new to the field and want an introduction to computer-aided design technology, this online AutoCAD course is for you. You will learn everything you need to know about the AutoCAD software platform, with access to a student version of the course so you can practice as you go. We'll show you how to locate and apply the many features of AutoCAD that automate the drafting process and facilitate the creation of more accurate drawings in less time.

This online AutoCAD certification course is approved by Autodesk, which means that graduates qualify to take their AutoCAD Certified User Certification exam, the industry's premier designation. By the time you complete the course you will have the skills and knowledge necessary to succeed in this exciting field.

Course Objectives

- Use the functions and commands of AutoCAD software to create, save, and print drawings that make use of multiple lines, geometric shapes, and curves.
- Locate and apply the many features of AutoCAD that automate the drafting process and facilitate the creation of more accurate drawings in less time than traditional drafting methods.
- Locate and apply the features of AutoCAD that provide for the accurate addition of dimensions, tolerances, and drawing notes and labels using symbols and placements recognized by multiple standards organizations.
- Use the functions and commands of AutoCAD software to create isometric and 3D drawings and models.
- Demonstrate the ability to create interiors and exteriors using SketchUp

COURSE OUTLINE

Unit 1 Drawing Software and Constructing Basic Shape

Lesson 1.1: Lines and Essential Tools

Foundation of 3D Modeling and SketchUp, you will be introduced to 3D modeling in SketchUp. After a brief introduction to SketchUp's beginnings, you will become acquainted with the recommended technology for using SketchUp, features and tools in SketchUp, as well as the SketchUp workspace.

Lesson 1.2: Circles and Drawing Aids

We help familiarize you with ways to control how the AutoCAD workspace looks and functions. You'll learn to draw circles and rectangles and become familiar with methods to draw with accuracy. You'll also learn how to select an element you have already drawn so that you can change it or erase it completely.

Lesson 1.3: Layers, Colors and Linetypes

Delve into features of AutoCAD that provide you with more control over the elements in a drawing. This lesson introduces methods to separate information into logical divisions or disciplines. The ZOOM and PAN commands are introduced, to make navigating the drawing area more efficient.

Unit 2 - Templates and Essential Commands

Lesson 2.1: Templates, Copies and Arrays

We help you develop a more efficient workflow to use when working in AutoCAD. You will learn to save time and effort by setting up a “template” drawing file. You’ll also learn to set up layers, units, grid, snap and its scale in the startup drawing so that the information is there each time you start a new drawing.

Lesson 2.2: Arcs and Polar Arrays

Learn to combine commands and utilize AutoCAD’s features to accomplish tasks. The ARC command is introduced, along with all of its modifiers, so that the user can create any arc structure that may be required by a design.

Lesson 2.3: Object Snap

Learn how to use the tools within AutoCAD to draw accurately. We will introduce methods that can be used to get the correct, desired results from the commands that you’re already familiar with while PAPERSPACE and MODELSPACE concepts, which are used in most production settings, are introduced as well.

Unit 3 - Text and Dimensioning, Curved Shapes and Blocks

Lesson 3.1: Text

Understand how to use the text entry methods provided by AutoCAD. The commands TEXT and MTEXT, in combination with the control features like SNAP and ORTHO, are used to place notes in drawings. Spell checking and editing features for these commands are detailed. The essential components of templates, borders, and title blocks are explained.

Lesson 3.2: Dimensions

We explain how to add the vital component of dimensioning to your drawings in an effort to give clear instructions for the construction of any design while you effectively manage in paper space and model space.

Lesson 3.3: Polylines

We introduce a flexible and useful drawing element to your workflow. We will go on to describe the multiple drawing, editing and control features that make the polyline an integral part of most drawings. Polygons are also introduced for the purpose of showing how a difficult and complex design is made easy with AutoCAD.

Lesson 3.4: Blocks, Attributes and External References

We discuss the crucial importance of your ability to reuse standard drawing elements across multiple projects you’ll complete within AutoCAD. We’ll show you the most effective way to create typical elements and assign values to them.

Unit 4 - Isometric and 3D Drawings

Lesson 4.1: Isometric Drawings

We introduce you to the command set used to create isometric drawings and exploded views of complex-part isometrics. By the end of the lesson, you will have become familiar with the methods needed to draw graphics and text in isometric orientations.

Lesson 4.2: 3D Modeling

We familiarize you with the three-dimensional modeling commands. By the end of the section, you will have been introduced to a set of commands allowing you to draw, edit, render and analyze three-dimensional models.

Lesson 4.3: More Modeling Techniques and Commands

We wrap up by expanding your ability to create three-dimensional models. Toward the end, a few additional drawings and editing methods will be introduced and explained, allowing you to create more complex models as you approach more advanced projects within AutoCAD.

The AutoCAD course is 150 hours which is divided into 4 units.

Full Payment Plan — **\$849**

Monthly Payment Plan — **\$1099**



CREATIVE WRITING

NYIAD IS NO LONGER ENROLLING STUDENTS IN THIS PROGRAM EFFECTIVE NOVEMBER 18, 2021.

COURSE DESCRIPTION

This online Creative Writing Course will teach you the secrets of fiction writing so that you can publish your short story or novel. You will learn how to create the fictive dream, immersive plots and well-rounded characters. Develop your voice as a writer and write compelling dialogue. And find out how to determine which point of view is best for your story.

NYIADs Creative Writing Course is designed to help you succeed as a fiction writer. By the time you complete this course, you will know how to manage yourself as a writer, identify prospective agents and seek publishing opportunities.

Course Objectives

- Understand how fiction works, and the theory of the fictive dream
- Understand the difference between dramatized scenes and narrative summary in fiction
- Understand how point of view shapes storytelling
- Understand how language and metaphor accumulate to produce meaning
- Develop your own unique voice
- Identify and develop your own urgent material for fiction
- Improve your fiction writing abilities through daily practices and targeted exercises

COURSE OUTLINE

Unit 1 The Fictive Dream and Scene Making

Lesson 1.1 Creating a Dream in the Reader's Mind

In Lesson 1.1: Discover how effective writers use details to create images in the reader's imagination. Practice choosing the most effective details to establish a believable setting for your plot as you develop a better understanding of the Fictive Dream concept.

Lesson 1.2 Scene versus Narrative Summary

In Lesson 1.2: Employ action and dialogue to advance your storyline as you further explore concepts of the narrative summary. Complete writing experiences to practice writing sample 'fictive dreams' as you work with your mentor to understand the relationship between scenery and fictive dreams.

Lesson 1.3 How to Build Characters Via Scenes

In Lesson 1.3: Discover how you can use actions to reveal the personalities of the characters in your story. Practice identifying 'telling' details and choosing the best ones to incorporate in your character development efforts. Define what character clichés are, then explore how visual details can help establish them.

Lesson 1.4 How to Sustain the Dream

In Lesson 1.4: Learn the importance of being constantly aware of the images you have created in your narrative. Discover character interactions with your established setting and learn how those interactions can further the plot and character development you are trying to achieve. Finally, practice applying your personal memories to the scenes you create, then alternatively, practice creating scenes based entirely on your imagination.

Lesson 1.5 The Writer's Life

In Lesson 1.5: Learn the tricks-of-the-trade that professional creative writers employ to enhance their writing time. You'll begin to recognize your current habits and learn how to correct them while developing a productive workflow.

Unit 2 How Plot and Character Come Together to Make Stories

Lesson 2.1 Cause and Effect

In Lesson 2.1: Start by identifying the elements of fiction necessary to a well-developed story. Continue by exploring how the scenes you create all interact with one another in a clear trajectory, and how one event 'presses on' to a subsequent one. Consider the value of small occurrences as well as you explore subtle ways to make a plot impact, demonstrating how cause and effect moves all stories forward.

Lesson 2.2 Character Conflict

In Lesson 2.2: Here you will start to demonstrate the relationship between internal and external conflicts experienced by characters, and how those conflicts can interact. You will also learn how to apply a given conflict with social institutions and systems. Develop a comprehensive understanding of how a character's conflicts can animate a plot from start to finish.

Lesson 2.3 Situation versus Plot

In Lesson 2.3: Begin by establishing a compelling situation within your plot, then learn the point at which said situation becomes integral to an overall storyline. You will demonstrate the various ways in which a plot brings more visibility to a character's personal conflicts, as well as the classical definition of plot in relation to character.

Lesson 2.4 Round vs. Flat Characters

In Lesson 2.4: Identify movie types, stereotypes and cartoon characters, then learn how to avoid creating them in your own writing. Learn how to clearly express what your characters want as you differentiate "round" versus "flat" characters in professional writing. Finally, write your own sample scenes in which characters take actions that help build their identity and shape their development.

Lesson 2.5 The Writer's Life

In Lesson 2.5: Here you will develop a deeper understanding of why regular reading is critical to a professional writer's development. Learn the ways in which reading the works of other published, professional authors can help inspire, shape your voice and spur concepts for future writings of your own.

Unit 3 Voice and Dialogue

Lesson 3.1 Natural versus Realistic Dialogue

In Lesson 3.1: Define "shaping" and "recording" in terms of depicting character speech, learn the difference between the two, and the most effective times to employ each method respectively. Demonstrate the difference between "natural" and "realistic" dialogue as you eliminate unnecessary small talk, identify "strong" dialog and apply diction to your writing.

Lesson 3.2 Dialog Is a Form of Action

In Lesson 3.2: Demonstrate the difference between what your characters are saying versus how it's being said as you grasp the concept of "talking around the truth" in your character development. Understand the revealing nature of dialog and its critical interaction with character development as you produce well-written diction that reveals conflict and keeps your story moving forward.

Lesson 3.3 The Writer's Voice

In Lesson 3.3: Here you will identify your own unique voice, from realizing the details that preoccupy your writing to examining your own written sentences more closely. You will look at the way your sentences sound, how they are composed, the length of them- all the things that make your voice characteristic to you. From there, you will apply your analysis to better demonstrate how your language, sentence structure, diction, and metaphor can effectively combine to produce a story or novel.

Lesson 3.4 Developing Your Voice

In Lesson 3.4: Identify and understand what complex sentences are as you examine other writers' work. Develop professional strategies used to intensify your unique voice in a story or novel, then practice distinguishing the voices of other well-known writers as you identify what makes each one unique. Finally, you will work on ways to further develop your own distinctive voice.

Lesson 3.5 The Writer's Life

In Lesson 3.5: Here you will start thinking about the business aspect to a creative writing career. Once you have more firmly established your unique voice and writing style, you will begin identifying publishing venues where you feel your work would be a good fit. You will learn more about how the publishing process works, and what you need to do to get started.

Unit 4 Point of View

Lesson 4.1 The Right Point of View for Your Story

In Lesson 4.1: Here you will begin by identifying the point of view of your characters, most importantly identifying which character is best-positioned to actually tell the story to your readers. From there, you will examine situations in which "observer" storytelling is the most effective. Wrap up the lesson by writing scenes told from varying points of view to help you determine which storyteller feels like the best fit.

Lesson 4.2 First Person

In Lesson 4.2: Begin with a discussion on the complex histories of characters and how these histories help shape particular voices in our character development. From there, learn how use of certain dialog can help you further identify those histories and consequentially shape our first-person stories. Finally, examine the difference between first person and observer-narrator storytelling, and identify the limits and advantages of writing in each style respectively.

Lesson 4.3 Second and Third-Person Narration

In Lesson 4.3: Here you will learn the best methods for describing a character's point of view "from the outside." Distinguish when this method is more effective compared to the employment of a character's interior thought-dialog in effective storytelling. Finally, identify the pros and cons of second person point of view, third person limited point of view and third person omniscient point of view.

Lesson 4.4 Omniscient Narrators

In Lesson 4.4: Learn how the omniscient voice allows you to demonstrate the inner thoughts of several characters at once. From there, learn professional techniques for developing an omniscient voice that actually has a separate opinion of its own. Finally, investigate the limits and advantages of the omniscient point of view overall.

Lesson 4.5 The Writer's Life: How to Identify and Query Agents

In Lesson 4.5: Here you'll continue a more business practical exploration of the moneymaking opportunities within the creative writing field, this time by studying the agent- writer relationship. You will learn how to seek out an agent, identify an agent worth working with on your projects, and how to query one professionally.

The Creative Writing course is 114 hours which is divided into 4 units.

Full Payment Plan — **\$699**

Monthly Payment Plan — **\$899**



EVENT PLANNING

COURSE DESCRIPTION

This online event planning course is designed to help you master the art of event planning, giving you the skills needed to succeed as a professional event planner. Learn how to ensure the success of any event, including meetings, parties, fundraisers, retreats, conferences and other types of gatherings. Master the fine art of networking, working with vendors and responding to your clients' needs.

During this course, you will complete a Virtual Internship, a series of projects allowing you to grow by putting your skills to the test. You will work with a professional event planner, your teacher and mentor who is there to review your work and help you improve.

Course Objectives

- Master the art of event planning and demonstrate the skills needed to succeed as an event planner.
- Explain how to work with vendors and clients.
- Ensure the success of any event, including meetings, parties, fundraisers, retreats, conferences and many other types of gathering.
- Demonstrate networking techniques.
- Describe how to execute various events at different stages of life.
- Overcome challenges of planning destination events, corporate events, and auctions.
- Discuss the guidelines of starting a business.
- Discuss how a website and social media presence can benefit his or her business.

COURSE OUTLINE

Unit 1 – Event Planning Basics

Lesson 1.1: Welcome to Event Planning

We begin by discussing the basic functions of an event planner - from different types of event planning tasks to familiarize yourself with to managing corresponding needs and expectations, this lesson will serve as a comprehensive introduction to all aspects of a potential career in the event planning industry.

Lesson 1.2: Getting Started

We discuss working as a professional. However, everything taught here also applies if you're putting on an event for a friend or family member. Whether you're working for a company, running your own event-planning business or just putting together a terrific event for yourself, this lesson will provide you with the skills to pull off an event from start to finish with professionalism.

Lesson 1.3: Jumping In

We exam the aspects that make up the initial written contract you'll draw up for your clients. From there, we'll explore the negotiation that often comes as a next step. Then we'll dive into budget creation as well as the process of finding and securing the right vendors.

Lesson 1.4: Personal Qualities of a Planner

We dive into the communicative, professional and social qualities you'll need to develop in order to succeed in the competitive field of event planning.

Unit 2 - Let's Start Planning an Event

Lesson 2.1: Time and Style

Organize an effective time management system to ensure that you aren't stuck getting things done at the last minute. From choosing an appropriate event date to developing a coherent timeline, we'll talk about the most practical ways to work on a schedule. From there, we'll dive into the aesthetic decisions you'll need to start making as this process unfolds.

Lesson 2.2: Choosing the Venue/ Inviting the Guests

Develop a routine workflow to use when working with clients as they develop the guest list for their special event. Once this number is effectively determined, it will set the subsequent stage for planning nearly every other aspect.

Lesson 2.3: Interviewing and Hiring Vendors

We discuss the reality that despite the fact that you're seemingly coordinating the event overall as the main planner, there will unavoidably be other individuals on your team, also very closely involved in the process as well. This lesson will help you learn the right questions to ask when composing a productive, reliable team.

Lesson 2.4: Specific Vendors

We look at the role of all the individuals you might find yourself collaborating with down the road in the event planning industry. From floral specialists to pastry chefs, this lesson will prepare you to ask all the right questions in making sure your team members are qualified and trustworthy assets.

Unit 3 - Fundraising and Corporate Events

Lesson 3.1: Fundraising Events

Discuss the benefits of adding pro-bono work to your portfolio as we review the best, most helpful ways to go about doing so. Fundraising via events is an effective enjoyable way to give back while doing something fun. From budgeting to sponsorship coordinating, this section will provide you with the know-how for doing so.

Lesson 3.2: Silent and Live Auctions

Discuss the best methods for planning these two specific types of auctions. From collecting item donations to establishing appropriate bidding increments, this lesson will provide you with the know-how to execute either type of event like a pro.

Lesson 3.3: The Corporate Event

We discuss the uniquely challenging task of planning a special event for a professional corporation. By the end of this lesson, you'll be able to partner with any size company in an effort to throw the perfect event as a gesture to reward employees for a job well done.

Unit 4 - Events for All Ages and Stages

Lesson 4.1: Baby Showers

Dive into the details of planning a baby shower to accommodate the wishes of various clients. From scheduling a practical time for a party to planning a uniquely exciting gender reveal, we'll help familiarize you with any aspect of this process that a potential client may want your assistance with.

Lesson 4.2: B'rit Malahs, B'rit Bats, and Christenings

We provide you with information on how to effectively plan the first coming-of-age ritual in the Jewish faith. From there, we'll move on to discuss the proper planning techniques for baptisms and christenings. We'll also provide you with supplementary information on planning a variety of additional coming of age traditions, so you're prepared to work with any given client demographic.

Lesson 4.3: Coming of Age Rituals

Review events you may need to plan for clients' children subsequent to the rituals we previously discussed. We'll survey the events that you as an event planner will likely have to handle for clients. These social events span a human lifetime, from birthdays to final memorials.

Unit 5 - Event Planning Details

Lesson 5.1: Destination Events

We discuss the art of planning events at a distant location. From scouting and helping clients research popular event destinations to booking accommodations and amenities for all the invited guests, this lesson will provide you with the skills to seamlessly plan and execute destination events with professional ease.

Lesson 5.2: Gifts

We provide you with knowledge regarding the etiquette of gift giving. As a planner, gifting is a process you may become involved in or may be sought out for advice on- whether it's about gifts for the guest of honor, awards presented to employees or gifts given to the guests. This lesson will provide you with the best practices for responding to any of these questions.

Lesson 5.3: Beating Event Stress

Examine how you can help your clients deal with event stress. From establishing realistic initial expectations to avoiding awkward situations, after this lesson you will be prepared to handle all emotional eventualities with professionalism and ease.

Lesson 5.4: Planning an Event from Start to Finish

Check out an interview with New York City wedding and event planner, Katie Berger, as she walks us through the experience of planning a high-profile fundraising event. Throughout this section you'll gain some great insight on a day in the life of a planner as you see the lessons, we previously learned applied effectively in real life.

Unit 6 - Professional Pathways

Lesson 6.1: Starting Your Own Event Planning Business

We dive deeper into the business-related intricacies of this field, and the opportunities in professional event planning. By the end of the lesson, you'll have a better understanding of how you can use your skills and creativity in a lucrative way.

Lesson 6.2: Marketing, Networking and Growing Your Business

We discuss the most effective methods for bringing in new clients. From creating a professional website to networking within the event planning community, this lesson provides you with the best advice on getting your name out there and promoting a positive image for your services and personal brand.

Lesson 6.3: The Web and Social Media

We wrap up the unit by continuing to share advice on self-promotion and brand image as we talk about the best ways to promote your services and work on social media platforms. We'll talk about SEO best practices and blog maintenance, helping you develop a cohesive plan for incorporating this unique advertising platform into your business plan.

The Event Planning course is 270 hours divided into 6 units.

Full Payment Plan — **\$849**

Monthly Payment Plan — **\$1149**



FENG SHUI INTERIOR DESIGN

COURSE DESCRIPTION

In our online Feng Shui Interior Design course, you learn the ancient principles of space planning and bring them into the here and now. You are immersed in the practice of Feng Shui design, learning the language and applying its practice in the real world. Professional Feng Shui consultants introduce you to the Bagua, the concepts of Ying and Yang and the Five Room Elements. You will learn the fundamentals of decluttering, space management and harmony to add life to any space.

Throughout this course, you will complete a series of design projects meant to help you practice as you go. Your mentor and teacher, an experienced Feng Shui professional, will review your work and help you master the concepts. We also provide you with the basic business skills necessary to turn your knowledge of Feng Shui design into a lucrative career.

Course Objectives

- Master the principles of space planning and bring them into the here and now.
- Practice Feng Shui design by using the language and applying its practice in the real world.
- Recall the Bagua, the concepts of Yin and Yang and the Five Room Elements.
- Practice the fundamentals of decluttering, space management and harmony to add life to any space.
- Apply Feng Shui principles to individual rooms in a house.
- Discuss remedies and elements that can be used to alter a space.
- Apply knowledge to home case studies.
- Succeed as a professional Feng Shui consultant.

COURSE OUTLINE

Unit 1 – Event Planning Basics

Lesson 1.1: Definition, History, and Schools of Feng Shui

Learn the actual definition of Feng Shui as well as its history. You will also get introduced to a few different schools of Feng Shui, such as Form, BTB, Compass and more.

Lesson 1.2: Variety in Schools

Because Form School is the oldest school, we discuss it in full and you will meet the four celestial animals. And, you will be introduced to Vastu, which is a form of Feng Shui that did originate in China.

Lesson 1.3: For the Love of Ch'i

Understand what really is Ch'i and how important it is in our space and lives. Learn to identify favorable Ch'i as opposed to unfavorable Ch'i.

Lesson 1.4: Yin Yang and Beyond

Learn about the Yin Yang Theory. Get to know its symbol and learn its meaning. Then you will begin to see its presence in a space and how it can be used in interior design. Next, learn all the aspects of clutter and how it affects us in a detrimental way. And if clutter is a problem for you, you will receive ideas on how to overcome it.

Unit 2 - Principles of Feng Shui

Lesson 2.1: Five Element Theory

We discuss the Five Element Theory and its cycles. We discuss the qualities of Wood, Fire, Earth, Metal, and Water. See how they appear in a space and how they interact with each other. Then, learn how to use them for a better Feng Shui experience.

Lesson 2.2: The Building Blocks

Learn how Yin Yang appears within the Five Elements and how that can help make more concise Feng Shui adjustments and create a better balance. In addition, we explain two very important astrology systems that are based on the Five Elements: Four Pillars and 9 Star Ki. These add a very important layer to Feng Shui. You will learn how they work.

Lesson 2.3: Applying the Baguas

Meet the family of Trigrams ... the building blocks of the Bagua. Learn what they stand for and how they create the Bagua. See how the Bagua correlates with the Five Element. You will begin to see the big picture.

Lesson 2.4: Handling Missing Sectors and Extensions

Learn how to place the Bagua over a space for both BTB and Compass schools. Please note, throughout this course if you are asked to place the Bagua on a space, it should be based on the BTB approach.

Unit 3 - Feng Shui Essentials

Lesson 3.1: Behind the Details

Begin to learn Feng Shui details. You are introduced to specific remedies and will learn how intention plays an important part in Feng Shui and what cultural interpretations can be helpful.

Lesson 3.2: Incorporating Color

Learn to really understand color. Understand what specific colors mean and how they relate to the Bagua and the Five Element Theory. See how fabrics can be used from a Feng Shui perspective.

Lesson 3.3: Architectural Design Details

Learn how architectural details affect space. Doors, windows and stairs placement can really make a difference as does so much more.

Lesson 3.4: Your Face to the World

Don't forget about the front door ... a very special door. It needs a lot of attention and special love and care. You are introduced to your fiction's client, Sophia Taylor. Work with her and submit your projects.

Unit 4 - Feng Shui Room by Room

Lesson 4.1: Kitchens and Dining Rooms

Review individual rooms and how to handle them from a Feng Shui perspective.

Lesson 4.2: Living Rooms and Family Rooms

Learn the best layouts for kitchens and dining rooms, living and family rooms, bedrooms and bathrooms.

Lesson 4.3: Bedrooms and Bathrooms

We discuss how to approach designing a home office and making it as auspicious as possible.

Lesson 4.4: Home Office

Continue working on your projects for your client, Sophia Taylor, as well as continue to work on your own Presentation Room.

Unit 5 - Putting It All Together

This Unit contains case studies from professional Feng Shui practitioners. Reading their reports provides you with a true idea of how to approach a consultation. It also provides you with information on what to include in a written report. It is very common for practitioners to provide a written report for their client that includes an overview of the analysis and a list of recommendations.

Lesson Case Studies

Lesson 5.1: Jackie Notman

Lesson 5.2: Michelle Zanoni

Lesson 5.3: Yasha Jampolsky

Lesson 5.4: Victoria Houslanger

In this Unit Assignment, you will continue working on Sophia Taylor's Floor Plans. You will complete your Room Plan Worksheet and list the adjustments to later implement in your Presentation Room.

Unit 6 - Personal and Professional Pathways

Lesson 6.1: The Garden and Feng Shui

We begin this unit on a lighter matter by providing some insight how to use Feng Shui principles in a garden ... how to make something so beautiful more beautiful.

Lesson 6.2: Space Clearing

You are introduced to Space Clearing ... a subject matter that every Feng Shui practitioner should understand.

Lesson 6.3: Your Business

Learn how to prepare for and execute a Feng Shui consultation.

Lesson 6.4: Marketing Your Feng Shui Business

The two remaining lessons are dedicated to preparing you to treat Feng Shui as a business. You will be taught how to start your business, how to market it, how to obtain clients and how to act with clients. Even if you are not planning to make this a professional goal, these two lessons host a wealth of information worth reading. This Unit assignment will require you to submit your final Presentation Room Design.

The Feng Shui Interior Design course is 120 hours divided into 6 units.

Full Payment Plan — **\$949**

Monthly Payment Plan — **\$1299**

FLORAL DESIGN

COURSE DESCRIPTION

This Floral Design course introduces you to the world of floral arrangements and builds your skills on route to a career as a professional floral designer. Starting with the basics, you will learn the history of floral design and how it impacts modern design practices. You will gain a solid understanding of the principles of floral design, allowing you to explore and develop your own design style.

Expert floral designers will provide inspiration and instruction via our HD video lessons. They will teach you the business skills you need to find and work with clients, design floral arrangements for weddings, funerals, and the many different types of events that call for flowers. You will complete a series of design projects that will allow you to use your new skills and help you master the art of floral design.

Course Objectives

- Master floral arrangements and build up his or her skills on route to a career as a professional floral designer.
- State the history of floral design and how it impacts modern design practices.
- Describe the principles of floral design.
- Explore and develop their own style as a professional floral designer.
- Explain the different tools, supplies, and workspace requirements needed to be an organized floral designer.
- Design beautiful arrangements for weddings, funerals, romantic occasions and more.
- Demonstrate the business skills needed to succeed as a professional floral designer.
- Utilize mood boards and online media to share work and gain inspiration.

COURSE OUTLINE

Unit 1 - Getting Started in Floral Design

Lesson 1.1: Fundamentals of Floral Design

Learn how flowers are categorized for an arrangement and how to build a toolkit. With online resources to supplement the resources in your local area, you will be able to obtain all the materials you need for your work as a floral designer.

Lesson 1.2: Principles of Floral Design

Become fluent in both the language of design and the principles. We help develop your ability as a floral designer. This includes building your knowledge and skills in handling flowers and ability to create, not just replicate.

Lesson 1.3: History of Floral Design

Review the great styling of the past for inspiration and details to create specialized looks for different occasions and locations. This brief history will help you think about the origins of great floral design work.

Lesson 1.4: Design Exercise: A Basic Arrangement

Focus on creating a basic arrangement. Basic does not mean boring, but rather a design that utilizes the principle of pairing a focal flower with accent flowers, fillers, and greens. If an element doesn't add visual value, it should be reconsidered.

Unit 2 - Developing Your Online Presence

Lesson 2.1: Setting Up Your Online Workspace

Use mood boards to express a design idea. Organizing your boards by subject or theme is helpful for communicating ideas to others, and an excellent way in determining your own style.

Lesson 2.2: From Inspiration to Execution

We bring elements from inspiring images into your arrangement without directly imitating. You'll take your design ideas, work through the process of honoring them, and problem solve as necessary, regardless of the challenge.

Lesson 2.3: Focus on Photography

Learn the importance of building a photo library that highlights your work as a floral designer. A good working sense of the principles of photography is a useful skill to have. We instruct you how to create a consistent aesthetic in your photos and how to use image-editing software.

Lesson 2.4: Image Sharing

Learn how to use Instagram as an outlet to present your work. We provide you with detailed step-by-step instructions to create your own account and how to use the social media platform to your advantage to present your work and share with others.

Lesson 2.5: Design Exercise: Inspired Arrangement

You are challenged to create a simple arrangement to display in your home based on an image you find inspiring. This will test your ability to source and design an arrangement based on the image you select.

Unit 3 - Day-to-Day Design

Lesson 3.1: Dinner Party Decor

The focus is on designing tablescapes. We discuss areas such as an entry table, bathrooms, and a bar cart. Learn the necessary details needed from your client to prepare the appropriate decor.

Lesson 3.2: Design Exercise: Dinner Tablescape

Experiment with aspects and interaction of color across different arrangements. The goal is to work with a set color scheme and explore how various colors can be distributed and feel cohesive.

Lesson 3.3: Working as Part of a Creative Team

Explore creative teamwork. When working with a creative team for an event, you will be required to function as just one part of a whole. Learn how everyone has their own talent and everyone has their role.

Lesson 3.4: Design Exercise: Designing for a Photo Shoot

Instruction is given on how to create two different floral pieces, a headpiece and a handtied bundle. Techniques will be discussed to help you when working under tight time constraints.

Lesson 3.5: Customer Orders

Learn how to communicate and handle clients when taking orders. We discuss how to handle creative direction from clients and when to use your design sense to make suggestions to their vision.

Lesson 3.6: Design Exercise: Three Arrangements with Various Requirements

Learn to consider requests that pertain to three separate orders. We show how you can make the most of the flowers you purchase and how to structure and schedule your day.

Unit 4 - Weddings and Events

Lesson 4.1: Designing for Events

Discuss how to keep good relations with your clients. Learn other responsibilities a floral designer may have such as directly communicating with vendors, budgets, schedules, purchasing, and hiring, etc.

Lesson 4.2: Developing a Concept and Proposal

Experience how to create a proposal for your client. Learn what necessary materials are needed to best present your concept and promote your vision to your client.

Lesson 4.3: Wedding Client Relations

Learn various steps you will need to take when designing floral arrangements for a wedding. We discuss how to properly price the flowers and appropriately arrange payments.

Lesson 4.4: Designing for the Wedding Party

We discuss flowers for everyone in the bridal party—everything from how to construct exquisite, fairy-tale bridal bouquets to garlands for the flower girl's hair.

Lesson 4.5: Creating a Romantic Environment

Learn how to plan the flowers for a wedding ceremony and reception. We review table centerpieces and decorating the place card table, the buffet table, and how to adorn the wedding cake.

Lesson 4.6: Design Exercise: Wedding Arrangements

In Lesson 4.6: Design Exercise: Wedding Arrangements, we go over some of the most common elements including a large branch-based arrangement, bud vase arrangements, a bridesmaid bouquet, a boutonniere, and a corsage.

Unit 5 - Advanced Floral Design

Lesson 5.1: Design Exercise: Flowers Under Glass

Attain knowledge on how to properly design an arrangement to be displayed under a glass bell jar. We determine what flowers are the best choice for this arrangement and discuss different ways to promote airflow inside the glass jar.

Lesson 5.2: Design Exercise: Constructing a Garland

Learn how to hand-make a garland or greens and flowers. Distinguish important elements that will help the garland hold up without water and how to lengthen its lifespan. Master how to properly hang and display your finished garland.

Lesson 5.3: Design Exercise: Exploring Minimalist Design

You are introduced to the art of Ikebana. Dive into the origins of Ikebana and its meaning and discuss the process of designing a minimalist arrangement.

Lesson 5.4: Design Exercise: The Art of Lei Making

Understand how to string orchid lei. The history of lei and what it means to wear and receive one is taught. We provide you with two step-by-step instructions to create two different kinds of lei.

Unit 6 - Designing as a Professional

Lesson 6.1: Selling to Businesses

Understand how to organize the floral design skills you have learned and market yourself. Tips are shared on how to sell floral designs to different types of customers. Learn the eight rules for selling and different tactics to help you sell.

Lesson 6.2: Setting Up Your Own Business

Master the advantages to starting your own business and the realities that come with it. Resources are shared on starting and running a successful small business. Gather tips on how to prepare your own business plan.

Lesson 6.3: Developing Your Online Presence

Learn to create your own website. You are provided with a step-by-step breakdown on what standard pages are needed for a website. We discuss what to review when hiring a professional web designer.

Lesson 6.4: Marketing Yourself

Review how to bring the people who want you to design their flowers directly to you. Learn how to simplify the approach so that it feels more organic. Discern how to best present yourself to potential employers and determine your ideal work situation.

Lesson 6.5: Design Exercise: Publishing an Online Portfolio

Discuss how to organize your collection of photographs taken throughout this course, and thoughtfully take your brand live, via an online portfolio.

The Floral Design course is 270 hours divided into 6 units.

Full Payment Plan — **\$899**

Monthly Payment Plan — **\$1199**



FRONT END DEVELOPER

COURSE DESCRIPTION

The Front-End Web Development Course teaches students the fundamentals of web pages and document structure using HTML elements, attributes, and values. With the skills learned in this course, you will have the knowledge needed to develop a web page, access data, and manipulate data using JavaScript statements. Students will apply a fundamental understanding of CSS selectors, properties, positioning methods, and animation to design, style, and enhance web pages.

Course Objectives

- Describe the connection between web development and the Worldwide Web, and what web development encompasses
- Explain the role of web developers and their interaction with web development teams
- Create web pages and define document structure using HTML elements, attributes, and values
- Design, style, and enhance web pages using CSS selectors, properties, positioning methods, and animation
- Add functionality to a web page, access data, and manipulate data using JavaScript statements
- Identify key career-building skills for production-level front-end development.

COURSE OUTLINE

Unit 1 – HTML

In Unit 1: HTML, you will learn the first of three languages that form the foundational languages of web development. You will start with an overview of the web, web development, and the role of a web developer. Then, we will move on to an introduction to the HTML language. In this unit, you will learn HTML document structure, syntax, and practical application. By the end of this unit, you will be able to create a basic web page in HTML with text, images, links, forms and much more.

Lesson 1: Introduction to Web Development:

Understand what makes websites work, and what your role will be in their creation as a front-end developer.

Lesson 2: Introduction to HTML:

Gain an understanding of what HTML is and learn the syntax and general composition of this important language.

Lesson 3: Attributes and Values:

Learn to assign an attribute and a value within the opening tag of an HTML element.

Lesson 4: Text:

Create text elements in an HTML document and use the different HTML elements to organize your text in a clear information hierarchy.

Lesson 5: Lists and Tables:

Create lists and tables to categorize, organize, show the steps in a process, and outline complex relationships between groups of information on a web page.

Lesson 6: Links and Navigation:

Structure a website out of various documents, and link to these documents or external locations within your HTML documents.

Lesson 7: Multimedia:

Distinguish between media formats and their storage options and use different HTML elements to create a simple website that contains multimedia elements.

Lesson 8: Forms:

Learn the basics of HTML forms, one of the essential tools used by web developers to request, accept, and store data on a website.

Unit 2 – CSS

In Unit 2: CSS, you will learn the second of three languages that form the foundational languages of web development. You will start with an overview of CSS and see how CSS is applied to HTML to style web pages. Next, we will look at specific CSS stylization methods, including color and text modifications, as well as techniques for styling elements in a webpage. Then, we will look at the attributes of the box model and how you can use CSS to modify it. Finally, we will look at layout in CSS, including flexbox and CSS grid.

Lesson 9: Introduction to CSS:

Learn how and why CSS is used to style websites, and how CSS is used in conjunction with HTML.

Lesson 10: Color:

Modify color using CSS to communicate mood, purpose, and identity to a webpage.

Lesson 11: Text:

Embed a font in your web page, style elements using these fonts, modify their size and style, and set the text alignment of your elements.

Lesson 12: Box Model:

Use the various properties of CSS boxes to style your elements, particularly about element borders and spacing, and position elements on a page using various CSS techniques.

Lesson 13: Styling Elements:

Add custom stylization to various HTML elements by modifying CSS properties.

Lesson 14: Introduction to Layout:

Use the position and float properties to specify how elements should be positioned on the page, and various approaches to styling the layout of a page

Lesson 15: Flexbox:

Apply the CSS Flexbox display property to simplify the process of positioning and sizing elements on the page.

Lesson 16: CSS Grid:

Use the CSS grid layout method to create complex arrangements of HTML elements.

Unit 3 – Javascript pt. 1

In JavaScript, Part I, you will begin to learn the third of three languages that form the foundational languages of web development. You will start with an overview of JavaScript and see how JS is applied to HTML to add functionality to web pages. Next we will look at JavaScript data types, operators and variables, and how to code JavaScript in an HTML page. Then, we will use conditional statements to execute code based on different conditions. Finally, we will use operators to compare values and trigger actions and determine logic between values.

Lesson 17: Introduction to JavaScript:

Get to know this wonderful language by getting an introduction to JavaScript, learn what it is, why developers use it, and how to use it in web page design.

Lesson 18: Data Types and Operators:

View primitive data types and have a look at the different operator types JavaScript contains, how to use them, and how to avoid common mistakes.

Lesson 19: Variables:

Create variables with var, let, and const, and about the different scopes by which these variables are accessible.

Lesson 20: DOM Manipulation:

Dive into the world of dynamic and interactive web technologies and learn how they work in conjunction with the Document Object Model (DOM).

Lesson 21: Conditional Statements:

Use conditional statements to decide if specific code is going to be executed or not dependent on different conditions.

Lesson 22: Comparative and Logical Operators:

Begin to understand how logical operators work, learn what implicit type conversions are, and analyze what it means to write beautiful code.

Unit 4 – Javascript pt. 2

In JavaScript, Part II, you will dig deeper into your understanding of the JavaScript language. You will learn how to repeat actions for specific numbers of iterations. Next, we will look at JavaScript arrays, which allow us to store multiple values in a single variable. Then, we will explore functions and how they are used in web development. Finally, we look at objects that contain properties which you can influence to behave a certain way.

Lesson 23: Loops:

Repeat an action for a specific number of iterations based on specific conditions and stop loops when other conditions are met.

Lesson 24: Arrays:

Use arrays to store multiple values in a single variable, and access and manipulate array values.

Lesson 25: Functions:

Reveal the purpose of JavaScript functions, look at the diverse types, and explain what the difference between parameters and arguments is.

Lesson 25: Functions:

Reveal the purpose of JavaScript functions, look at the diverse types, and explain what the difference between parameters and arguments is.

Lesson 26: Objects:

Create, access, modify, and loop through objects, and learn when to use objects instead of arrays.

Lesson 27: Common JavaScript Events:

Apply some very common JavaScript events, and create event handlers that are attached to specific elements to react to events.

Lesson 28: Preparing for the Industry:

Learn to use the basic GitHub flow to manage versions of your code and discuss basic job-hunting tips for when you begin looking for a new job as a developer.

The Front-End Developer course is 440 hours divided into 4 units.

Full Payment Plan — **\$1699** Monthly Payment Plan — **\$1999**



GRAPHIC DESIGN

COURSE DESCRIPTION

Our online graphic design course will teach you everything you need to know to start working as a graphic designer for both print and web design. After taking this course, you will be proficient in Adobe Photoshop and Adobe Illustrator. Our online graphic design course prepares students for the Adobe Certified Expert (ACE) Certification Exam. Graduates will be able to pass the exam using both Photoshop and Illustrator.

Hours of video instruction, including over 100 on-screen tutorials, will teach you how to create high-quality designs from concept to execution. You will explore design theory, color, typography, and layout as you learn the design techniques, methods, and processes used by today's professional graphic designers.

Throughout the course, you will develop a well-rounded graphic design portfolio. You will complete a series of design projects. Your projects will be reviewed your mentor, a professional graphic designer. Your mentor will provide one-to-one feedback meant to help you grow as a designer. With their guidance, you will learn what it takes to succeed as a graphic designer. Upon graduating, you will be prepared to start working as a freelance designer or an entry-level production designer.

Course Objectives

- Perform production level design tasks.
- Navigate Adobe Illustrator and Adobe Photoshop.
- Develop and edit vector and raster assets.
- Develop assets for industry standard print and web applications.
- Recognize the tenets of a great design portfolio.
- Master design processes required for production-level tasks.
- Develop their own basic portfolio.
- Complete the Adobe Certified Expert (ACE) certification exam for Illustrator and Photoshop.

COURSE OUTLINE

Unit 1 Fundamentals of Design

Lesson 1.1 Elements and Principles of Design

In Lesson 1.1: you will be introduced to the elements and principles of design. You will be able to identify all of the six basic design elements and describe the distinct attributes in your work. Furthermore, you will understand how these elements interact with each other to create the principles of design.

Lesson 1.2 Adobe Illustrator Basics

In Lesson 1.2: you will begin to learn the basics of Adobe Illustrator, one of the essential tools used by graphic designers. After gaining understanding when and when not to use Illustrator, you will learn important functions to create designs and save your work.

Lesson 1.3 Color Theory

In Lesson 1.3: the complexity of color theory will be laid bare and you will understand why it can be considered the most influential of design elements. You'll learn how to categorize and group complementary colors into visually and psychologically appealing color schemes.

Lesson 1.4 Adobe Illustrator Tools

In Lesson 1.4: you will deepen your understanding of Adobe Illustrator's tools and the objects that can be created and transformed with them.

Unit 2 Visual Communication

Lesson 2.1 The Principle of Unity

In Lesson 2.1: you'll learn the three keys to creating successful designs and how to employ them to achieve unity. You will also fully explore unity as a concept, understanding the types, elements and principles.

Lesson 2.2 Adobe Illustrator Color Tools

In Lesson 2.2: you will learn a wide array of Adobe Illustrator's color tools and will employ your knowledge of color theory to create swatches and color groups.

Lesson 2.3 Introduction to Typography

In Lesson 2.3: you will learn how to enhance legibility, readability and visual appeal with typography. You'll be introduced to the terminology, letterforms, and how to modify text and use Illustrator's type tools.

Lesson 2.4 Advanced Adobe Illustrator Functions

In Lesson 2.4: you will expand your growing knowledge of Adobe Illustrator by learning a variety of advanced functions. These advanced functions will help to increase productivity and improve workflow.

Unit 3 Image and Design

Lesson 3.1 Creating Emphasis

In Lesson 3.1: you will learn how to adjust the visual weight of objects to improve the organizational structure and draw greater attention. You'll master the elements of emphasis and understand how they are used together to create the principles of emphasis.

Lesson 3.2 Adobe Photoshop Basics

In Lesson 3.2: you will learn the basics of Adobe Photoshop and receive a crash-course on the basic terminology of photography. You will then learn how to use Photoshop's tools to improve your photographic design imagery.

Lesson 3.3 Photography and Design

In Lesson 3.3: your understanding of Adobe Photoshop will be taken to the next level. You'll learn when to use Photoshop instead of another tool such as Illustrator, how to use Photoshop's functions to improve workflow and more advanced techniques to improve photography design imagery.

Lesson 3.4 Global Adjustments in Adobe Photoshop

In Lesson 3.4: your knowledge of Adobe Photoshop will once again be upgraded as you learn about global adjustments. You'll learn how to create layers, how to make a wide variety of global adjustments and finally how to flatten layers into a completed photographic design.

Unit 4 Practical Design Application

Lesson 4.1 Layout Composition

In Lesson 4.1: all the design theory that you've learned will begin to come together. You will unify and organize your designs according to a number of different systems of composition using compositional guidelines.

Lesson 4.2 Selective Adjustments in Adobe Photoshop

In Lesson 4.2: you will be introduced to a new set of tools used to make selective adjustments to photographic design imagery. You'll also learn how to use spot retouching tools and how to create and modify a variety of masks.

Lesson 4.3 Advanced Adobe Photoshop Techniques

In Lesson 4.3: you will conclude your Photoshop training by learning advanced techniques. This final lesson will ensure that you have the requisite knowledge to confidently test to become certified in Adobe Photoshop.

Lesson 4.4 Design Process

In Lesson 4.4: you'll gain familiarity with the design process. You will learn how to break the process down into four major parts and how to efficiently create designs in a logical sequence.

Lesson 4.5 Online Portfolio

In Lesson 4.5: you will prepare to find work as a graphic designer by preparing a beautiful online portfolio. Your portfolio will help you make lasting impressions with design professionals and potential clients or employers.

The Graphic Design course is 234 hours which is divided into 4 units.

Full Payment Plan — **\$1499** Monthly Payment Plan — **\$1799**



HOME STAGING

COURSE DESCRIPTION

This course aims to teach students the fundamentals of preparing any property for selling and how to build the skills and confidence it takes to succeed. Students will learn the history of various furniture styles. Students will also master the art of networking, learn how to work with multiple vendors, and handle every need of your clients.

NYIAD's Home Staging Course has been certified by Designer Society of America. That means all NYIAD Home Staging Students and Graduates are eligible for DSA's Certified Home Staging Professional (CHSP).

Designer Society of America is an industry organization for fellow professionals and trade partners. It is a society for and about home stagers, and is in contact with over 32,000 professionals, showrooms and other industry members. Founded in 1999, DSA strives to give a voice to individuals in the industry, and is open to residential home stagers, space planners, kitchen and bath designers, re-designers, and the trade companies that serve them. They provide a community for those in the home staging field, offering networking opportunities, consultations, and promotion. This best-in-class industry designation is a must for aspiring home stagers.

Course Objectives

After completing Unit 1, students should be able to identify:

- Know the history of home staging and the importance of home staging in real estate.
- Understand the difference between home staging and decorating.
- Specify their personal goals and preferences in home staging.
- Have a basic knowledge of the home staging industry and the opportunities in the business.
- Understand the central roles associated with the home staging process.
- Gain an understanding of the different types of projects a home stager would be involved in.
- Have a basic knowledge of the scope of a professional home staging project.
- Understand what is required in order to work with real estate agents, companies, and homeowners directly.
- Become well informed about the purpose of home staging and why it exists.
- Understand demographic and psychographic analysis and how it pertains to home staging.
- Independently research and develop a target market profile for a local demographic market.

After completing Unit 2, students should be able to identify:

- Understand the decorating relationships of suitability in function, cost, mood, style, and harmony.
- Recognize different home design styles and when and where they may or may not be combined.
- Curate a catalog of furniture, furnishings, and room treatments based on style, mood, type, and function.
- Apply design solutions to decorating problems using the elements of design.
- Develop a personal taste in design, and tailor a home design to a suitable style.
- Develop a fundamental understanding of color and the usage of color in decorating.
- Apply color treatments to home decor and solve color treatment problems.

After completing Unit 3, students should be able to identify:

- Understand the fundamentals of furniture arrangement.
- Use the room and wall axis to create a room plan for furniture arrangement.
- Create a staging plan.
- Use a staging plan in the practical application of home staging for an individual room in the home.
- Develop knowledge of how lighting and accessories are used in home decorating.
- Utilize light and furnishing to best effect in dealing with practical home staging problems.
- Understand the fundamentals of photography as it pertains to interior architectural photography.
- Use a working knowledge of photography to photograph home staging projects.

After completing Unit 4, students should be able to identify:

- Understand why and how to clear a house of clutter and personal objects.
- Learn cost-effective ways to clean and touch up a home.
- Know the particular concerns associated with each room of the home regarding home staging.
- Solve common home design and decorating problems in a home being staged.
- Cost efficiently and effectively stage each room of the home using the acquired decorating and design knowledge combined with practical application logic.
- Develop an understanding of the different floor, wall, and window treatments available.
- Apply an understanding of window, wall, and floor treatments to a home staging project.

After completing Unit 5, students should be able to identify:

- Know how to work with clients, whether homeowners or real estate agents, on home staging projects.
- Understand basic business etiquette.
- Grow working relationships with myriad roles in the home staging process.
- Understand the home staging process from initial client interactions to final payment.
- Initiate a professional home staging project from start to finish.
- Know the home staging estimate, invoice, and contract process.
- Understand the elements and requirements of home staging contracts.
- Draft your own home staging contract terms based on project variables associated with home staging.

After completing Unit 6, students should be able to identify:

- Have a working knowledge of the scope of starting and running a home staging business.
- Understand the skills required of a home stager in a professional environment.
- Breakdown the financial considerations posed to active business owners.
- Know the types of insurance a home stager might require and the necessary tools to insure their business.
- Develop a business plan for a home staging business.
- Know the essential business concepts required to succeed as a small business owner.
- Know effective promotion techniques/solutions to create the best advantage possible in a competitive market.
- Understand pricing and how-to price based on practical variables of the home and market.
- Create an online portfolio of existing work.

Unit 1: Understanding Home Staging

Lessons

- Introduction to Home Presentation
- Elements of Home Staging
- Psychology of Staging
- Unit One Project: Demographic Research

Unit 2: Basic Concepts

Lessons

- Eye of the Designer
- Design Concepts
- Understanding Color
- Unit Two Project: Creating a Moodboard

Unit 3: Decorating Concepts

Lessons

- Furniture Arrangement
- Light and Accessory
- Photography for Home Staging
- Unit Three Project: Staging a Room

Unit Four: Staging Application

Lessons

- Declutter and Depersonalize
- Staging Room by Room
- Architectural Details
- Unit Four Project: Staging a Home

Unit Five: Project Management

Lessons

- Professional Relationships
- Project Management
- Contracts
- Unit Five Project: Client Interaction

Unit Six: Professional Development

Lessons

- Starting a Home Staging Business
- Pricing and Promotion
- Industry Insights
- Unit Six Project: Creating a Portfolio

The Home Staging course is 120 hours which is divided into 6 units.

Full Payment Plan — **\$849**

Monthly Payment Plan — **\$1099**



INTERIOR DESIGN

COURSE DESCRIPTION

This online interior design course is a comprehensive course that will teach you how to become a professional interior designer. Learn design trends and history, furniture styles and fabrics, color theory and lighting. Over 13 hours of HD video instruction featuring professional designers and a series of design projects are provided to help you master the skills necessary to make the most out of any space. Learn how to work with clients, from pricing and contracts to purchasing and scheduling, to provide you with the business skills needed to be successful.

This course is approved by Designer Society of America (DSA), and students can apply for their RIDQC Interior Design Certification. This industry certification is great for students looking to shift their passion for interior design into a thriving career.

Course Objectives

- Apply skills to design and decorate any interior space like a professional.
- Give examples of design trends, fabrics and furniture styles.
- Explain how to work with clients.
- Outline the processes of pricing and developing and maintaining contracts.
- Review purchasing and scheduling skills.
- Describe color theory and how to work with lighting.
- Discuss the different window and wall treatments available.
- Describe how to give a final presentation of your decoration scheme.

COURSE OUTLINE

Unit 1- Nurturing Your Inner Designer

Lesson 1.1: Eye of the Designer

Begin by discussing NYIAD's three Basic Guidelines for Interior Design. Once you understand these guidelines, we will review successful rooms in a new way, and you will understand what makes an effective design work. Once learned, you will apply the same intelligence to your own interior designs.

Lesson 1.2: Planning for People

Discuss future interactions with potential clients. Learn professionalism when first meeting a client, how to determine what the client wants, the right questions to ask and the best tips for conducting a successful interview.

Lesson 1.3: Sketching a Room

Begin applying fundamental concepts of measurement and planning as you create a physical sketch of your first room. From windows and doors to heating and cooling units, we'll walk you through a step by step tutorial as you draft your first real room sketch.

Lesson 1.4: Suitability and Proportion

Begin thinking about a room's finished picture from the start. From developing a mood and style to staying within a reasonable budget, this lesson will teach you to conceptualize a full design trajectory from the very beginning of any project.

Lesson 1.5: Color Basics

Explore color theory. Focus on the basics by introducing you to the color wheel and the primary, secondary and tertiary hues. Learn how to mix primary hues to produce secondary and intermediate hues and begin to think about how you will be using color in your design.

Lesson 1.6: How Decorators Charge

Learn the common business and financial dynamics of the interior design industry. You'll understand appropriate amounts to ask clients for compensation, the difference between pre-fixed and hourly structures as well as concepts of cost-effective décor shopping.

Lesson 1.7: Real Estate Staging

Learn the art of presenting a home that is for sale to its best advantage, using carefully planned lighting, props and expertly-arranged furniture to highlight its best features and minimize its faults.

Lesson 1.8: Point, Click, Design

Discuss some of the computer basics you'll need to know. We will look at a sampling of programs available, ranging from the most expensive, professional-quality design software to free programs you can download from the Internet.

Unit 2 - Acquiring Skills and Techniques

Lesson 2.1: Drawing a Floorplan

Prepare to produce a finished floor plan drawn to scale. We will discuss how this floorplan is used moving forward in the design workflow—from planning furniture to making a formal presentation to your clients.

Lesson 2.2: Proportion and Scale

Discuss some of the fundamental concepts of effective interior design—from maintaining a harmonic visual weight and balance to combining patterns and colors in an aesthetically pleasing way.

Lesson 2.3: Value and Hue

Experiment with changing the pigments of color. You are introduced to two ways to change the appearance of a color without changing its hue. These two ways involve changing either the value of the color or the intensity of the color, or both.

Lesson 2.4: Early American Farmhouse Style

Learn to effectively identify and accurately label different styles of furniture as you become more comfortable with industry terminology and design trends. Visualize which styles fit in effectively with certain looks so you can plan accordingly in your future designs

Lesson 2.5: Letters of Agreement

Accomplish writing a simple Letter of Agreement to protect you, be agreeable to your clients and lead naturally to their cheerfully giving you a deposit.

Lesson 2.6: Decluttering, Organization, and Storage

Learn how to design with practically in such a way to accommodate a client's lifestyle. Whether your client has young children, a physical disability, or any other sort of need, you can create a space with a sustainable look they will easily be able to keep clean and organized.

Unit 3 - Working with Furnishings and Fabrics

Lesson 3.1: Furniture Layout

Establish a simple, easy-to-follow technique to use when designing a furniture layout for any room. Understand the right questions to ask about a design simply by looking at any given floorplan.

Lesson 3.2: Form

We discuss the importance of furniture arrangement in terms of relating shape to space in an aesthetically pleasing way. Understand how to maintain the right balance when you place furnishings in a room as well as discuss the importance form plays in furniture arrangement and interior design as a whole.

Lesson 3.3: Mood

Learn how color selection plays an influential role in the mood of a room. Review the initial color selection process and how deciding on a mood you wish to convey in the room beforehand will guide your color choices in designing the room. We will be discussing these factors and how they impact the mood you create.

Lesson 3.4: Decorating with Fabrics

We discuss everything you need to know about the process of browsing and selecting the right fabrics. From twill and pile weaves to heat transfer printing, gain a comprehensive understanding of all textures and styles of interior décor-appropriate fabrics.

Lesson 3.5: Mediterranean and French Styles

Discuss and delve deeper into the history and modern application of perhaps the earliest style of furniture still in common use today. From general characteristics to common decorative execution, learn how to effectively identify and incorporate this style into your future designs with ease.

Lesson 3.6: Client-Designer Relationship

Learn to tactfully and professionally handle the most common interactions with interior design clients in the future. From presenting the preliminary budget to helping clients define their taste, learn to master effective, polite communication.

Lesson 3.7: Room Design

Understand the process of communicating with your clients, analyzing their current space and understanding their goals for the future look. Helpful tips and techniques are provided to help you redesign your client's home, so it looks lively (or tranquil) and inviting again.

Unit 4 - Setting the Decorating Stage

Lesson 4.1: Planning for Lighting

Determine how to plan for lighting the rooms you're designing. Understand how to think about the function of each room, decide what mood to create, and consider how the different lighting types will harmonize the rooms.

Lesson 4.2: Balance

Discuss concepts of balance, beginning with a discussion of the difference between formal and informal balance. Explore when an execution of one versus the other is appropriate in a given room, and how to style accordingly.

Lesson 4.3: Color Schemes

Select the specific colors to use in a color scheme. Every room should be designed around a color scheme. The ultimate objective of your study of color theory is to enable you to use your sense of color to produce appealing color schemes.

Lesson 4.4: Window Treatments

Study the many ways to decorate a client's windows to add harmonious, supplementary style to any design. From roll-up blinds to shoji screens, explore a number of different stylistic options while learning which settings in which they're best fit.

Lesson 4.5: English Furniture Styles

Look at furniture styles of the 17th century, often referred to in the design world as Jacobean style. Learn to identify furniture of this style and when and where it's appropriate to include it in your client's designs.

Lesson 4.6: Vendor Relationships

We show you how to work with your vendors to get the best service from them with the least hassle so you will truly consider them easy to work with on a consistent basis.

Lesson 4.7: Green Design

We introduce you to what's commonly called "green design" or "sustainable design," something that you'll come to find is an extension of NYIAD's Guideline Three, Harmony. Learn the terminology and tactics of this design niche and prepare to style accordingly for any client interested in going green.

Unit 5 - Bringing Harmony into Your Designs

Lesson 5.1: Harmony

Review what you have learned thus far to produce a complete, harmonious room.

Lesson 5.2: Flooring Treatments

Study the techniques for choosing appropriate flooring materials to use in any given room. From quarry tiling to oriental rugs, gather a comprehensive understanding of your flooring treatment options and when and where certain choices are likely a better fit.

Lesson 5.3: Wall Treatments

Apply the concepts of function, mood and harmony when making effective, aesthetically pleasing choices of wall décor. Learn about numerous options from paint to stone to marble and wood to help determine when and where certain looks are more appropriate.

Lesson 5.4: 20th Century Styles

Study the Art Nouveau, Art Deco, Bauhaus and Post-Modernism movements of furniture design as we delve into the popular styles of the 20th century. Learn the trajectory of their popularity throughout history and discuss the effective incorporation of these looks in the present.

Lesson 5.5: Opening Your Own Studio

Dive into the numerous career options available to graduates of this course. Since most of our interior design students hope to someday launch their own business, we'll discuss the intricacies of this professional process, preparing you to effectively make this move someday.

Lesson 5.6: Accessories

Discuss the smaller accessory adjustments to add supplementary style and aesthetic interest to any room. From rustic to romantic, try different moods to achieve and then investigate methods of choosing and placing accessories accordingly.

Lesson 5.7: Universal Design

Understand the effective design of architecture, products and interiors that are created for easy use by everyone, including those with physical disabilities. Learn the importance of creating an environment that is comfortable for everyone and how to adjust your workflow accordingly to ensure doing so.

Unit 6 - Putting It All Together

Lesson 6.1: Finished Presentation

Discuss a number of different ways you can handle your finished presentation when revealing your work to your clients. From presenting furniture samples to scheduling meetings at an appropriate frequency, master effective communication when working with clients.

Lesson 6.2: Kitchens

Study the most effective ways to design a beautiful kitchen without sacrificing functionality and practical comfort. From analyzing traffic patterns to planning sufficient counter space, design a kitchen with the perfect collaboration of style and function.

Lesson 6.3: Baths

Discuss the best methods of placing plumbing, fixtures and décor in an effort to build a beautiful bathroom, keeping in mind the ultimate goals of creating open space, connoting luxury and facilitating relaxation.

Lesson 6.4: Architectural History

Explore various historical architectural styles, remembering that in order to create a harmonious interior, you need an understanding of the various architectural styles and details. This will help you choose furniture, color schemes, and accessories that are appropriate.

Lesson 6.5: Specialty Rooms

Discuss unique places such as home offices, conservatories or wine cellars that can be found in certain homes. By developing a better understanding of their functions and common aesthetics, you will be equipped with the design sense to style whatever room a potential client desires.

Lesson 6.6: Promotion and Sales Techniques

Discuss how to succeed as a professional interior designer. From developing a portfolio to creating your first professional website, learn the intricate details of effective marketing and promotion as you grow your first business.

Lesson 6.7: Interior Planning Case Studies

Browse a collection of interior planning case studies to give you inspirational ideas—and a good dose of confidence—in the process of transforming a bare room into a finished floorplan suitable for final presentation to a client.

The Interior Design course is 270 hours which is divided into 6 units.

Full Payment Plan — **\$999**

Monthly Payment Plan — **\$1299**

JEWELRY DESIGN

COURSE DESCRIPTION

This online Jewelry Design course will help you master the art of jewelry design, from the basics to more advanced beading and wire working techniques. You will learn different lay out patterns, string beads, jump rings, French wire transitions, Danish clusters and knotted necklaces. Professional jewelry designers will demonstrate these techniques and more on stunning HD video and will provide you with the basic business skills necessary to sell your work online or in-person at trunk shows and craft fairs.

Everything you need to complete a series of design projects is provided in this course, including beads and a full tool kit. These projects will be evaluated by your mentor, an experienced jewelry designer who will give you feedback and help you master the skills taught in the course.

Course Objectives

- Master the art of jewelry Design from the basic to more advanced beading and wire techniques.
- Demonstrate skills in different lay out patterns, string beads, jump rings, French wire transitions, Danish clusters and knotted necklaces.
- Create unique pieces of jewelry.
- Describe the importance of color, balance, volume, emphasis, line and texture when creating jewelry pieces.
- Learn the strategies of jewelry display that will enhance his or her work and photograph them.
- Create cohesive lines of jewelry that represent his or her signature style.
- Explain basic business skills and techniques to sell his or her work online or in person.
- Maintain creativity by learning about new techniques to set his or her jewelry apart, as well as how to find outlets for inspiration.

COURSE OUTLINE

Unit 1 - Getting Started in Jewelry Design

Lesson 1.1: Eye of the Jewelry Designer

Discuss NYIAD's Three Guidelines for Jewelry Design™. These simple concepts are important to keep in mind with every piece you create and are key elements in every successful piece of jewelry. You'll also begin looking at jewelry with a "designer's eye," thinking about how each piece was created and determining what materials and techniques were used.

Lesson 1.2: A Short History of Beaded Jewelry

We explain the role that beads have played in human history. Learn how to describe the origin of beads and their role in human history as well as how to list some of the religious and symbolic meanings that have been attached to beads over time.

Lesson 1.3: Introduction to Tools and Materials

Learn about the different types of jewelry making tools, beads and supplies. Learn to recognize different jewelry making tools and their functions, list different types of beads and understand “findings” by identifying their different components.

Lesson 1.4: Buying Tools and Supplies

Explore the different places where you can buy jewelry making supplies. Learn to list the different types of bead and tool suppliers as well as the best methods for purchasing jewelry supplies both online and at retail stores.

Unit 2 - Basic Skills and Techniques

Lesson 2.1: Design and Color

An introduction to fundamental design concepts, including the elements of color theory, composition and common jewelry styles are discussed. Learn to create several types of color schemes, to define a variety of color categories and to explain characteristics such as volume, emphasis, line and texture.

Lesson 2.2: Stringing Techniques, Part 1

Execute several important beading techniques. Learn to lay out a pattern on a bead board, measure string correctly, use crimp beads, open and close a jump ring and string beads on a tiger tail.

Lesson 2.3: Wire Working Techniques, Part 1

Review how to measure string and crimp beads, attach chains to a multi-strand divider and execute several wire-wrapping techniques including a simple loop wrapped loop, and a loop with chain.

Lesson 2.4: Budgeting and Logging Costs

Understand different strategies for budgeting, keeping track of expenses and pricing your jewelry. From creating a spreadsheet to developing a fair pricing system for your finished work, obtain the skills necessary to run a profitable business.

Unit 3 - Advancing Your Design Skills

Lesson 3.1: Stringing Techniques, Part 2

Learn some advanced stringing techniques to create more elaborate beaded jewelry. Learn to create beaded earrings and necklaces with French wires, to utilize knotting between beads, to master the right-angle weave technique and to string and stitch beads in more complex weaving patterns.

Lesson 3.2: Wire Working Techniques, Part 2

Master advanced wire working techniques that will allow you to create a wide variety of jewelry designs. Explain different types and qualities of wire, to create Danish wire clusters, single and double wire spirals, as well as large-scale webs, hoops and wire details for bracelets and pendants.

Lesson 3.3: Developing a Signature Look

Study creative strategies for developing jewelry designs. From identifying several different strategies for adding innovation to your style to building on said techniques throughout the design process, master what it takes to create a line of jewelry that truly is eye-catching.

Lesson 3.4: Copyright Law

Follow as Cynthia Stern, a skilled and passionate beader, interviews a New York City lawyer, Sarah Feingold, about copyrights and the legal nuances of protecting jewelry designs in order to protect your original designs.

Unit 4 - Developing Your Style

Lesson 4.1 Creating Unique Findings

Learn how to make your own decorative findings with wire. Create a hook and eye clasp as well as more complex decorative clasps, create a variety of earring hooks, forged findings and bead connectors.

Lesson 4.2 Focusing on Color Trends

Learn to follow color trends to keep your jewelry designs current. We will discuss the most effective methods of monitoring and identifying color trends, the right ways to use color in an effort to keep your designs current, and the importance of incorporating some sense of color trend in your styles.

Lesson 4.3 Advanced Jewelry Photography

Learn some simple, reliable techniques and setups for photographing your jewelry. We explain the importance of taking good photographs to create simple still-life setups for photographing your work. Along the way, you'll develop several go-to techniques to improve the overall quality of your product images.

Lesson 4.4 Building Your Brand

Discuss how to approach building your brand as a jewelry maker, that means taking the time to create a branded package that extends throughout your entire line, from your jewelry to your business cards to your website and ultimately to yourself.

Unit 5 - Creating a Unique Brand

Lesson 5.1 Creating a Distinct Line of Jewelry

Learn to design a completely cohesive line of jewelry that reflects your signature style. From developing an inspiration point to learning to combine the right tools and colors, complete an entire line from start to finish.

Lesson 5.2 Starting Your Own Business

Learn the basics on how to start your own small jewelry design business. Explore the necessary research to develop a business model and write a cohesive plan. Discern the difference between sole proprietorship, partnership and corporation. Review the wholesale option by outlining the steps required to have jewelry produced in quantity.

Lesson 5.3 Finding Your Inspiration

Learn techniques to use when "designer's block" strikes, to help you design interesting, creative jewelry designs. Uncover creative strategies to help you create new, unique designs, then build upon your existing talents to help you continue creating more new designs down the road.

Unit 6 - Designing as a Professional

Lesson 6.1 Creating and Photographing Jewelry Displays

Learn to display your jewelry in a way that will attract the attention of potential customers. From creating attractive displays for crafts fairs and trunk shows to creating a complete photography set, we provide the best tips and tricks of the industry for showcasing your work to potential clients.

Lesson 6.2 Selling Your Work Online and at Craft Shows

Discuss what it's like to sell your work on Etsy and other available online marketplaces. Know how to host your own trunk show and the best methods for locating and participating in craft shows around your area.

Lesson 6.3 Ergonomics

Gather tips for creating a work environment to help avoid the health problems that can occur over time when performing repetitive tasks. From building a workstation to using your tools with the proper technique, take the steps to minimize stress on your body.

Lesson 6.4 Maintaining Your Creativity

Develop more techniques for finding inspiration and creating unique designs. Discuss the best strategies for overcoming a designer's creative block as well as several advanced jewelry making techniques you might be interested in adding to your skill set.

The Jewelry Design course is 170 hours which is divided into 6 units.

Full Payment Plan — **\$699**

Monthly Payment Plan — **\$999**



LANDSCAPE DESIGN

COURSE DESCRIPTION

This Landscape Design course covers the fundamentals of design and quickly advances to professional hands-on techniques. You will learn important business concepts and practices necessary to operate a landscape design business. Learn what you'll actually use on the job, all in a convenient online course.

Students learn basic design techniques and their application to the development of landscaped properties. The course also provides instruction on the identification and application of the plants and structural materials used to execute landscape design projects. In addition, the course provides instruction on the basic business concepts and practices necessary to operate a landscape design business as well as theory and knowledge needed to maintain existing landscaped systems

Course Objectives

- Describe how to interpret the visual elements used during the overall landscape design process, including drawings and graphics tools, and apply this knowledge to the development of personal design concepts.
- Explain how to visualize the landscape site and design space as outdoor rooms and apply standard design principles to enhance the appearance of residential and commercial outdoor space.
- Apply mathematical and computer-based solutions to both the design and business-related functions of the landscaping design process.
- Identify various plants, flowers, surface materials, and enclosures used to create and enhance exterior design spaces and describe the many applications and configurations used for these materials.
- Identify and define essential business concepts utilized by landscaping professionals to operate successful businesses, such as the generation and interpretation of contracts and specifications, human resource management, safety and OSHA compliance, and customer service.
- Describe the various aspects of the irrigation, winterizing, and general maintenance required for established landscapes.

COURSE OUTLINE

Throughout each lesson, you will be required to complete reading assignments in your textbook, *The Essential Garden Design Workbook*.

Unit 1- Introduction to Landscape Design

Lesson 1.1: Introduction to Landscape Design

We discuss the basics of landscape design and include the helpful knowledge needed to understand the landscape design language.

Lesson 1.2: Assessing the Site and Your Client's Needs

Students will learn to begin the design process using client interviews and site evaluations.

Lesson 1.3: The Landscape in Context

Lesson 1.4: Assessing the Site's Existing Conditions

Learn basic sketching and drawing principles and combine those with elements of the site evaluation and client interview to create a rough concept diagram.

Unit 2 - Developing the Landscape Design

Lesson 2.1: Preparing the Design

We discuss the basics of landscape design and knowledge needed to better understand landscape design.

Lesson 2.2: The Ground Plane

Review the development of the overall design theme and the establishment of lawn and planting areas based on the theme developed. Lesson coverage also includes the addition of pathways and patios to the development of the design. The student continues to develop presentation skills through the use of grid lines and detailed drawing features in their plan.

Lesson 2.3: Hard Landscaping Materials

We provide a summary of the process used to select the materials necessary to execute the desired design plan.

Lesson 2.4: Raising the Landscape

Lesson 2.5: Overhead Features and Barriers

These lessons introduce the specific steps followed for selecting vertical elements in a design and the process for adding trees and plants to accomplish specific design goals.

Lesson 2.6: Finalizing the Garden

Lessons address building codes and how they factor into the completion of a final design.

Unit 3 -Landscape Design Tools

Lesson 3.1: First Steps in Plant Selection

Dive into greater depth discussing the topic of landscape design and the tools you will use as a landscape designer.

Lesson 3.2: Completing the Plant Selection

Students learn how the purpose-specifics contribute to a design and how to select the correct plants through the application of recognized design principles.

Lesson 3.3: Plant Identification Techniques

Students are introduced to the concept of plant morphology and how this technique can be used to identify unknown plants. We also provide instruction on the creation and maintenance of plant notebooks.

Lesson 3.4: Landscape Design and Graphics

Lesson 3.5: A Designer's Tools

An overview is given of the drafting tools that are used to create landscape designs and how to use drafting tools properly. Students will also learn the steps in the landscape design process, how different presentation graphics are used in landscape design, and how plans and drawings can be used to help clients and contractors understand the design.

Unit 4 -Designing the Landscape

Lesson 4.1: Lines in Design

Apply your understanding of landscape design and begin your journey into the practical process of designing a landscape.

Lesson 4.2: Lettering

Expand your drawing and design skills by learning how to control line quality and to apply different line types to create the master plan. The lesson also covers lettering and the use of symbols to represent specific plants in a design.

Lesson 4.3: The Symbols in Landscape Design

Lesson 4.4: Drawing the Ground Plane

Lesson 4.5: Elements of the Final Drawing Plan

Next, learn techniques for drawing the ground plane using texture to create a design that is visually pleasing and clearly represents all parts of the design. Preparation of a master plan drawing using labeling to describe symbols and other design elements of the plan concludes the lesson.

Unit 5 -Design Finalization and Business Management

Throughout each lesson, you will be required to complete reading assignments in your textbooks, Plan Graphics for the Landscape Designer and The Professional Landscaper’s Handbook: Everything You Need to Know to Start and Run Your Own Landscaping or Lawn Care Business.

Lesson 5.1: Adding Color

We journey further into the practical process of designing a landscape and finalize our design. Additionally, we look at business management techniques to help you better run your landscape business.

Lesson 5.2: Section Drawing

Learn the drawing and design process with an introduction to tools used to add color and sections to plans. Students are introduced to drawing software that can be used in plan drawing and the basic functions of standard drawing software.

Lesson 5.3: Computer Graphics and Design

Lesson 5.4: Starting Your Landscape Business Right

Lesson 5.5: Starting Your Landscape Business Profitable

Lesson 5.6: Making Sure Your Business Is Legally Sound

Learn the process and materials required to start a landscaping business, including the minimum equipment required, legal issues encountered in landscape business, expectations of an employer, and how to write contracts and bid jobs.

Unit 6 -Landscape Maintenance

Throughout each lesson, you will be required to complete reading assignments in your textbook, *The Professional Landscaper's Handbook: Everything You Need to Know to Start and Run Your Own Landscaping or Lawn Care Business*.

Lesson 6.1: Managing Turfgrass

After finalizing the design, we look into the practical elements involved in maintaining the designed landscape.

Lesson 6.2: Maintaining Landscape Plants

Students are instructed how to maintain a client's lawn as well as the installation and maintenance of plants in an established setting. Topics include the fertilization and irrigation of turfgrass and plants.

Lesson 6.3: Understanding Soils

Learn to identify different soil types and the use of different soil amendments based on soil tests and soil ph.

Lesson 6.4: Pruning

Lesson 6.5: Irrigation Maintenance

Instruction is given on pruning trees and shrubs and the performance of typical property maintenance.

The Landscape Design course is 270 hours divided into 6 units.

Full Payment Plan — **\$999**

Monthly Payment Plan — **\$1299**



PERSONAL STYLE

COURSE DESCRIPTION

This comprehensive new online stylist course will teach you everything you want to know about the worlds of fashion and style. Starting with the fundamentals of fashion history and color theory, you will learn current fashion trends and the nuances of different looks and styles. From clothing to hair and makeup, professional stylists will show you how to work with clients of all body types, ages, budgets and professions in a series of instructional videos shot in stunning HD quality. You will also learn the business skills necessary to succeed as a professional stylist, personal shopper or image consultant.

Along the way, you will complete a series of style projects to help you master the skills taught in the course. A professional stylist assigned to be your teacher and mentor will review your work and help you improve as you work through the course and graduate.

Course Objectives

- Master the worlds of fashion, style, and makeup.
- Describe the fundamentals of fashion history and color theory.
- Explain current fashion trends and the nuances of different looks and styles including global styles and trends from around the world.
- Dress clients of all body types, ages, budgets and professions.
- Discuss the influencers of style in the world today.
- Perform a closet audit and then plan a personal shopping trip within a client's budget.
- Explain the concept of "fit" and dressing for your body type- including the roles of accessories and fabrics.
- Demonstrate the business skills necessary to become a personal stylist, personal shopper or image consultant.

COURSE OUTLINE

Unit 1 - The Educated Fashionista

Lesson 1.1: Birth of a Designer

Explore the history of several famous fashion icons of the industry as we attempt to put your pursuit of fashion into perspective. We discuss the role of fashion in society as well as the importance of developing a more comprehensive understanding of its global applications.

Lesson 1.2: History of Fashion

Journey through the history trajectory of fashion development and stylistic changes across the globe. From the Golden Age of French fashion to 1960's Youth Culture Designers, this section provides an all-encompassing look at how style has changed and grown throughout history.

Lesson 1.3: The Wide World of Fashion

We make a distinction between the personal shopper and the personal stylist. From there, we explore a number of ways in which one could apply the knowledge gained from this course to a unique career within the real-world style industry.

Lesson 1.4: Vocabulary of Style

You are provided you with some of the terminology you need to navigate the fashion world. When warranted, this lesson will also provide a historical context to certain fashion language.

Unit 2 - The Elements of Style

Lesson 2.1: Color Theory and Analysis

We provide a foundation of color understanding you can apply as a personal stylist. Use this knowledge to create striking ensembles for yourself or clients and to complement and flatter personal coloring and skin tone so that you and your clients always look wonderful.

Lesson 2.2: Design and Fit

We take a closer look at those conventions of fashion as a storytelling platform and at how fashion designers blend color, texture and fit to create styles. At the end of the lesson, we turn to working stylists for some practical style tips.

Lesson 2.3: Fabric and Textures: Quality and Care

Discuss fabric and texture in terms of a garment's particular characteristics, quality, advantages and disadvantages, whether it's synthetic or natural or blended and how to care for it.

Lesson 2.4: Tailoring: Men, Women and Children

Establish a natural understanding of when to alter, what can be altered and how to alter, all in an effort to save you time and money. Learn how tailoring can add polish and sophistication, particularly when it comes to men's business suits and can make a world of difference in your personal and professional prospects.

Unit 3 - Focus on Fashion

Lesson 3.1: Fashion Interpretations: Art and Hollywood

Assemble a cyclically trendy nature of fashion into a clearer context as we look to the past and the present inspirations in contemporary fashion design. While our discussion will focus primarily on European and American fashion design, we will also touch on trends in Asia.

Lesson 3.2: Fashion Trends and Trend Forecasting

We discuss why some fashion fads catch on and others don't. Explore the origins of certain trends as well as the cyclical nature of others as we continue to provide an introduction to the fascinating, complex world of fashion trend forecasting.

Lesson 3.3: Style and Look: Types of Looks and Images

We transition from abstract theories of design and color and fashion basics as we instead begin to learn to craft a fashion "look" or signature style for ourselves and/or for our clients.

Lesson 3.4: Fashion's International Focus: Hotspots of Design, Cultural and Ethnic Variations in Style

We discuss the fact that fashion increasingly has an international playing field with global "brands" dominating fashion trends and that said globalization has had a few palpable effects of which we will further analyze.

Unit 4 - Shapes and Colors

Lesson 4.1: Body Types: How to Dress to Flatter

We move from the theoretical to the practical so you can use your fashion know-how to flatteringly dress clients of various body types. We will analyze examples of a client's body type and determine what clothes will minimize flaws and accentuate the positives.

Lesson 4.2: Shapewear, Loungewear, and Bra Fit

Learn how a well-dressed woman knows to address the details and how to complement an outfit with shapewear and the proper bra. Understand how to make the most of your own or your client's body - a crucial component in a great look.

Lesson 4.3: Accessories: Shoes, Jewelry, Belts, Scarves, Handbags and Eyewear

Take your first step in learning the fundamentals of shoe (and boot) quality, care and style. From there we learn that shoes, boots, scarves, belts, jewelry and sunglasses need to be selected according to body type, height, facial proportions, coloring, the occasion, your budget and the overall look you are trying to achieve.

Lesson 4.4: Cosmetics

We discuss the relationship between style and makeup. Whether you chose to partner with a professional makeup artist, or you make some cosmetic recommendations yourself, this lesson will give you the know-how to weave the cosmetic element into the overall look with ease.

Unit 5 - Complete the Look

Lesson 5.1: Men's Wear: Looks, Staples, Body Types

Review men's body types and how to buy clothes and styles that flatter and camouflage figure flaws. Discuss some basics about shoes and accessories, quality, fit, design and style – all the finishing touches you need to get the entire look assembled.

Lesson 5.2: Age-Appropriate Dress

We clarify some fashion etiquette as we discuss the best way to dress clients of all ages. From avoiding certain trends to choosing tasteful accessories, you will be prepared to develop a flattering, age- appropriate wardrobe for any client demographic, regardless of how old they are.

Lesson 5.3: Maternity Clothes

We guide you through the best ways to work with pregnant women when selecting a flattering, fashionable wardrobe. Considering comfort and practicality, we will walk you through the best stylistic choices as we discuss the most effective way to satisfy clients in a number of different settings.

Lesson 5.4: Children and Teen Wear

We take a closer look at the retail fashion world for children and teenagers, examining the issues you may confront as a personal shopper or stylist. We then look more closely at children and teenagers as consumers in the largely uncharted and rapidly growing retail.

Unit 6 - Putting It All Together

Lesson 6.1: Wardrobe Staples and Closet Evaluations

Learn the key steps in doing closet work and get clarity on all the items that should be staples in anyone's closet, an important fundamental aspect of helping people with their personal style. We teach you how to effectively identify your client's color and style preferences, buying habits, go-to ensembles, the care they take with clothing, how organized they are, how they accessorize and more.

Lesson 6.2: Planning a Personal Shopping Trip and Working with a Budget

We build on everything you've learned so far in the previous units as we go on location with Valerie Halfon, a contributing consultant for this course and a professional personal shopper. By following a day in the life of Valerie, you'll gain great insight on the day-to-day dynamic of this career.

Lesson 6.3: Industry Career Paths

Explore the available career options available to you in this growing industry as you start to develop a sense of what you'd like to do once you receive your certificate from NYIAD. From there, we discuss effective interviewing skills as we help you develop your first design portfolio.

Lesson 6.4: Starting Your Own Business: What You Need to Know

Discuss the most effective methods for launching a sustainable, professional business. From developing a mission statement and logo to effectively marketing and networking within the field, by the end of this lesson you'll have the know-how to take your style skills to the professional level by starting your own business.

The Personal Style course is 270 hours which is divided into 6 units.

Full Payment Plan — **\$899**

Monthly Payment Plan — **\$1199**



USER EXPERIENCE DESIGN

COURSE DESCRIPTION

The User Experience (UX) Design Course teaches students the fundamentals of UX/UI design using Adobe XD. With the skills learned in this course, you will have the knowledge needed to design, prototype, and spec websites and applications for development. Students will apply a fundamental understanding of design principles, iconography, imagery, typography, navigation, and layout to create better user experiences. Students will explore advanced methods of asset management, design systems, interactivity, prototyping, and animation to design, style, and enhance websites and applications. Finally, students will learn the skills needed for the practical application of UX/UI design using the Adobe XD application as they create user interface designs, prototypes, and projects for a professional UX design portfolio.

Course Objectives

After completing the User Experience Design course, students will be able to:

- Perform production level UX design tasks using Adobe XD
- Create and edit web design mockups, comps, and prototypes of user interfaces
- Develop assets and specifications for web and application development
- Use color, graphics, images type, layout, and interactivity to enhance the function of a user interface
- Apply design theories and methods to develop user-first approaches to UX design
- Produce successful user experiences on the web using the design process
- Plan and develop a working UX design portfolio

COURSE OUTLINE

Unit 1 - UX Fundamentals

User experience design is intertwined with user interface design. In this unit, we will take our first steps into the fundamentals of user experience. To start, we will work from the ground up by learning the basics of user experience design, fundamentals of design relating to shape and form, and theories of symbolism and iconography as they relate to communication. Then, we can take that theoretical understanding and apply it to a practical design using basic tools in Adobe XD to start designing user interfaces.

Lesson 1: Introduction to UX Design:

In this lesson, you will take an introductory look at user interfaces and user experience. We will also analyze the skills, tools, and workflows used by UX designers and UX design teams.

Lesson 2: Adobe XD Basics:

In this lesson, we will take our first steps in the Adobe XD application, including basic file management, interface terminology, application navigation, document setup, and project modification.

Lesson 3: Graphic Elements:

In this lesson, we take our next steps in Adobe XD by creating vector shapes using drawing and shape tools. Then, we will look at the different properties associated with shapes for stylization of graphic elements.

Lesson 4: Symbols and Icons:

Now that we know how to make shapes, in this lesson, we will explore symbols and iconography so that we can understand how to use shapes, symbols and icons in interface design.

Lesson 5: User Interface Design:

In this lesson, we will explore the user interface. Here, we will take a look at the intricacies of different types of UIs, analyze the basic anatomy of an interface, and look at ways to import pre-built design templates in Adobe XD.

Unit 2: UX Methods

Most of what we have learned so far deals with basic shapes and properties. In this unit, we'll broaden our theoretical notions of user experience by looking at some of the methods used to expand our design thinking and analysis. We will explore some foundational theories of imagery and typography—some of the more intriguing aspects of visual communication and apply what we have learned in Adobe XD by adding type and image to our designs. After that, we will begin to look at two of the primary pieces of working in Adobe XD—objects and layers and explore how to save and manage unique objects for reuse by creating asset libraries in our document.

Lesson 6: UX Design Theory:

In this lesson, we will delve into the theoretical aspects of user experience, including the elements and principles of design, UX design factors, and methods of design analysis that can be applied to your projects.

Lesson 7: Imagery:

In this lesson, we will begin to put images in our design. First, we will examine the principles of designing with imagery. Then, look at how to add and make basic and advanced modifications to images in your design.

Lesson 8: Typography:

In this lesson, we will explore another essential aspect of design—type. First, we will analyze the anatomy, readability, and legibility of type, better understand font selection for web design, and add text to an XD project.

Lesson 9: Layers, Groups, and Objects:

In this lesson, we will find out more about objects and layers in Adobe XD. First, we will add, edit, and organize layer objects using the Layers panel. Then, we will explore object positioning and alignment in the application.

Lesson 10: Asset Management:

In this lesson, we'll look at the importance, conventions, and techniques associated with asset management. Then, we will learn how to use assets in our design in Adobe XD with the Assets panel.

Unit 3: UX Strategies

In the previous two units, we've analyzed many of the visual aspects of design, while learning theories surrounding user experience design. In this unit, we will start to connect the dots between UX theory and UX practice by reviewing some of the strategies and methods associated with creating websites and applications. We will start with looking at the UX design process in full. Then, most of what we will cover is associated with the organization of content—whether in the site architecture, content strategy, visual layout, or design systems we create to communicate within the design team. All of this leads to a better understanding of the work required to produce useful, functional, and goal-oriented experiences.

Lesson 11: UX Design Process:

In this lesson, we will explore the design process associated with creating a better user experience. Here, we will start with a design problem and apply the process to create design solutions.

Lesson 12: Design Systems:

In this lesson, we will look at one of the most important aspects of design management—a design system. By applying a design system, we are able to create a design language to communicate every aspect of our designs efficiently.

Lesson 13: Navigation Systems:

In this lesson, we will begin to work with one of the essential interactive components of an interface—navigation. Here, we can define an information architecture, design a site map, and create a visual navigation for an interface.

Lesson 14: Content Strategy:

In this lesson, we will explore the process of developing a content strategy for an interface. By exploring objectives, needs, and requirements, we can define a strategy to prioritize and organize content in a site or app.

Lesson 15: Layout:

In this lesson, we'll cover layout essentials for the web, such as display formats and grid systems. Then, we will take a look at design strategies for responsive layouts and wireframes. Finally, look at some tools in Adobe XD for creating layouts effectively.

Unit 4: UX Techniques

In the previous unit, we were able to take a deep dive into the organization of content on many levels, as well as the design process for putting all of those strategies together. Now, we will start looking at some advanced concepts dealing with better understandings of interactivity, animation, and the practical application of those concepts in prototyping. We will begin to craft our deliverable—which is the prototype and the specifications document—and pursue a better understanding of team communication and collaboration. With the culmination of all you have learned in this and previous units, you will be capable of taking a design project from beginning to end and delivering usable and enjoyable experiences for custom user interfaces.

Lesson 16: Interaction:

In this lesson, we'll take a closer look at interactivity in design, including user controls, navigational components, and user feedback. Then look at how those items are used in a user interface.

Lesson 17: Prototyping:

In this lesson, we will explore one of the fundamental aspects of UX design—prototyping. Here, we will look at the type of prototypes, find out how they are used in the design process, and learn how to turn static designs into prototypes in Adobe XD.

Lesson 18: Animation:

In this lesson, we will find out about the complexities of animation in a user interface, and how it is used to improve the user experience. Using Adobe XD tools, we will create component animations and state-to-state transitions.

Lesson 19: Communication and Collaboration:

Now that we've been able to create our design deliverable, we can now look at techniques to improve communication and collaboration within the UX design team.

Lesson 20: Documentation and Specifications:

In this lesson, we can finalize our design deliverable by learning how to properly document the design and create a specification document to hand over to the developer.

Unit 5: UX Professionalism

At this point you know how to take a UX project from start to finish. You can take a problem, understand it, ideate solutions for it, develop creative strategies to implement those ideas into a UX deliverable to hand over to production. You have what it takes to deliver useful, usable, and enjoyable experiences. Now, you must show the world what you can do to take the next step in being a UX design professional and create a UX portfolio. In this unit, we will explore the theories for portfolio development, define methods for displaying UX work to tell a story, and analyze strategies for building your portfolio with or beyond student work in this course. Finally, we will look at ways to increase your opportunities when taking the next step in your career—employment. By the end of this unit, you will be a certified UX designer ready to begin your new career in an exciting, growing, and creative field.

Lesson 21: Portfolio Development:

In this lesson, we'll turn to one of the most important aspects of becoming a UX professional—a portfolio. Here, we will review tools, techniques, and tips to help develop a UX design portfolio.

Lesson 22: Portfolio Presentation:

In this lesson, we will focus on presenting an individual UX project by telling the story of design and showing the work in to allow potential employers to see your capabilities as a UX designer.

Lesson 23: Portfolio Projects:

In this lesson, we will look at ways to grow and improve your portfolio—whether as a student or a professional. These options will give you a list of pathways to choose from while growing your body of work.

Lesson 24: Professional Development:

In this final lesson, we will explore some of the professional development aspects of pursuing a career as a UX designer, including advice for resumes, job searching, and interviews, as well as setting career goals for yourself. After this lesson, you will be well on your way to becoming a professional UX designer.

The User Experience Design course is 400 hours which is divided into 5 units.

Full Payment Plan — **\$1499** Monthly Payment Plan — **\$1799**

WEDDING PLANNER

COURSE DESCRIPTION

This online Wedding Planning course is perfect for the aspiring wedding planner. It is certified by the Association of Bridal Consultants, the world's largest professional wedding planning organization. Learn how to turn your love of weddings into a lucrative career. From planning to execution, professional wedding planners will show you how to work with clients of all kinds, how to answer their questions and meet their needs at every step of the process. Plus, you'll gain the business skills you need to find and sign clients, price your work, market your talents and grow your business.

During the course, you will complete a Virtual Internship, a series of projects designed to help you grow by putting your skills to the test. You will work with a professional wedding planner, your teacher and mentor who is there to review your work and help you improve.

Course Objectives

- Turn his or her love for weddings into a career as a professional wedding planner.
- Demonstrate skills on how to work with different kinds of clients, meet their needs and answer their questions.
- Discuss how to work with vendors, photographers and caterers.
- Succeed at planning a perfect day for clients.
- Discuss wedding attire, floral, decor, photography, and transportation recommendations.
- Indicate business skills needed to find and sign client's, price his or her work, and help him or her improve.
- Demonstrate skills in how to manage client expectations and emotions that come with the wedding planning.
- Show how rituals, traditions and customs can be combined to create a special ceremony.

COURSE OUTLINE

Unit 1 - Getting Started

Lesson 1.1: The Basics

We begin with a review of all the basic wedding planning terminology you should be growing familiar with as you get started. We then discuss the basic motivations couples have for hiring a wedding planner and finish with a review of the services you'll be providing and tools you'll need to do so.

Lesson 1.2: History of Fashion

Journey through the history trajectory of fashion development and stylistic changes across the globe. From the Golden Age of French fashion to 1960's Youth Culture Designers, this section provides an all-encompassing look at how style has changed and grown throughout history.

Lesson 1.2: Virtual Job Shadowing

Begin virtually following a New York-based wedding and event planner as she plans the wedding of Megan and Jason, a young couple very much in love. From a morning at her office to an afternoon of networking, you will journey through a day in the life of a real professional wedding planner.

Lesson 1.3: First Steps

We walk you through the typical trajectory of the first planning session you'll host with a new client. From hearing the couple's engagement story to discussing the initial basics of budget, we teach you the right questions you'll need to ask to move the project in an effective direction from the very beginning.

Lesson 1.4: Budgets and Vendors

We discuss the most tasteful and professional ways to discuss budget with your clients in an effort to maintain positivity in the planning process without sacrificing practicality. From there, learn how budget contributes to your choice of vendors, mastering the most effective planning techniques for booking the best on a budget.

Unit 2 - Ceremony and Dress

Lesson 2.1: Ritual and Custom

In order to serve your clientele, you must have some familiarity with wedding traditions from various cultures. Even if you work primarily with people of one culture, the nature of modern love is global, and this lesson will familiarize you with a wide array of diverse wedding customs and traditions.

Lesson 2.2: With This Ring, I Thee Wed

Dive into the specifics of planning for the perfect ceremony. We discuss a variety of religious ceremonies you may find yourself preparing for as well as same-sex, secular, military and second-marriage ceremonies. You will become familiar with the proper customs and etiquettes involved in the planning of a vast array of client wedding situations you may come across in your career.

Lesson 2.3: Dressing the Part

We focus our attention on clothing by looking at how to select bridal gown and tuxedo rental vendors. We discuss how to assist your clients as they choose their wedding day outfits and accessories. Learn how to make suggestions for the attire of the wedding party, the parents of the bride and groom and even the guests.

Unit 3 - The Reception

Lesson 3.1: Celebration to Follow

Determine the logistics and details you'll need to master the perfect post-ceremony receptions, regardless of the happy couple's vision. From receptions at home to parties on the beach, learn how to develop the skills needed to effectively execute the party of the couple's dreams, whatever that might specifically mean to them.

Lesson 3.2: Eat, Drink, and Be Married

Develop working relationships with caterers in your area that you can rely on to provide delicious food and gracious service. Become familiar with all the common dynamics of the food and beverage industry so you know the right questions to ask when the time comes.

Lesson 3.3: Strike Up the Band

Dissect the process of vetting and hiring musicians and DJs. It's imperative that you understand these business practices because your clients will be counting on your recommendations and advice.

Unit 4 - Décor, Photography and Transportation

Lesson 4.1: Atmosphere Is Everything

We discuss the style, look, feel and theme of the wedding ceremony and reception. This will be informed by your prior decisions about the attire, food and music. We then turn our attention to floral arrangements.

Lesson 4.2: Capturing Memories

We help you understand the process of helping your clients determine the best way to capture their wedding memories. Discern the best questions to ask when finding and interviewing a photographer or videographer, how to produce a practical contract and how to schedule all the pictures requested by your clients.

Lesson 4.3 Getting There and Getting Away

Learn the correct methods to incorporate unique transportation into the wedding festivities in an effort to make the day special for both the couple and their guests. From limousines to hot air balloons, we review a number of common (and uncommon) options while helping you learn all the right questions to ask as you plan.

Unit 5 - Travel, Parties and Gifts

Lesson 5.1: The Honeymoon

Prepare how to help clients with any travel-related questions they may ask you regarding their honeymoon. While most wedding planners don't book travel arrangements, you will be expected to have some general knowledge which we will review in this lesson.

Lesson 5.2: All the Pretty Parties

We discuss the many smaller parties that often take place before and after the main event- engagement parties, bridal showers, bachelor parties, bachelorette parties, bridal luncheons, rehearsal dinners and after parties. Although not all wedding planners are involved in each of these events, this lesson prepares you with the knowledge and know-how to contribute in any way the couple requests your services.

Lesson 5.3: Tied with a Bow

We teach you the most tasteful and professional ways to offer gentle guidance about the gift subject so that no one feels burdened or put out. From planning a registry to helping the couple choose appropriate gifts for their wedding party, this is one area where a wedding planner can be of great assistance.

Lesson 5.4: Planning a Wedding from Start to Finish

Check out an interview with New York City wedding planner, Katie Berger, as she walks you through the full, comprehensive experience of planning a wedding. Learn how she works with couples to set a date, develop a timeline, set priorities, coordinate vendors and execute the perfect day with professionalism and ease.

Unit 6 - Business Strategies

Lesson 6.1: Starting Your Own Business

We help you develop a clear understanding of what starting a business is like. From estimating a typical start-up cost to planning a business checklist, we provide you with the knowledge needed if you desire starting your own wedding planning firm is what you hope to do after graduating from NYIAD.

Lesson 6.2: Marketing Your Services

We teach you the best methods of marketing and selling your talents to potential clients near you. From understanding your customer demographic to designing and printing your own ads, we help you conceptualize a marketing strategy that best suits your goals and career ambitions.

Lesson 6.3: Your Wedding Planning Tool Belt

We wrap up by sharing some additional options for how to turn your new skill set into a viable, money-making career. We also leave you with some special tools on how to beat wedding stress and handle difficult situations.

The Wedding Planning course 270 hours divided into 6 units.

Full Payment Plan — **\$899** Monthly Payment Plan — **\$1199**



APPENDIX A: INTELLECTUAL PROPERTY POLICY

INTELLECTUAL PROPERTY POLICY

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New York Institute of **ART + DESIGN**

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