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Mission Statement

College Mission Statement

We are Ivy Tech, Indiana’s Community College. We serve the people of our state through accessible and affordable world-class education and adaptive learning. We empower our students to achieve their career and transfer aspirations. We embrace our vision of economic transformation inspired by the education and learning attainment of our citizens, the vitality of our workforce, and the prosperity of our unique and diverse communities.

Visual Communications Mission Statement

The Visual Communications program empowers students to realize their career goals by offering practical and applied learning opportunities for all individuals in film & video, graphic design, photography, and web & social media.

Students may complete the first two years of a four-year degree, then transfer credits to complete a baccalaureate degree through curriculum that results in an Associate of Science. Students may also pursue successful careers in Visual Communications through curriculum that begins with a one-year Technical Certificate terminating in an Associate of Applied Science leading to employment in the field.

“Through all the efforts and quality of our students, School of Information Technology is now fully accredited by the National Association of Schools of Art and Design. The vast majority of NASAD accredited art schools are four-year institutions. We’re one of a handful of community colleges holding this fine accreditation status.”

—Angela Boembeke, Program Chair, Visual Communications

IVY TECH COMMUNITY COLLEGE • NORTH CENTRAL CAMPUS
Ivy Tech’s School of Information Technology prepares students with the general and technical education needed for successful careers.
You Belong Here!

SOUTH BEND—ELKHART CAMPUS
Student Support Learning Centers

SOUTH BEND

LIBRARY RESEARCH SERVICES – Room 122
Elizabeth Van Jacob – mvanjacob@ivytech.edu.
John Fribley – jfribley@ivytech.edu
Discover over 200,000 journals, magazines, e-books and online videos in library-subscribed databases. The library also offers you computers, copiers, printers and assistance on their use. Librarians are available for one-on-one consultations to develop search skills and provide research support.

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TUTORING CENTER – Room 156
Jamie Horvath – jhorvath15@ivytech.edu,
Elizabeth Van Jacob – mvanjacob@ivytech.edu
When you need just-in-time assistance, tutors are available to help you understand your assignments, review for tests, develop studying and learning strategies, provide assistance in math, writing and special subject areas such as chemistry, accounting, and anatomy & physiology. Access Tutor.com 24/7 Online Tutoring in IvyLearn – select Help, then Student Resource Center.

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EDUCATIONAL TECHNOLOGIES Room 158
Lisa Tolliver – itolliver7@ivytech.edu
Educational Techs provide support and training for MyIvy, IVYLearn, Zoom, live-streaming course set-up, computer and technical readiness, and online support.

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TECH HELP – Room 158
Lisa Tolliver – itolliver7@ivytech.edu
Instructional Techs provide support for connecting to the wireless signal, downloading and logging into Office 365, printing from your device, connecting to email on your phone, step-by-step guides, and more!

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ELKHART

LIBRARY RESEARCH SERVICES – Room 133
Page Cotton – dcotton@ivytech.edu, John Fribley – jfribley@ivytech.edu
Discover over 200,000 journals, magazines, e-books and online videos in library-subscribed databases. The library also offers you computers, copiers, printers and assistance on their use. Librarians are available for one-on-one consultations to develop search skills and provide research support.

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TUTORING CENTER – Room 306
Nate Siery – nsiery@ivytech.edu, Page Cotton – dcotton@ivytech.edu
When you need just-in-time assistance, tutors are available to help you understand your assignments, review for tests, develop studying and learning strategies, provide assistance in math, writing and special subject areas such as chemistry, accounting, and anatomy & physiology. Access Tutor.com 24/7 Online Tutoring in IvyLearn – select Help, then Student Resource Center.

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Professional Behavior

Academic misconduct is defined as any activity that undermines the academic integrity of the institution. Faculty members are responsible for maintaining the academic integrity of the institution. Academic integrity is expected of all students. Faculty and the college may sanction a student for academic misconduct.

Ivy Tech recognizes academic integrity as a fundamental principle of collegiate life. The credibility of the college’s educational programs rests upon the foundation of student learning and integrity. Students who misrepresent their academic work violate the rights of their fellow students and undermine the faculty member’s authority and ability to assess learning.

Faculty members are also responsible for determining appropriate and professional behavior connected with academic course work associated with clinical, field, or internship experiences off college property. Further, some academic programs have additional student responsibilities associated with them that may be based upon accreditation standards and professional standards, as well as compliance with federal and state laws.

The college, therefore, views any act of academic dishonesty or unprofessional behavior as a serious offense requiring disciplinary measures, including failure for the exam or specific course work, course failure, removal from an academic program, suspension, and expulsion from the college. In addition, an act of academic dishonesty may have unforeseen effects and lead to a formal process outside the college.

Violations of academic integrity and professional behavior include, but are not limited to, the following acts:

1. **Cheating:** Unauthorized use of notes or study aids, or acquiring information from another student's papers, on an examination; obtaining a copy of an examination or questions from an exam prior to taking the exam; altering graded work with the intent to deceive another person to do one's work and then submitting as one's own name; allowing another to take an examination in one's name; submitting identical or similar papers for credit in more than one course without obtaining prior permission from the instructors of all the courses involved.

2. **Aiding Cheating or Other Acts of Academic Dishonesty:** Providing material or information to another student with the knowledge that this material or information will be used to deceive faculty.

3. **Plagiarism:** Presenting within one’s own work the ideas, presentations, or words of another person without customary and proper acknowledgment of that person’s authorship is considered plagiarism. Students who are unsure of what constitutes plagiarism should consult with their instructors. Claims of ignorance will not necessarily excuse the offense.

4. **Data Misrepresentation:** Fabricating data; deliberately presenting in an assignment data that were not gathered in accordance with assigned guidelines or are deliberately fabricated; or providing an inaccurate account of the method by which the data were gathered and generated.

“Design skills take time to perfect. Even those with the most natural talent, work hard to learn new things and improve their work. Compare your work to others and see which areas you can improve upon. Never give up, never surrender!”

—Benjamin Rogers
2015 Ivy Tech Graduate
Professional Behavior

5. **Falsification of Academic Records or Documents:** Falsification of academic records or documents includes, but is not limited to, altering any documents affecting academic records; forging signatures or falsifying information of an official academic document such as a grade report, ID card, library card, or any other official college letter or communication, will constitute academic dishonesty.

6. **Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Unauthorized access to computerized academic or administrative records or systems means viewing or altering the college’s computer records without authorization; copying or modifying the college’s computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems or information. Also, when college-sponsored activities are held at locations owned or managed by other institutions or organizations, the unauthorized use, viewing, copying or altering of those institutions’ computer records, systems, or programs would similarly constitute a violation of academic integrity.

7. **Unprofessional or Inappropriate Behavior within a Clinical, Field, or Internship Experience:** Conduct that is considered to be lewd, indecent, obscene, inappropriate, and/or non-compliant with professional or accreditation standards; or a violation of clinical or other affiliated site expectations or guidelines; or a violation of federal or state laws.

8. **Personal Misconduct involving Computers/Technology**
   1. **Network files:** Ivy Tech Community College network files are provided to students for their academic work. These files are not private and are subject to review for compliance with the college’s acceptable use policy for technology.
   2. **Unauthorized Use of Computers and Technology:** Theft or other abuse of computer facilities and resources including, but not limited to:
      - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose
      - Unauthorized transfer of a file; including peer-to-peer file sharing
      - Use of another individual’s identification and/or password
      - Use of computing facilities and resources to interfere with the work of another student, faculty member, and/or college official
      - Use of computing facilities and resources to send obscene or abusive messages
      - Use of computing facilities and resources to interfere with normal operation of the college’s computing system
      - Use of computing facilities and resources in violation of copyright laws
      - Use of computing facilities and resources in violation of state or federal laws
      - Any violation of the college’s computer use policy

Please refer to www.ivytech.edu/studentcode for additional information
Grading Policies and Procedures

**Syllabi**
Faculty maintain all course syllabi and calendars in Canvas. Access is typically available two days prior to course-start. In rare cases when there is a break from the standard policies in the handbook, it will be fully explained in that course’s syllabus.

In the event of emergency conditions when normal college operations are restricted, the course schedules, assignments, exams and grading criteria could be altered and/or modified as necessary and/or may be administered through Canvas.

**Grade Weights and Scale**
At the end of the semester, scores from the projects, exams, juries, portfolio reviews and attendance will be combined to determine the final grades. There may be slight variations on the weights given to each category.

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<thead>
<tr>
<th>Projects</th>
<th>Exams, Portfolio Review and Juries</th>
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<tr>
<td>60-100%</td>
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<tr>
<th>Percentage</th>
<th>Grade Description</th>
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<tr>
<td>90-100%</td>
<td>A Excellent, Outstanding Work</td>
</tr>
<tr>
<td>80-89%</td>
<td>B Above Average, Good</td>
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<tr>
<td>70-79%</td>
<td>C Average, Met Course Objectives</td>
</tr>
<tr>
<td>60-69%</td>
<td>D Below Average, Unacceptable</td>
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<tr>
<td>0-59%</td>
<td>F Failure</td>
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</table>

Faculty maintain individual student grades in Canvas. On average grades are refreshed every two weeks.

**Attendance**
60% attendance status reporting: Federal Financial Aid regulations require colleges to determine if students are actively participating in their courses. Instructors must submit a “Yes” or “No” for each student after 60% of the course has been completed. A “No” could affect the financial aid status of a student. Attendance policy states that if a student misses 3 or more classes, their final grade may be reduced. Failing to attend the final exam could result in an “SFW/FW” for the course. If you cannot attend class, you should email your instructor to determine how you will “make up” that missed instruction.

Regular attendance in class is necessary for Ivy Tech Community College to guarantee skills. As a result, attendance is mandatory and strict attendance records are kept by instructors. Substantial lateness or excessive breaks may constitute an absence at the discretion of the instructor.

Excused absences must be arranged in advance or be documented with a written medical/emergency slip. Excused absences are granted at the discretion of the instructor. In a traditional sixteen-week semester, unless otherwise stated in the course syllabus, for all program courses meeting once weekly every unexcused absence will constitute a grade reduction of 3 percentage points up to 3 missed days or a reduction of 9 percentage points. A 4th absence, excused or unexcused, may result in a grade of F/FW for the course.

Again, unless otherwise stated in the course syllabus, program courses meeting twice weekly in a traditional sixteen-week semester, every unexcused absence will constitute a grade reduction of 1.5 percentage points up to 6 missed days. A 7th absence, excused or unexcused, may result in a grade of F/FW for the course.

All courses will require spending additional time working on projects in the lab or studio at times other than those scheduled for lectures and demonstrations. Available lab hours are posted on the lab doors and in Canvas and on the blog. For courses shorter than sixteen-week, please refer to the course syllabus for attendance requirements.

“Finishing at Ivy Tech has truly been a life changer for me and given me so much confidence that I didn’t have before.”
—Brittany N. Nelson
2018 Ivy Tech Graduate
**Late Projects**
The faculty hope to instill a sense of professionalism in students similar to the expectations of the workforce. Employers expect work to be completed on a timely and predictable schedule. Therefore, projects must be submitted for grading on the dates assigned to you. Late projects immediately receive a grade of 0% pending a resubmit as determined by the instructor.

**Resubmits**
Projects deemed unacceptable or late by the instructor may be resubmitted. Resubmissions receive a 15% point reduction and a new due date. Failure to resubmit may result in a grade of 0% for the project as determined by the instructor.

**Written Exams**
Written exams will test the student’s knowledge of the terminology, ideas and techniques associated with the lab projects. Instructors may also choose to give quizzes throughout the term.

**Incomplete**
Required work must be completed by the end of each semester. However, at the discretion of the instructor and program chair, an “I” designation may be given in cases of unexpected illness or an emergency judged unavoidable. The student must request the incomplete, be actively pursuing the course, be passing and have remaining a small amount of work, such as a final examination, a paper or a final project which may be completed without further class attendance or instructor feedback. Further information regarding incompletes may be found in the statewide student handbook.

“You are surrounded by inspiration—get out there and be inspired. Go for walks, search the web on a rainy day, go to the library, take a drive to an unknown part of town, the more you are exposed to the world, the better prepared you will be.”

—Crystal Stephenson
2015 Ivy Tech Graduate
Color Printing

Color and b/w copier/printers are available to all Visual Communications students. The copier/printers are located in the Visual Communications office (room 134) and may be accessed from all Visual Communications computer labs as well as by “walk-up”. Current college-wide printing fees apply.

A large format color printer is available for prints exceeding 16” x 20” in size for a reasonable fee. See the gallery director, Colleen McCahill for more information.

Equipment Checkout

Equipment is primarily available for checkout to Photography and Film & Video majors. Using school equipment is not a right but a privilege and can be terminated at the instructor’s and/or program chair’s discretion. Please refer to the Equipment Checkout Sheet for details concerning personal responsibility and liability.

Bits and Pieces

Please consult the College-wide Student Handbook for the complete list of rules and regulations for Ivy Tech Community College which covers in greater detail the information, rules and regulations summarized in this Visual Communications edition.

The College Portal Websites and E-mail

All students have an Ivy Tech e-mail address via the my.ivytech.edu intranet http://cc.ivytech.edu which provides information, communication tools and access to online College services. Since departments, instructors and the school communicate with students through e-mail, it is important that it can be accessed easily. Students are responsible for the information and notices that are sent to them. All courses are available in Canvas at ivylearn.ivytech.edu where you may access syllabi and personal grades, etc. throughout the semester. For information about how to use the interface and the computer specifications required, Log into Canvas and visit the HELP tab for information.

Community Service

For volunteer opportunities, check with the Student Government office.

Lockers

Lockers are available for use by enrolled students who register their choice with the Security Office.

Children on Campus

Due to insurance and security purposes, children are not allowed to be on Ivy Tech property without direct supervision by a parent or guardian. Children are not allowed in classrooms unless through the expressed consent of the instructor for the purposes of a class project. As stated earlier, children are not allowed in rooms during open lab hours.
Ivy Tech Community College - North Central Region
School of Information Technology
Equipment Checkout Sheet

Name: ________________________________  Student ID: C# ___________________________________
Cell Phone: ____________________________
Course: _______________________________
Date & Time: ___________________________

Checked Out By: ________________________ Due Back (date & time): ___________________________
Checked In By: _________________________ Date Returned (date & time): ________________________

VIDEO CHECKLIST

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PHOTOGRAPHY CHECKLIST

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COMMENTS: __________________________________________________________________________
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I understand and acknowledge that all property owned by the College is to be used only for college purposes and that personal use of college equipment is prohibited. I understand that it is my responsibility to examine equipment for previous damage before I check it out. I also understand and acknowledge that I must take appropriate care in transporting and securing the equipment. I understand that I will be liable for any equipment not returned in satisfactory working condition. I understand that I will also be liable for the replacement or repair cost of any equipment damaged. In the event that any equipment is not returned in working order, I understand that a hold will be placed on my record. This will prohibit registration/transcript acquisition and subsequent graduation until the financial obligation is met. I understand that equipment returned late or misused may* result in a loss / or restricted privilege(s) of equipment use. Equipment use is a privilege, not a right. Inappropriate use may affect your final grades, resulting in a charge to your account or revoked privileges.

Signature ___________________________________________ Date ______________________

* Instructor/Program Chair/Dean Discretion
End of Semester Student Show

Student work is shown at the end of each semester in the Gallery, classrooms and in the Visual Communications hallway. If required by your instructor (verify in your syllabi), pick your strongest piece from your class and mount for the Student Show.

After the Show

Please do not take down your own work from the Gallery or the walls. If you would like to have your work returned to you and you will not be returning for classes please contact the Gallery Director or your instructor to make arrangements to have your work returned. Otherwise, all work will be held up to 4 weeks then discarded.

Please Note:

You have the option to opt out of the following, but you will need to contact the Gallery Director, Colleen McCahill in the Visual Communications office and sign a form to do so.

- Opt out from Visual Communications using your image, voice or relative work in any media including but not limited to video, photography, audio tape, television or the college web site regardless of the purpose including but not limited to fund raising, advertising, or publicity
- Opt out of Gallery and work being displayed here on campus or at local venues, therefore, if this form is filled out your work will not be displayed at any of the end of the semester student shows

Visual Communications Instructions

1. Print a copy of the project that best represents your course skills. Mount your piece to a 15"x20" black foam board or black mat board.
2. The board should be a clean board (cut with straight edges). Please do not select a glossy finish or white interior foam board.
3. Mount the work on the board. Please keep in mind spray glue will not work for temperature fluctuation.
4. Include your name, instructor, and course name printed clearly on the back.

Example:

John Smith
VISC101
Mrs. Sukich

Art is an expression of how you see the world around you, and describes who you are. Don’t be envious of other artists because they design differently, but take a form of art you enjoy and make it yours through your own personality and talent.

—Mandi Treiber
2015 Ivy Tech Graduate

Every year two visual communication students are selected for the student spotlight.
The Visual Communications Lab Guidelines

Students are permitted on College grounds during normal published Ivy Tech Community College hours. During an emergency evacuation, follow the route as posted in each classroom.

Visual Communications students are privileged to have several labs available to use. From the computer labs, darkrooms to the photo video studios, special care should be taken to maintain the equipment and the environment for all. While not an exhaustive list, please adhere to the following guidelines:

1. Absolutely no food or drink around computers. Drinks may be stored in designated areas or out of sight in your personal belongings. Approved events with food may be held in the student lounge or the Gallery.
2. Only currently enrolled students may use the labs.
3. Only College-related projects may be done in the laboratories. Lab and darkroom use for proprietary, commercial and/or for-profit projects are not allowed.
4. Non-course related e-mail, instant messaging and games are not permitted.
5. Music or movies are not permitted without permission from the instructor or the lab technician on duty.
6. No installations of any kind (software, apps, etc.) should be done on school supplied computers without prior permission from the program chair or the computer administrator.
7. No pirating of school supplied software is allowed and could lead to disciplinary action.
8. All Internet downloads should be school-related and may be subject to staff approval.
9. All Internet use should have direct relevance to the School of Information Technology class work.
10. Using non-approved paper in a College-owned printer is prohibited.
11. No family, significant others or children are permitted in the laboratories during class or open lab without faculty permission.
12. Files saved on school computers may be deleted with every computer restart.
13. Student computer files should be backed-up personally. Students should maintain adequate back-ups of their work. The school and faculty are not responsible for lost work due to deletion, computer malfunctions, etc.
14. No malicious destruction or deletion of properly saved student files is permitted.
15. Cell phone use should be avoided. If it is an emergency, please take the call out into the hall. Continued cell phone use could result in disciplinary action.
16. Students are expected to respect the facilities. For example, do not damage tables by cutting on them, have clean hands while using the computers, throw away your trash, etc.
17. No vaping.

Find student labs in rooms 137, 138, 139, 140 and the library.
Tips for Success

Great Expectations
1. College is not an extension of high school. It is a new experience filled with opportunities and challenges. It can help you develop skills needed for success and open your mind to wonders you never imagined.

2. Your instructors are here to help you learn. They have experience and a commitment to teaching that you may tap to achieve your goal.

3. The courses you take for credit are college level courses. They may challenge you, but they will also raise your expectations and prepare you for the challenges you will face outside of college.

4. Our goal is not a degree, but an education. Education is a process, not a product. A college education provides skills for success in any field. Above all, it helps you develop critical thinking and communication skills which allow you to search for solutions to any problem and to convey your ideas clearly to others.

5. All answers are not equal and critical thinking allows you to discern which answers are best.

6. Success in college depends on motivation that leads to effort and perseverance. The source of motivation is NOT the instructor, but YOU. As an adult, you may choose to take advantage of the opportunities presented to you or you may choose not to. You are responsible for that choice and for its outcomes.

7. To succeed in college, you should expect to work about nine hours per week, per class, inside and outside of class. Being prepared and completing assignments are your responsibility. Reviewing notes and studying are necessary for success and should be done even when no homework is assigned. Reading assignments, homework and test are not arbitrary barriers to your goals, but stepping stones that help you to get there.

8. Success also requires a special mind set which includes curiosity and a desire to learn. Being a successful student is more than paying tuition and sitting in class. It requires active participation born of a desire to succeed. College is like a health club; paying a lot doesn’t lead to success, hard work does.

9. We understand that you have real lives, jobs, spouses, children and problems, but you must come to class prepared. Your faculty and advisor can help with problems, academic or personal. You have an extensive student support network of faculty, staff and other students, but you must seek help if you need it. Problems do not excuse you from your responsibilities. All students are evaluated by the same standards.

Getting Focused
The programs within the Visual Communications are much more rigorous than most students expect when they begin. Graduates of our programs compete successfully with those who graduate from four-year art schools, yet have half the time to learn everything they can before landing their first job. You cannot afford to wait a semester or two before getting focused. By then you’re halfway through!

Many students find jobs through their instructors’ references. Making a good impression with them, in all regards, is vitally important. Be diligent to exhibit these behaviors:

• being receptive to constructive criticism
• demonstrating a good overall attitude being polite, patient and respectful
• keeping work environment clean and equipment undamaged
• habitually submitting complete and timely assignments
• consistently turning in quality work

Hang in there, don’t give up and don’t get discouraged. Remember, there is a payoff in a fairly short time. In about two years you will have a new career, a better salary and probably a much better lifestyle. It will all happen if you hang in there.
Learning How to Talk to Your Teachers

Many students arrive at college with some anxiety about succeeding. Success in college is within the grasp of virtually any student who gets admitted, but problems can arise when students fail to recognize some basic principles of communicating with faculty. The following are tips to help you communicate properly with your teachers.

1. The first “communication” mistake many students make is to skip class. Why would students paying thousands of dollars for an education skip class sessions? It’s as if they purchased season tickets to their favorite basketball team, and then made plans to miss the games as often as possible.

2. Serious illness or family emergency are about the only legitimate reasons for missing a class. A pattern of regular absence tells a professor you are irresponsible and have little regard for the course.

3. If you do have to miss a class, never ask the professor, “Did I miss anything important?” A professor always interprets this question as the statement, “My only concern is that I learn just enough to pass your exams. Everything else is irrelevant.”

4. Make sure you get to class on time. Arriving a little early communicates that you have planned well and that you intend to do well in the course. If you are late, take a seat near the door and after class is over, explain why you were late.

5. Try to avoid sitting in the back of the class. This is particularly true if you have friends there. Taking a seat in the back communicates disinterest, and friends will distract you. Sit up front, and toward the middle—the so called “zone of participation.” Right or wrong, many faculty can only name the students in this section, and never learn the names of the students in back. When you talk to friends in class, you’re saying to the professor, “I’m not serious about this class; it’s not important to me.”

6. Make sure you ask questions in class. The best questions reveal that you are reading assigned material and want to know more. For example, “I saw a connection between the concepts in Chapter Eight and those in Chapter One. Is this correct?” You have just said to the professor, “I am understanding this material and want to know more.”

7. Try to avoid statements like, “I don’t understand the material in the text. It’s too hard. Do you expect us to understand this?” This question says, “I’m not trying very hard, and you’re expecting too much of me.” Be specific with your questions. Pinpoint your areas of confusion or concern.

8. Make a goal of visiting each of your faculty in their office two or three times during the semester. Such visits reveal interest in the class, and a desire to do well. When you visit a professor, have a specific question in mind that deals with an exercise or a concept. Ask for clarification and show interest. For example, you might say, “I still am not sure I understand the difference between X and Y.” The professor hears, “Your class is interesting, and I have a real interest in mastering the material.”

9. Try not to suggest that the professor is not making things clear in class. Avoid statements like, “The material in this course really confuses me, and I don’t get it when you go over it in class.” This says, “You’re not a good teacher, and I’m not a good student.” Be specific.

10. Don’t ask for extensions on paper deadlines or exam dates. You have just asked a professor this question, “Can I hand this paper in next week? I’ve had a lot to do lately.” But, the professor hears, “I’m not very well organized in my work and I don’t take responsibility for completing assignments.” When you ask, “Can I take the exam Monday instead of Friday? I have big exams in two other classes.” The professor hears, “Your class isn’t as significant as my other classes.” This is probably not what you want to be communicating.
Accepting Criticism

A significant responsibility of your instructors is to critique your work and give you guidance that will help you become better at your specialty. For the duration of your time here, you will be hearing many critical comments about your work and suggestions to consider for improving that work. If you were perfect and your work was perfect, you wouldn’t be a student.

You must develop a thick skin and learn not to take these comments personally. No instructor’s aim is to wound you with their comments. It is their job to point out where you can improve. Instructors are not supposed to be cheerleaders. It is their job to push you so you may rise to the level of excellence you aren’t even aware yet that you can achieve.

Your instructors are not angry, cranky or impatient. They’re just doing their job to encourage you to not be so easily satisfied with your ideas and your work. Learn to be receptive to criticism, because when you work with clients, you will constantly be confronted with fussy people who:

- have strong opinions and aren’t afraid to express them
- have very ill-equipped aesthetics and expect you to come down to their level with your work
- have little or no idea what they want or need and are quite vague in expressing what they expect, yet expect you to be a magician and come up with a solution that is exactly what they want and need

The Ivy Tech Visual Communications has put people into good jobs for more than twenty-five years. Our reputation is solid and respected. Graduates return with gratitude for what they learned here. We have absolute confidence in our system— you should too.

Hey! I Worked Really Hard!

Effort is not a component of your grade. Simply working long hours on a project does not guarantee a high grade. The work on the page or the screen must stand on its own merits.

In the industry, clients have no interest in the amount of time you invest in their work. All that matters to them is that the concept solves their problem. Raw talent is only one factor in making you employable. Nearly as important are attitude, ambition, teach-ability, reliability, intelligence and curiosity.

On the other hand, instructors do take effort into account when a grade is on the borderline between two grades and when an exceptional effort is made in terms of the complexity of the project. Focusing on and worrying about grades is a terrific waste of your time and effort. Your portfolio interview and having people skills are actually much more important factors than grades for job placement.

“Today I graduate. I just want to take some time and let those words hover. Today is a day I have waited years for, but until the beginning of the semester never really believed it would come to pass. When I walk across the stage tonight there are many who will walk with me, friends and family who with their constant love and support carried me to this point.”

—Thomas Jay Gangwer
2017 Ivy Tech Graduate
“Take advantage of the people who are teaching you, use the time they offer to help, build a relationship with them, because they will become one of your best allies in learning.”
—Ashley Kleptz
2015 Ivy Tech Graduate

Yikes! Everybody Gives Me Different Answers!

One big challenge to many students is simply getting used to the idea that this industry simply has no cut-and-dried answers to almost anything. Every problem given to you is unique and has a multitude of possible solutions. Yes, there are guidelines, and yes, there are some rules, but most of the time there are many equally good solutions to the same visual problems.

Learn to appreciate that every person’s reaction is filtered through an individual’s own life and visual experiences, as well as tastes and opinions. You’ll encounter the same bewildering responses when dealing with clients. If you gather together any three people, you’re likely to get three different responses and reactions to your concepts and visual treatments. This is a subjective field and this is inevitable. Get used to it. Don’t let it frustrate you. Be grateful that your life is all the more interesting because of it. To counter the affects of this, make it your mission to study people and history as much as possible so you can learn to predict and understand these reactions and appreciate and enjoy the diversity of approaches and opinions.

What Smart Students Know (Techniques You Can Steal)

Rule 1  Nobody can teach you as well as you can teach yourself.
Rule 2  Merely listening to your teachers and completing their assignments is never enough. You must be able to research and dig for your answers.
Rule 3  Not everything you are assigned to read or asked to do is equally important.
Rule 4  Grades are just subjective opinions.
Rule 5  Making mistakes (and occasionally appearing foolish) is the price you pay for learning and improving.
Rule 6  The point of a question is to get you to think—not simply to answer it.
Rule 7  You’re in school to learn to think for yourself, not to repeat what your textbook and teachers tell you.
Rule 8  Subjects do not always seem interesting and relevant, but being actively engaged in learning them is better than being passively bored and not learning them.
Rule 9  Few things are as potentially difficult, frustrating or frightening as genuine learning, yet nothing is so rewarding and empowering.
Rule 10 How well you do in school reflects your attitude and your method, not your ability.
Rule 11 If you’re doing it for the grades or the approval of others, you’re missing the satisfaction of the process and putting your self-esteem at the mercy of things outside your control.
Rule 12 School is a game, but it’s a very important game.

From the book: What Smart Students Know, by Adam Robinson
Three Rivers Press, 1993
Visual Communications
Jury Review Procedures

Jury reviews in Visual Communications are conducted in the final capstone courses of ARTS250 and VISC207 Portfolio. Additional courses are listed in green below. The student presents a project from the class to a jury of individuals typically composed of, but not limited to, the full-time faculty, administration, advisors and/or invited industry representatives. Juries are open. This means other students and staff are encouraged and/or required to observe.

Presentation
The appropriate jury presentation time is five to ten minutes with an additional five to ten minutes for questioning from the jurors. The jury presentation requires professional attire (jacket and/or tie for men, dress or suit for women). This is an opportunity to present a design project from the current class in a positive, enthusiastic, confident and organized manner. It is also a chance to articulate pertinent information quickly and accurately using professional vocabulary and appropriate presentation materials.

Content
Prepare for all aspects of the jury as though it were for an important client. While the presentation is to be thoroughly planned, it is not advisable to read from notes, unless to refer to something exact, such as cost estimates. Display the design so that the entire jury panel can easily view it. As appropriate, supply individual “dummy” versions, budgets or storyboard scripts, mounted presentation boards and/or PowerPoint slides if necessary.

In the jury presentation, the design projects will be presented as though to a client, with the jurors representing the client. This may require some role playing. In discussing the work, briefly explain the concept and how it is appropriate for the intended use and the proposed target market. Elaborate on other relevant design decisions. It is important to understand all course content and vocabulary and feel able to answer any questions posed by the jurors, whether relating to the design, course content, proposed budget, production, etc. Fine Art students are to present and explain their work as they would to a gallery director.

End the presentation by thanking the jury for the opportunity to present the design as well as asking if there are any questions.

Evaluation and Due Date
Each juror will grade the “presentation”. The jurors’ scores are averaged together to determine the overall jury grade—which is included as part of the grade for the class. The evaluation form follows this information.

Designated courses will be juried at midterm as stated in the courses’ syllabi and during week 15. Respectively, the student must present a project from the first half of the semester at midterm and a project from the second half of the semester at finals. Attendance is mandatory. Following college-wide policy, excused absences, though rarely given, typically correspond with an incomplete in the course. Fine Arts students’ presentations are scheduled during class as part of the regular critiques.

At the discretion of the instructor, additional courses may be juried.

PHOT203 Professional Portraiture
PHOT204 Commercial Photography
PHOT208 Independent Study Photography
PHOT209 Studio Lighting
VIDT210 Production Editing I
VIDT211 Production Editing II
VISC204 Mobile Apps I
VISC208 Mobile Apps II
VISC207 Portfolio
VISC210 Interactive Design II
VISC214 Advanced Electronic Layout
VISC217 Graphic Design II
VISC219 Graphic Design III
How to Prepare

1. Draft a presentation that explains the mechanics of your piece, including what you were attempting to achieve with the “look” (techniques, style, concept) of your piece, how it would meet the client’s needs, why you are proud of your visual solution and why it excites you.

2. Practice.

3. Really...practice. Just “winging it” seldom works (yes, a few lucky ones have the natural talent to pull this off, but it’s very rare.) Go through your presentation out loud enough times that you’re comfortable and confident in your content and delivery.

4. On the job in the real world, if you cannot “battle for” and “defend” your work and ideas, the result most often will be:
   • The client will “shoot you down” and you’ll end up going “back to the drawing board,” after hours/days/weeks of work
   • When clients give you their own “really bad” concepts, you’ll be left having to change your design to meet their concept (YOW!)

5. Prepare appropriate handouts, supporting materials and projected slides or work to visually reinforce the presentation.

Presentation Tips

1. Look at your audience as much as possible, not at the artwork.

2. Speak loudly and clearly, with confidence.

3. Create the impression that your work is SO good that you DEFY anyone to think otherwise.

4. Dress appropriately (professional attire).

5. Don’t apologize, EVER. Your mission is to persuade and convince jurors that your creation is TERRIFIC!

6. These presentations are practice for making presentations to clients to help them understand why your design decisions are appropriate and effective.

7. By hearing other students’ presentations, seeing their work and hearing the critical comments, you will “learn from the mistakes of others” (possibly the most important part of this whole process).

8. Immediately after your presentation, you should write down all the comments that were made so you will remember them.

9. When you give your presentation, you may use an outline on note cards, but you should only refer to it when necessary. Don’t read directly from it.

10. Practice, then practice again, and again.

11. Practice again, in the car, driving to class. Did we mention that you should practice?

Presentation Faults to Avoid

1. Keep your hands out of your pockets and try not to fidget or bounce. If necessary, empty your pockets before your presentation so you’re not tempted to jingle change.

2. Don’t think about your presentation while waiting your turn. The more nervous you are, the more likely you will be to let the process get to you. The more natural and confident your talk, the more professional you will appear.

3. Don’t lose your temper and get outwardly angry at the jurors. Losing your temper will only serve to show disrespect to the people who are trying to help you improve.

4. Don’t cry if you don’t like the jury’s response. If you feel like crying, excuse yourself and leave the room to gather your composure. Try to remember that accepting and acting on criticism is a KEY to survival in this field.

5. Don’t assume that you shouldn’t state “the obvious”. What may seem obvious to you may not be obvious to everyone else. Sometimes it is helpful to hear the obvious so that you appear thoughtful about your choices.

6. Don’t tell about the mechanics of putting together the work. Nobody cares that Photoshop crashed or the scanner wasn’t available when you needed it.

7. Stick to the facts. Get to the point and don’t waste time.

8. Don’t give up. Remember, college is all about making mistakes and learning from them.

9. Don’t apologize for poor craftsmanship. If it’s sloppy, everyone (especially jurors) will notice. Pointing out the obvious only makes it worse.
Enthusiasm/Excitement Are you building client confidence in your ability and the ability of the project to yield positive results? Are you excited about the project and does that excitement show and rub off onto your client?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Organization/Preparation Are you well prepared and rehearsed? Does the presentation follow a logical sequence with an introduction, body and conclusion? Is the presentation concise and well written?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Persuasion/Salesmanship Do you persuade the client in your point of view? Are the conclusions you’ve reached logical and the research adequate to justify your design solutions? Do you supply ample handouts, PowerPoint presentations, etc. to get your point across?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Professional Appearance Is your attire appropriate to meet with a client? Could your appearance be offensive to a potential employer?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Response to Questions Do you appear confident? Have you thought ahead about what might be asked? Do you handle criticism or questioning professionally and without defensiveness? Are you thorough?

0 1 2 3 4
Falling Below Average Average Good Excellent
Comments:

Professional Vocabulary Are you able to communicate effectively with clients by using appropriate vocabulary and terminology? Do you understand the vocabulary/terminology of your specialty?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Design/Project Justification Do you have reasoning behind your design/project solutions - color choice, font choice, composition choice? Is your target market and the needs of your client being taken into consideration?

0 1 2 3 4
Failing Below Average Average Good Excellent
Comments:

Grade Breakdown (circle one)
28pts = 100% 14pts = 70%
27pts = 96% 13pts = 68%
26pts = 93% 12pts = 66%
25pts = 90% 11pts = 64%
24pts = 88% 10pts = 62%
23pts = 86% 9pts = 60%
22pts = 85% 8pts = 55%
21pts = 84% 7pts = 50%
20pts = 82% 6pts = 45%
19pts = 80% 5pts = 40%
18pts = 78% 4pts = 30%
17pts = 76% 3pts = 20%
16pts = 74% 2pts = 10%
15pts = 72% 1pts = 0%

Recommendations (check)
___ Strengthen Remedial Skills (ENGL025, ENGL032, MATH044, MATH050)
___ Oral or written communications skills (COMM101, COMM102, ENGL111)
___ Arrive early to prepare, activate fonts, or check for problems, etc.
___ Introduce yourself
___ Improve Craftsmanship
___ Improve technical & software skills
___ Don’t apologize for poor work
___ Don’t make excuses
___ Stay within 5-10 minutes
___ Face the audience and smile
___ Use professional vocabulary
___ Use visual aids
___ Practice, Practice, Practice
___ Expose yourself to creative solutions, approaches & resources (field trips & workshops, professional magazines)
___ Exposure to the visual communication profession (VISC205, job shadow, intern)
___ Treat jurors with respect

Comments
Visual Communications
Portfolio Review Procedures

Description:
A personal portfolio review is conducted by concentration for Visual Communications students in courses that are listed in green below. In their respective concentration classes, students must present their comprehensive portfolio of work from all their program classes, to date, to a full-time faculty member. The faculty member evaluates the presentation of the work and gives immediate feedback. Then the quality of the work is evaluated using industry standards by a panel of faculty and/or professional advisors to provide additional feedback for improvement on an individual basis. This portfolio is ultimately refined during the capstone course of VISC207 Portfolio. The opportunity to consistently develop and receive feedback on a portfolio better equips students for positive interviewing.

Presentation:
The appropriate portfolio presentation should be approached much like a potential interview. The student should give a commentary of the work as it is reviewed. For instance, commentary might include an explanation of the project, objective, target market, the design solution and how it solves the advertising/marketing goals, and/or thumbnails demonstrating alternatives and thought processes. Portfolio review time is fifteen minutes. The review requires professional attire (jacket and tie for men, dress or suit for women). This is an opportunity to sell yourself as a professional. Therefore, the student should come prepared to present in an organized and confident manner.

Portfolio/Presentation Case:
Each student is required to submit work in a professional zippered portfolio/presentation case. This case should contain a binding in which acetate sleeves can be added and removed. The case size should hold 14” x 17” acetate sleeves and may contain side pockets. Fine Art concentration students should use an 18” x 24” portfolio as appropriate. Several local stores offer coupons online for discounts. Search for “presentation case”. Places to consider:
- Michaels Arts & Crafts (www.michaels.com)
- Hobby Lobby (www.hobbylobby.com)
- United Art & Education (www.unitednow.com)

Content:
The portfolio, clean and neat, should contain professional quality work completed from previous and current semesters. It should be arranged in an organized manner and may vary depending on the classes completed. “One turn”, from horizontal to vertical, is allowed. Lesser quality work and thumbnails may be submitted in the pocket portion of the portfolio.

Evaluation:
The portfolios receive a grade and brief written analysis based on presentation, organization and work quality. This grade is averaged in as an additional test grade in the class in which the student is enrolled depending on concentration at the time of the review.

Due Date:
The portfolios should be presented per syllabus calendar, typically scheduled within weeks 10–14. Faculty post additional office hours for appointments during review weeks. Improvement in the portfolio is expected between reviews and may dramatically impact the grade at the second review.

At the discretion of the instructor, additional courses may be reviewed.

VIDT210 Production Editing I
VISC110 Interactive Design I
VISC114 Graphic Design I
PHOT107 Intermediate Photography
VISC210 Interactive Design II
VISC217 Graphic Design II
PHOT209 Studio Lighting
**Visual Communications Portfolio Review**

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<th>Name:</th>
<th>Concentration:</th>
<th>Semester:</th>
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### PRESENTATION

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**Grade Breakdown:**

- 56pts = 100%
- 55pts = 98%
- 54pts = 97%
- 53pts = 95%
- 52pts = 94%
- 51pts = 93%
- 50pts = 91%
- 49pts = 90%
- 48pts = 88%
- 47pts = 87%
- 46pts = 85%
- 45pts = 84%
- 44pts = 82%
- 43pts = 80%

**Portfolio Evaluation Form for Visual Communications**

**PROJECT**

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