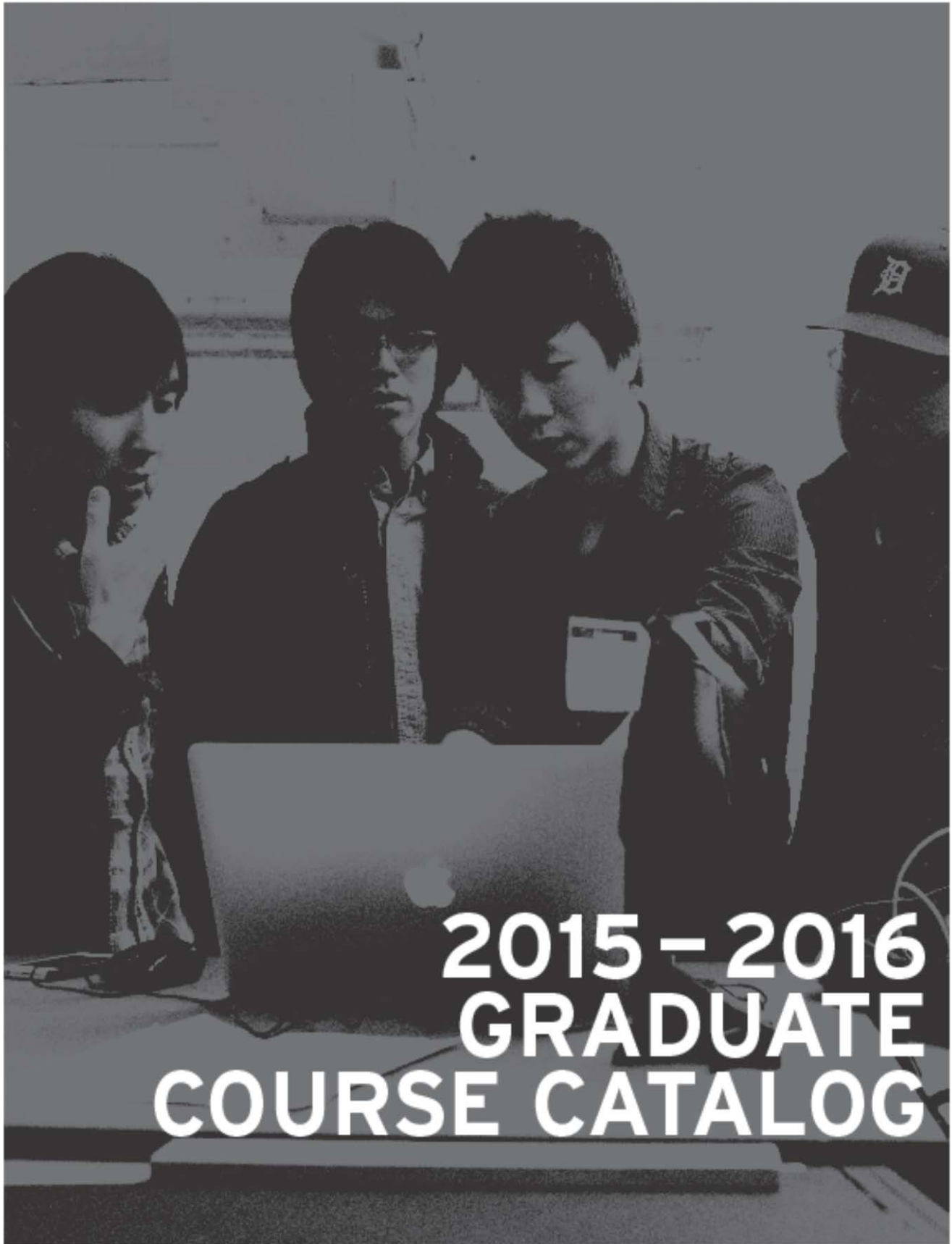


COLLEGE *for Creative* STUDIES



**2015 – 2016
GRADUATE
COURSE CATALOG**

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The College reserves the right to cancel or change classes, instructors or schedules; to revise tuition and fee structures; and to amend College policies to provide for the efficient operation of the institution. Statements in this catalog do not constitute a contract.

VITAL INFORMATION

MISSION

The College for Creative Studies nurtures the creativity that is vital to the enrichment of modern culture. The College educates visual artists and designers, knowledgeable in varied fields, who will be leaders in creative professions that shape society and advance economic growth. The College fosters students' resolve to pursue excellence, act ethically, embrace their responsibilities as citizens of diverse local and global communities, and learn throughout their lives. The College engages in community service by offering opportunities for artistic enrichment and opening career pathways to talented individuals of all ages.

M.F.A. PROGRAM GOALS

The mission of CCS' Graduate Studies is to accomplish the following:

- Educate tomorrow's leaders in the creative industries;
- Promote new technologies and industry research;
- Serve as a forum to bring creative minds together in an interdisciplinary, collaborative environment;
- Serve as a think-tank for industry and foster the development of creative solutions for commerce through design;
- Produce students with strong verbal and written communication skills to present design issues in a business context;
- Serve as a center for research on the social and commercial implications of emerging technologies in the fields of art and design;
- Build mutually beneficial partnerships with industry through collaborative sponsored projects, internships and research.

ACADEMIC PROGRAMS

CCS offers Bachelor of Fine Arts degrees in 13 majors and Master of Fine Arts degrees in four areas. In addition, the College offers precollege and continuing studies courses for youth, adults, and high school students.

Bachelor of Fine Arts Degrees

The College offers a BFA degree in Advertising: Copywriting, Advertising: Design, Art Education, Crafts, Entertainment Arts, Fashion Accessories Design, Fine Arts, Graphic Design, Illustration, Interior Design, Photography, Product Design and Transportation Design. The BFA degree requires completion of 126/127 credit hours: 84 in studio areas and 42/43 in general studies courses. In addition to coursework in their chosen major, first-year students take courses in the Foundation Department, where they study drawing, color theory, and basic design. Students in all majors also take courses in the Liberal Arts Department, designed to provide them with an understanding of the larger social and cultural context in which they live. Typical weekly schedules for full-time students comprise 24 studio hours and six academic hours.

Master of Fine Arts

The College's MFA degrees in color and materials design, interaction design, interdisciplinary design and transportation design are terminal degrees that prepare students for leadership in the design industries. The MFA degree programs share core curricula, with variations in technology components, and the focus and content of industry sponsored projects.

The MFA degree requires completion of 60 credit hours and focuses on fostering critical thinking in a design context while keeping contemporary business reality in mind. CCS graduate classes are taught by industry leaders and an internationally recognized roster of visiting designers and

artists with experience in design strategy, user-centric research, design execution and presentation, as well as entrepreneurial practices.

Faculty

The College has approximately 353 faculty members who are professionals in their individual fields and bring diverse backgrounds and experience to the classroom.

COMMUNITY ARTS PARTNERSHIPS

The College for Creative Studies (CCS) is committed to making art and design education accessible to the community. The Community Arts Partnerships (CAP) program cultivates collaborations between CCS and metro Detroit community organizations to bring CCS's educational resources to underserved populations. CAP programs are individually crafted, providing unique and effective art and design education and enrichment programs for young people from diverse backgrounds. Each program is solidly based in a strong visual arts curriculum that emphasizes hands-on art making, team teaching and learning through the introduction of new art and design technologies, while inspiring Detroit youth to embrace art in everyday life. CAP regularly employs CCS students as instructors in these community programs, providing young artists the opportunity to engage directly with Detroit communities.

PRECOLLEGE AND CONTINUING STUDIES

The Precollege and Continuing Studies (PCS) program at CCS offers art and design courses for high school students; pre-college programs such as Precollege Summer Experience, Create & Connect; youth programs; adult courses; and Professional Automotive Modeling certificate programs; and professional development programs.

A BRIEF HISTORY

For more than a century, the College for Creative Studies (CCS) has distinguished itself as one of the premier institutions of higher learning in the world. The current College traces its heritage back to 1906 when a group of local civic leaders, inspired by the English Arts and Crafts movement, formed the Detroit Society of Arts and Crafts. The Society's mission was to keep the ideals of beauty and craftsmanship alive in what was rapidly becoming an industrialized world. At their original location on Farmer Street, Society members began teaching informal classes in basic design, drawing and woodcarving. In 1911, they opened a gallery where students as well as prominent modern artists displayed and sold their work.

As Detroit's creative community continued to take root, the Society recognized the need to expand. They moved to a larger location on Watson Street (1916), and 10 years later became one of the first arts and crafts organizations to offer a formal, four-year program in art (1926). Within a year, the Art School of the Detroit Society of Arts and Crafts grew to an enrollment of 280 students.

Much of the school's success was attributed to its close integration of rigorous courses with progression of the art and design movements and world-class, contemporary exhibitions—a tradition that continues to prevail. In addition to hiring talented, local artists and designers, the school sought renowned painters, sculptors and craftspeople from around the world to teach courses. In 1933, the Society's gallery garnered national media attention as one of the first art institutions to recognize the automobile as an art form. This was around the same time that programs in industrial design and commercial art were introduced to the school's curriculum. The school relocated for a third time in 1958 to its current location near the city's cultural center. The move provided students with more convenient access to the Detroit Institute of Arts' impressive collection. All classes and offices were initially housed in the Arts & Crafts building designed by Minoru Yamasaki.

In 1962, the school officially became a college when the Michigan Department of Education authorized the institution to offer of a Bachelor of Fine Arts in Industrial Design. Eight years later, the College was awarded the right to provide degrees in all of their major programs. The National Association of Schools of Art and Design (NASAD) granted original accreditation in 1972, and the North Central Association of Colleges and Schools (NCA) granted regional accreditation in 1977.

The next four decades brought about several improvements and significant changes to the campus. In 1975, construction of the architectural award-winning Kresge-Ford Building was completed, and the Detroit Society of Arts and Crafts changed its name to the Center for Creative Studies—College of Art and Design. The school acquired an apartment building adjacent to campus (the Art Centre building) in 1988 that serves as the main dormitory on campus and the building that formerly housed Detroit's African American Museum of History in 1997 that was later transformed into the Academic Resource Center (now the Manoogian Visual Resource Center), which contains the Center Galleries and library. A parking structure was added to the campus in 1999, and in the fall of 2001, the college inaugurated the Walter B. Ford II building for design and technology-driven disciplines. The donation to fund this project was the largest ever given to an art college at the time. That year, two historic homes on the northern side of campus were also renovated to accommodate administration and admissions offices.

The year 2001 brought about a milestone critical to the future of the school. Results of a research study led to the Board of Trustees' decision to change the school's name to the College for Creative Studies (CCS) to more clearly communicate its identity as an accredited, degree-granting "college."

The Josephine F. Ford Sculpture Garden was added in the fall of 2005 to provide a gathering place for the campus community, and in 2007, the College renovated another home on historic Ferry Street to house the Institutional Advancement and Human Resources offices. In 2008, CCS embarked on its most significant project to date—a \$145 million redevelopment of the 760,000 sq. ft. historic Argonaut Building (formerly General Motors' first research and design studio). Located in Detroit's New Center district (about a mile from the original Walter and Josephine Ford Campus), the building serves as the A. Alfred Taubman Center for Design Education.

The Taubman Center is home to the College's five undergraduate design departments, graduate degree programs in design and transportation design and the Henry Ford Academy: School for Creative Studies, an art and design charter school for middle and high school students. This second campus site has enabled CCS to expand its curriculum to include new areas of the creative industries, improve facilities for all of its departments and connect with the local community through the Detroit Creative Corridor Center. It represents the College's commitment toward accelerating metro Detroit's transition to an innovation-based economy by renewing the infrastructure of an important urban neighborhood; attracting, developing and retaining talent in the creative industries; spurring research in sustainable product development; and creating jobs and new business opportunities. The original Ford campus continues to house arts and crafts disciplines as well as the majority of administrative offices.

The College's legacy has contributed to its recognition as an international leader in art and design education. In 2007, *Bloomberg Business Week* listed CCS among the top design schools in the world. The College now enrolls more than 1,400 students seeking undergraduate degrees across 13 majors and graduate degrees in design and transportation design. CCS also offers non-credit courses in the visual arts through its Precollege and Continuing Studies

programs and annually provides over 4,000 high-risk Detroit youth with art and design education through the Community Arts Partnerships programs.

A century of tradition shaped by some of the most brilliant minds in the world has culminated in a truly unsurpassed institution of higher learning—a community where the creative spirit is free to soar.

ACCREDITATION

The College for Creative Studies is a nonprofit, private, art college authorized by the Michigan Education Department to grant Bachelor's and Master's degrees. CCS is an accredited institutional member of the National Association of Schools of Art and Design and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Documents regarding accreditation are available in the Executive Office upon formal request.

In order to make the accreditation process responsive to a broad range of constituents, the accrediting agencies invite the public to provide written comments about the College's qualifications for re-accreditation. If you wish to make comments, send them by letter or e-mail to the following address:

The Higher Learning Commission
30 North La Salle Street, Suite 2400
Chicago, IL 60602-2504
<https://www.hlcommission.org/>

National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248
<http://nasad.arts-accredit.org>

In addition, the Interior Design program is accredited by the Council of Interior Design Accreditation.

Council on Interior Design Accreditation
206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503-4014
<http://accredit-id.org>

NONDISCRIMINATION POLICY

The College for Creative Studies subscribes to the principle of equal opportunity in its admissions, employment and educational practices and strives to provide an educational environment and workplace free from unlawful harassment or discrimination. Discrimination, including harassment, because of age, race, color, national origin, religion, sex, sexual orientation, marital status, disability or any other characteristic protected by law is strictly prohibited. The following person has been designated to handle inquiries regarding the nondiscrimination policy as it relates to students:

Dan Long, Dean of Students
Office of Student Affairs
201 E Kirby, Detroit, MI 48202-4034
313.664.7676
dlong@collegeforcreativestudies.edu

APPLICATION PROCESS

1. Complete the free on-line application by all posted deadlines at https://www.collegeforcreativestudies.edu/apply_now/mfa
2. Upload work and information on CCSMFA.SLIDEROOM.COM
 - Create a personal account on-line using the website SlideRoom. <https://ccsmfa.slideroom.com/#/Login> Follow the instructions for submission to the College for Creative Studies. Once in the CCS Slide Room portal, you will click on the "Sign Up" link to get started. When your account is created you can return to it at any time with your login and password .There is a \$18 fee required for SlideRoom, you will pay this on-line with a credit card.

SlideRoom Application items:

- a. Portfolio
 - i. Upload a portfolio that communicates your problem-solving skills and your technical and design expertise. * Please see the **Portfolio Guidelines** section below for information regarding portfolio requirements for each program.
- b. Three letters of recommendation
 - i. Provide the names and contact information of three individuals who know your academic and/or professional record and can speak to your potential for success at CCS.
- c. Statement of purpose

Submit a statement of purpose (500-1,000 words) using your new SlideRoom account. The statement should outline your objectives for seeking an MFA at CCS. This document serves as your writing sample and should include your areas of interest and influences on your design thinking and practice.
- d. CV/Resume
 - i. Submit a resume/curriculum vitae detailing your educational and work experience and any community service.
- e. Transcripts (unofficial/official)
 - i. Upload official college transcript(s) in your SlideRoom application.
 - ii. Request official transcripts be sent to the address listed below:

Office of Graduate Admissions Office
College for Creative Studies
201 E. Kirby
Detroit, MI 48202-4034
313-664-7814

Portfolio Guidelines

COLOR AND MATERIALS DESIGN PORTFOLIO SUBMISSION GUIDELINES:

- Portfolios should include projects that demonstrate an interest in color, materials and finish design, in conjunction with providing insight into your individual approach to design and creativity.
- Your portfolio should include a minimum of three projects including academic, personal and professional work. Your design projects should show all phases of the research and design process (research, initial sketches and development of concepts), with use of effective storytelling, attention to detail and quality, and a well-developed design aesthetic.
- You are encouraged to include pieces that show your ability to work in a multidisciplinary team indicating clearly your role and contribution to the project.
- The portfolio should reveal a high level of skill in creativity, originality, investigative skills and open mindedness.
- Your work should demonstrate your hand skills including drawing, model making, evidence of construction and making.
- Experience working with typographic space, layout and attention to detail.
- Computer proficiency in Adobe Creative Suite including Photoshop, Illustrator and InDesign.

INTERACTION DESIGN PORTFOLIO SUBMISSION GUIDELINES

The MFA program in Interaction Design seeks students prepared for the maturity and discipline required to succeed in an intensive, multi-year commitment to become prepared for a fulfilling and long career. In general terms, candidate's submissions will be reviewed for clarity of intent, organization, and process. Required attributes include critical thinking combined with creativity. Point-of-view about interaction design specifically and self-awareness as to career aspirations, which may not be fully formed, are also desirable.

Portfolios may display experience from a range of domains, including but not limited to interaction design, product design, industrial design, software design, and graphic design; however, they must reflect one or more of the following:

- design skills: conceptual organization, disciplined process, and strong aesthetics
- systems skills: holistic viewpoints and systemic modeling in order to understand complex situations and needs, and to design for their improvement
- making skills: evidence of craft, whether in physical materials, software interfaces, or human interactions, including iteration, refinement, and convergence toward explicit design goals.

Because of the demands of interaction designers in today's work contexts, added consideration will be given to applicants who possess one or more of the following optional skills:

- professional experience with design or implementation teams in any of the domains mentioned above
- empathy for social, economic, and global challenges, including but not limited to energy, natural resources, income disparity, and social justice
- implementation of web, app, or other general coding skills for front-end, back-end, platforms, cloud, and APIs
- proficiency in toolsets for 2D, 3D, animation, and prototyping of all kinds.

INTEGRATED DESIGN PORTFOLIO SUBMISSION GUIDELINES:

Applicant with design background:

- Your portfolio should consist of a minimum of 4-6 projects including academic, personal and professional work.
- Every project should show all phases of the design process (research, analysis, initial sketches and development), with use of effective storytelling.
- Include some of the following as related to your specific background in 2D or 3D design:
Sketching and freehand drawing ability. Model making ability and an awareness of rapid prototyping technologies. 3D modeling skills package (such as Pro/E, Alias, Catia, I-DEAS or Solidworks, 98, Form Z, Rhino 3D, 3D Studio Max, etc.), and final renderings. Typography, layout, motion graphic.

You are encouraged to include pieces that show your ability to work in a multidisciplinary team indicating clearly your role and contribution to the project.

Applicant with no Design background:

Please provide 3 examples of work that demonstrate your ability to:

- Be creative - photographs, illustrations, writing samples, movies, etc.
- Think critically - examples of quantitative and/or qualitative research where you derived meaningful conclusions and insights from your findings
- Synthesize and translate - samples of work that is about finding a solution to a given problem or an opportunity.

TRANSPORTATION DESIGN PORTFOLIO GUIDELINES:

- Your portfolio should include a minimum of 3-4 design projects including academic, personal and professional.
- All projects must have a clear representation of the phases of the design process - including your project brief, research, target market development, concept ideation, development and final renderings and models - presented in a fluid, clear, systematic manner.
- Submissions should demonstrate your functional skills including freehand sketching in accurate perspective, use of Photoshop and Alias – or other use of 2D/3D modeling and rendering software.
- Include a significant amount of original process sketches and/or a separate sketch book as a PDF attachment in SlideRoom, or if necessary, mailed or e-mailed to the Office of Graduate Admissions.
- The portfolio should reveal a high level of skill in critical thinking, creative conceptualization and visual communication.

For applicants from related fields interested in pursuing the MFA degree as an entryway into design:

Your portfolio should demonstrate that you can communicate complex ideas in a professional manner and that you have ability to work in one type of design discipline. We are looking for your unique approach to design solutions.

International applicants

In addition to the items listed above, complete the following:

1. Submission of English proficiency exam scores (TOEFL or IELTS). Scores will be self-reported on the SlideRoom application. Official scores can be submitted electronically via the testing company. Applicants should have a minimum score of 80 on the TOEFL and 6.5 on the IELTS. Please be sure to select school code 1035 when taking the TOEFL.
 - a. The English proficiency exam is not required for individuals whose undergraduate degree was taught in English.
2. Certified English translation of your transcripts, along with the school's official grading scale, so we can convert your grades and/or an accumulative Grade Point Average for all years attended in your bachelor's degree.

For the most complete information regarding requirements for international applicants, please see the international student services portion of this catalog.

Additional Admissions Information:

Interviews

Some applicants will be contacted for an interview with the program chair during the admissions process or after acceptance. Interviews are requested at the discretion of the program chair. If an interview is requested, individuals will be contacted to schedule a time to speak with the chair via Skype, phone, or in-person. Individuals will receive information, including interview questions and a short biography of the program chair, when the interview is confirmed.

Scholarships

For information on scholarships, please see the Financial Aid section.

Transfer Credit

- Transfer credit, if applicable, will be determined during the portfolio review.
- Transfer credit is not granted for any subject in which less than a B (3.0) has been earned.
- Course descriptions may be required.
- Maximum credits awarded for transfer is nine (9).

More details concerning transfer policies are available through the Graduate Office.

Grade Point Average and TOEFL/IELTS Scores

Candidates, who do not meet the minimum GPA and TOEFL/IELTS requirement, may be considered for the graduate program based on a combination of all admission requirements and their potential for success in the program.

Three-Year Program

With the recommendation of the Chair and/or the Director, certain candidates may be admitted to the three-year MFA program. In addition to the requisite MFA classes, these students will

be required to complete a customized sequence of undergraduate courses during their first year. The decision to accept a candidate into a three-year program will be made during the admissions process. Once admitted, students will be expected to complete all three years in accordance with the Satisfactory Academic Progress Requirements as outlined in the Academic Policies section of this catalog.

Readmission Policy

Students returning to College for Creative Studies (CCS) after an absence of more than two consecutive academic years or students who seek readmission after suspension, must complete the Application for Readmission. This application along with a \$50 nonrefundable readmission fee must be submitted to the Academic Advising and Registration Office at least two months prior to the start of the semester the student wishes to attend. Official transcripts with final grades from other institutions attended during the absence from CCS must be included with the readmission application.

Readmitted students must meet the program and graduation requirements in effect at the time of readmission. Studio courses older than seven years at the time of readmission cannot be used toward the degree, except with prior written approval from the program chair and Director of Academic Advising and Registration. The program chair must review and approve studio courses completed prior to the seven-year limit or taken at another college during the absence from CCS. This approval will be based on the student's ability to demonstrate current curriculum proficiency as evidenced by review of a current portfolio. The cumulative grade point average for all readmitted students includes all CCS grades, regardless of how much time elapsed between enrollments.

Students, who have left for mandatory military service, are not required to apply for readmission to the college for up to three academic years from the time of their withdrawal.

Readmission for students in good standing:

Students, who left CCS in good academic standing with a grade point average of 3.0 or higher, must complete the Application for Readmission and attach the \$50 Readmission Fee. Students will be notified via mail when their application has been processed.

Readmission after academic suspension:

Students applying for readmission after academic suspension, must complete the Application for Readmission, attach the \$50 Readmission Fee, and address the problems that led to the academic suspension and put forth the case for their success upon returning to CCS. This information must be provided in the "Student Explanation" section of the Application for Readmission. The Committee on Academic Performance will review appeals for readmission after academic suspension. If approved, the student's academic standing would carry the status of "Continued Academic Warning."

Readmission after suspension related to conduct:

Students applying for readmission after suspension related to conduct, must complete the Application for Readmission, attach the \$50 Readmission Fee, and include any relevant information that will build a case for the student's success upon returning to CCS. This information must be provided in the "Student Explanation" section of the readmission application. The Dean of Students will review appeals for readmission after a conduct suspension.

ADMITTED APPLICANTS

Commitment Fee

To reserve a space in the program, admitted students must submit a \$100 commitment fee via our online payment services. This fee is non-refundable. Information regarding how to submit the fee will be included in the acceptance packet.

Required Documentation

The following information will need to be sent to the Office of Graduate Admissions after the offer of admission has been accepted by an applicant:

- Official (final) transcripts and degree verification
- International admitted applicants:
 - o Certified English translations of your transcripts along with the school's grading scale so we can convert your grades.
 - o Certification from a financial institution documenting funds to cover one year's tuition and expenses. For current tuition amounts, please contact the Office of Graduate Admissions. The actual amount available for your studies must be stated in U.S. dollars.
 - Please notify Graduate Admissions if you plan to bring a spouse and/or dependent children.
 - o Affidavit of support if a sponsor will help pay for your education.
 - o Student VISA Information form.

Students with Disabilities

All efforts are made to assist CCS students with disabilities. Assistance in educational matters and assistance for students with physical disabilities is provided through the Student Success Center. Students with a physical and/or learning disability must provide the College with documentation of their disability before any assistance can be provided.

Graduate Studies Tuition and Fees (2015–2016)

Tuition:	\$1,362 per credit; \$20,430 per semester for full-time enrollment, 12-18 credits.
Commitment Fee:	\$100 per semester (credited towards tuition)
Student Accident Insurance:	\$40 per year
Resource Fee:	\$575 per semester for full-time students (12.0 – 18.0 credits)
	\$475 per semester for part-time students (6.0 – 11.5 credits)
	\$240 per semester for less than part-time students (1.0 – 5.5 credits)
Graduation Fee:	\$150 (nonrefundable)
Medical Insurance:	\$1,371 (mandatory for International students, with exception of Canadian border commuter students)
International Student Orientation Fee:	\$200 one time only

2015-2016 MEAL PLAN COSTS:

785 dining dollars each semester - \$725 per semester
1580 dining dollars each semester - \$1450 per semester

2015-2016 HOUSING COSTS:

Taubman Center 3 students per unit - \$2775 per semester*
Taubman Center 4 students per unit - \$2510 per semester*
Art Centre Building 2-3 students per unit - \$2775 per semester
Art Centre Building 4-6 students per unit - \$2510 per semester

***Students in the Taubman Center are required to have a meal plan.**

TUITION PAYMENT OPTIONS

The College offers the following tuition payment options:

1. Full payment of tuition and fees at the time of registration (cash, check, money order, credit card [Visa, MasterCard, American Express, Discover]). International students must make payments by credit card, check (drawn on a U.S. bank), international money order or through PeerTransfer. Payments may be made on-line (using WebAdvisor), by mail, phone, or in person. International payments made using Peertransfer may go to collegeforcreativestudies.peertransfer.com.
2. Deferred payment of tuition and fees. Students must make a \$100 commitment fee payment at the time of their registration (waivers of this payment are not available). The balance of tuition and fees, less financial aid and scholarships, is due on September 30th for the fall semester and January 30th for the winter semester (see Academic Calendar for specific dates). Tuition bills are sent prior to the due dates. All payments not received by the due date will be assessed a \$25 late fee per billing.
3. Third-party billings: Students who are having a third party (such as an employer) pay their tuition must submit an approved voucher (not an application for approval) to the Business Services Department at the time of their registration. Students are responsible for any portion of their tuition and fees that the third party does not cover.
4. Interest-free monthly payment plan through Tuition Management Systems (TMS). This payment option allows students to divide tuition and other expenses into ten (10) smaller monthly payments, spread over the year for a \$55.00 annual enrollment fee. For additional information and enrollment, please go online to www.afford.com/collegeforcreativestudies.

WITHDRAWAL AND REFUNDS

Refunds of tuition paid for dropped classes follow the schedule below:

- | | |
|----------------------------------------------------|---------------|
| • Through the 7th business day of classes | 100% refunded |
| • Through the 8th to 10th business day of classes | 80% refunded |
| • Through the 11th to 15th business day of classes | 60% refunded |
| • Through the 16th to 20th business day of classes | 40% refunded |

There is no refund for classes dropped after the 20th business day of classes. Students who have not paid the full tuition and who withdraw from classes are obligated to pay for the dropped classes as follows:

- After the 20th business day of classes, tuition for the dropped classes must be paid in full.
- The Federal Refund policy will apply to those students who receive Title IV financial aid.

FINANCIAL AID

Resolving financial concerns is an important step toward being able to focus on your educational experience and successfully complete your program. While there are currently no federal or state grants available, students may qualify for a partial scholarship from CCS and are eligible for various student loan programs.

CCS MFA Scholarships

All graduate applicants are automatically considered for a CCS MFA Scholarship upon completion of the admission requirements. Awards are based on the portfolio review, academic achievement, the interview, and the applicant's potential for success. If an applicant is awarded a CCS MFA Scholarship, the applicant will receive notification of this scholarship along with their acceptance letter. Recipients must maintain a minimum cumulative GPA of 3.0 to continue receiving these scholarships. Students receiving tuition assistance from their employer or country will not be eligible for these scholarships.

Eligibility Requirements for Federal Financial Aid

To receive federal financial aid from CCS, students must demonstrate financial need, be accepted for enrollment in the degree program, attend the College on at least a half-time basis, maintain satisfactory academic progress and be a U.S. citizen or permanent resident. In addition, a student must be registered with Selective Service (or be exempt) and cannot owe a refund on previous Title IV funds received or be in default on any student loan.

Application Procedures

To be considered for federal financial aid students must complete the Free Application for Federal Student Aid (FAFSA), which is found on the Department of Education's website at www.fafsa.ed.gov. CCS' Title IV code is 006771.

Loan Programs

- **Federal Direct Unsubsidized Loan Program**
A federal, non-need-based loan program available to students who have completed the FAFSA (Free Application for Federal Student Aid). Repayment begins six months after graduation, upon enrollment of less than half-time or upon withdrawal from the College.
- **Federal Direct Graduate PLUS Loan Program**
Supplemental loan based on credit application. Repayment begins within 60 days after the loan is fully disbursed.
- **Alternative Loan Program**
Credit based loans from private lenders. Contact the Office of Financial Aid for additional information.

Duration of Eligibility

Full-time students may receive their CCS Scholarship for a maximum of 2 years (4 semesters) of full-time awards. Loan programs can be utilized beyond 2 years (4 semesters) assuming the student has remaining eligibility. Contact the Financial Aid Office for more information.

Federal Unsubsidized loans have a maximum or aggregate limit of funds that can be borrowed through the course of a student's education. The limit for graduate and professional students is \$138,500, including any loans taken while pursuing the undergraduate degree.

Refunds

Students who borrow or receive aid in excess of the charges owed to CCS will receive a refund check for the overage from the Business Services Office. These funds can and must be used only to pay indirect educational costs, including books & supplies, housing, food, transportation, child care and personal expenses (such as laundry & toiletries).

Refunds for graduate level students who completed all necessary paper work in a timely manner are scheduled to be processed the second Friday of the semester.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Students who receive financial aid must demonstrate Satisfactory Academic Progress (SAP) as determined by the College for Creative Studies in accordance with federal regulations. Financial aid recipients are required to be in good academic standing and to maintain SAP toward their degree requirements for each semester in which they are enrolled.

The standards of Satisfactory Academic Progress (SAP) measure a student's academic progress using both qualitative and quantitative measurements. These measurements include a cumulative Grade Point Average (GPA) requirement, a Course Completion Rate requirement, and a Maximum Timeframe requirement. The standards apply to all federal and state financial aid programs administered by the College's Office of Financial Aid.

SAP is evaluated at the end of each term (Fall, Winter, and Summer). Federal regulations require the College to evaluate all students for SAP regardless of whether or not they receive financial aid. SAP is evaluated based on the student's cumulative academic record.

Students who do not meet SAP standards will be placed on academic warning for one semester. Students are eligible to receive financial aid during the academic warning semester. If at the end of that semester both markers of SAP have not been achieved the student will be suspended and any future financial aid disbursements terminated.

GRADE POINT AVERAGE (GPA)

At the end of each semester, a student's cumulative grade point average is calculated. He or she must have a minimum cumulative grade point average of 3.0 to achieve SAP.

If a student has less than a cumulative 3.0 GPA, he or she is placed on academic warning for a period of one semester. If the student fails to achieve a 3.0 cumulative grade point average at the end of the academic warning semester, or is placed on academic warning for any other reason, he or she is suspended from the College. During the academic warning semester, a student can receive financial aid.

REQUIRED COURSE COMPLETION RATE

Required course completion rate also determines SAP. Students must complete their academic program within 150% of the published length of the program. To meet this requirement, students must successfully complete, with a grade of C or better, at least two-thirds of attempted cumulative credit hours. Examples are as follows:

Credits Attempted	Must Complete
6	4
15	10
30	20

MAXIMUM TIMEFRAME (MTF)

Federal regulations require that a student must complete his or her educational program within a Maximum Timeframe (MTF) no longer than 150% of the published length of the educational program measured in academic years, terms or credit hours attempted.

Example: Graduate Student

If an undergraduate student is enrolled in an academic program that requires 60 credit hours for

graduation, he or she would be allowed a maximum of 90 (60 x 150%) attempted credits in order to obtain his/her degree.

TRANSFER CREDITS

Courses that are transferred from another institution and accepted toward an academic degree program at the College (at the time of SAP Review) count as attempted and completed hours for Completion Rate and Maximum Timeframe (MTF). The GPA is determined only with courses taken in residence at the College.

GRADE CHANGES

Students who have a grade change or incomplete grade changed after SAP has already been processed for any semester must notify Academic Advising and Registration of the change. At that time SAP will be recalculated to determine if the SAP status needs to be modified and the Office of Academic Advising and Registration will notify the Office of Financial Aid.

CHANGE OF MAJOR/DEGREE

If a student decides to change majors, all classes already taken will count in the maximum timeframe SAP evaluation. It is possible a change of major could impact your SAP standing.

GRADES

Successful completion of attempted courses is required for SAP. Therefore, grades of A through C are acceptable unless otherwise specified. Courses for which these grades are received will be used to establish your cumulative Grade Point Average (GPA) and Course Completion Rate.

Grades of D, F (failing), I (incomplete), W or WN (withdraw) are not acceptable. Courses for which these grades are received will not be counted as a successfully completed course, thus also lowering your Course Completion Rate and cumulative GPA.

DROPPING CLASSES (after the Add/Drop period)

Courses for which a student is enrolled at the conclusion of the Add/Drop period will be used to determine attempted courses for the Course Completion Rate. Therefore, if it is necessary to adjust one's class schedule, it is best to do so during the Add/Drop period of the semester. Courses that are dropped after conclusion of the Add/Drop period will show a recorded grade of W or WN. This will be counted as an unsuccessfully completed course, thus lowering your completion rate.

COMPLETE WITHDRAWALS

When a withdrawal occurs (cancellation of all courses for which a student was enrolled at conclusion of the Add/Drop period of a semester), there are no successfully completed courses for the semester. This will lower your Course Completion Rate and can result in suspension and/or loss of financial aid eligibility if you already had a low course completion rate or there are consecutive withdrawals over a number of semesters.

See the Complete/Unofficial Withdrawals and Financial Aid section for information on how financial aid is calculated for withdrawals.

REPEATED COURSES

When a successfully completed course is repeated, the previous enrollment is deducted from the calculation of successfully completed courses; therefore, this will lower your Course Completion Rate. Only the last grade received is counted in the cumulative GPA.

Per the Federal Student Aid handbook, students may repeat a course as many times as necessary to receive a passing grade and receive federal funding for that course. The federal definition of a passing grade is anything above an F.

Once the student has taken the course and received a grade above failing (anything above an F), the student may repeat the course only one additional time to try to earn a higher grade and receive federal financial aid funds. Any subsequent repeats of that course cannot be covered by federal financial aid funds.

FAILURE TO MEET SAP

If a student fails to meet the 3.0 cumulative GPA requirement or does not complete two-thirds of the cumulative credit hours attempted to date, he or she will be placed on academic warning for a period of one semester. If the student fails to raise the GPA to 3.0 or the completion rate to two-thirds at the end of the academic warning semester, or is placed on academic warning for any other reason, he or she is suspended from the College. During the academic warning semester, a student can receive financial aid.

ACADEMIC WARNING POLICY

Students who fail to (1) meet the 3.0 cumulative grade point average requirement or (2) meet the SAP requirement are placed on academic warning for one semester. Students on academic warning will be required to follow an academic success plan. Students who do not exit academic warning status at the end of the subsequent semester will be suspended.

APPEAL PROCESS

Students suspended from the College may apply for readmission to the Graduate Studies program after one year. At the request of the student, a meeting with the program chair would be available upon suspension to review coursework and establish recommendations for improvement. The applicant must submit a new portfolio to the Graduate Admissions Committee that demonstrates progress and improvement to be considered for readmission.

APPEAL APPROVED

A student who appeals the status of suspension and whose appeal is granted will be placed on Continued Academic Warning (Financial Aid Probation). This status is limited to one semester only. At the end of that semester, a student on Continued Academic Warning (Financial Aid Probation) will have his/her academic progress reviewed and must be meeting the SAP standards. If a student fails to meet these standards, the student loses financial aid eligibility and is returned to the status of suspension.

Aid for Less Than Full-Time Enrollment/Pro-ration of Financial Aid

Financial aid is initially awarded based on full-time enrollment. Each semester the enrollment status of every student is reviewed to determine if their grants and scholarships should be pro-rated due to less than full-time status. Aid continues to be pro-rated for less than full-time status until 100% charges apply each semester (see the academic calendar for exact dates).

11.5 – 9.0 credits – reduced to 75%

8.5 – 6.0 credits – reduced to 50%

Less than 6.0 credits – reduced to 0%

Scholarships from outside entities are not prorated unless required by the donor. Loans do not change unless requested by the student or unless the maximum budget for the enrollment level is exceeded.

Please note that students must be at least half-time until 100% charges apply to receive most kinds of aid, including most kinds of loans (alternative loan borrowers should check with their lender).

Complete Withdrawals and Financial Aid

Students doing a complete withdrawal from the college may require adjustments to their federal (Pell grants, SEOG, Stafford & PLUS loans) aid even after 100% charges apply each semester. Schools are required to perform a calculation up to the date that 60% of the semester is completed, to determine how much federal aid the student has earned. Unearned aid must be returned to the Department of Education. If you are considering a Complete Withdrawal, please contact the Financial Aid Office for an estimate of your final balance.

Financial aid for students who unofficially withdraw (stop attending classes without completing the official withdrawal procedure) before 60% of the semester will be recalculated at the end of the semester using class attendance rosters to determine the last date of attendance. As with any other funds owed, students will be responsible for any resulting balance if funds must be returned to the federal or state governments.

See below for more information on the regulations regarding the Return of Title IV Funds.

Return of Title IV Funds

This policy applies to students who are eligible for Title IV funds and withdraw prior to the 60 percent period (described below). This determines a student's amount of Title IV funds earned for said period.

1. The term "Title IV Funds" refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs available to graduate students at the College for Creative Studies: unsubsidized FFEL loans, subsidized FFEL loans, and FFEL PLUS loans.
2. A student's withdrawal date is the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw or the midpoint of the period for a student who leaves without notifying the institution, or the student's last date of attendance at a documented academically related activity
3. Title IV aid is earned in a prorated manner based on calendar days, including weekends (and holidays no longer than five consecutive days), up to the 60 percent point in the semester, after which point Title IV aid is viewed as 100 percent earned. A copy of the worksheet used for this calculation can be requested from the Office of Financial Aid.
4. In accordance with federal regulations, when it is determined that the return of Title IV funds is required, they shall be returned in the following order: unsubsidized FFEL loans, subsidized FFEL loan, FFEL PLUS and other Title IV funds.
5. The College for Creative Studies is responsible for providing each student with the information given in this policy, identifying students who are affected by this policy and completing the Return of Title IV funds calculation for said students.
6. The student is responsible for returning any Title IV funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The policy listed above supersedes those published previously and is subject to change at any time. Any notification of a withdrawal or cancellation and request for a refund should be in writing and addressed to the appropriate institutional office.

DRUG CONVICTIONS & FINANCIAL AID ELIGIBILITY

Loss of Eligibility

According to federal regulations, students convicted of a drug offense that occurred during a period of enrollment while they were receiving Title IV Federal Financial Aid may lose eligibility for Federal Aid.

Federal Aid includes:

- Federal Pell and SEOG Grants
- Federal Work Study
- Federal Stafford Loan
- Federal PLUS Loan

If a student answers 'Yes' to question 31 on the FAFSA, they will be sent a worksheet by the federal processing center in order to determine if the conviction affects eligibility for aid. Should the Financial Aid Office be notified that a student has been convicted of sale or possession of illegal drugs, the financial assistance will be suspended immediately.

If a conviction was reversed, set aside, or removed from the student's record it does not count. Convictions occurring during periods of non-enrollment do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

The period of ineligibility is dependent upon the type of conviction (sale or possession) and if there were previous offenses.

Possession of Illegal Drugs

- 1st Offense – 1 year from date of conviction
- 2nd Offense – 2 years from date of conviction
- 3rd Offense – Indefinite period

Sale of Illegal Drugs

- 1st Offense – 2 years from date of conviction
- 2nd Offense – Indefinite period

If the student was convicted of both selling and possessing drugs they will be ineligible for the longer period.

Regaining Eligibility

The student may regain eligibility:

- The day after the period of ineligibility ends,
- When they successfully complete a qualified drug rehabilitation program or,
- If the student passes two unannounced drug tests given by a qualified rehabilitation program

Additional drug convictions will make the student ineligible for federal aid again.

It is the student's responsibility to certify to the school that they have successfully completed the rehabilitation program.

Students denied eligibility for an indefinite period can regain it after:

- Successfully completing a rehabilitation program as described below,
- Passing two unannounced drug tests from such a program, or
- If a conviction is reversed, set aside, or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions determine when the student regains eligibility.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds directly from a federal, state or local government.
- Be qualified to receive payment directly or indirectly from a federal or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

Student Affairs

Office of Student Affairs

The Office of Student Affairs is a resource for a variety of student needs and concerns, including off-campus housing, student activities, student ombudsman, as well as student misconduct issues. Events ranging from new student orientation to graduation are coordinated through this office, which also advises Student Government, oversees student organizations, and offers various student programs. This office also serves as a referral office. If you do not know where to take your concern, this is a good place to start.

Health Services and Insurance

All registered degree-seeking students must have accident insurance. As part of the registration process, students are automatically enrolled in the College's student insurance program. The student insurance plan is active from the beginning of the semester in which the student is registered. Students pay a rate of \$40 and are covered for the fall, winter and summer semesters. This insurance provides 24-hour-a-day coverage for accidents that occur on- and off-campus. The current policy covers up to \$10,000 per accident for necessary medical, hospital and emergency services and up to \$500 per dental accident with no deductibles. The College assumes no responsibility for student medical or hospital expenses. The policy is required for enrollment at CCS, whether or not a student has other coverage.

All students are urged to carry medical hospitalization insurance. The College offers voluntary sickness and major medical insurance to students, their spouses and dependents at their cost. International students and all students living in student housing, are required to show proof of health insurance. For more information, students should contact the Office of Student Affairs.

Students in need of immediate medical attention are referred to the emergency room of the Detroit Medical Center, which is located within one mile of campus.

Resource Fee

Each semester, students are assessed a student resource fee, a portion of which is set aside for the Student Government Fund. This fund allocates money to official student groups/organizations and enables the Student Government to offer special programs and

projects on campus. Another portion of the fee goes to the Student Programming Fund, which is administered by the Director of Student Life. This fund is used for campus-wide educational and social programs throughout the year. Additionally, the fund supports academic programming, the College's nurse, Behance membership, and other student resources.

Student Government

The Student Government is composed of elected officers from the student body. Meetings are held every week and are open to all students. The Student Government organizes and sponsors several special events during the year, sponsors openings at the U245 Gallery, and helps fund special, student-initiated projects.

Student Conduct

A complete description of student rights, opportunities and responsibilities (including policies regarding alcohol, drug abuse and harassment) is contained in the CCS Student Handbook and on Blackboard in the Student Affairs section.

No-Smoking Policy

In the interest of providing a safe and healthy environment for all staff, faculty, students and visitors, and in accordance with the Michigan Clean Indoor Air Act and the City of Detroit Smoking Pollution Control Ordinance, smoking is prohibited in all CCS buildings.

Alcohol and Illegal Drugs

CCS is an alcohol-free campus, with the exception of special events coordinated through the Institutional Advancement and Executive Offices. At special events where alcohol is served, the legal drinking age laws are observed and alcohol will only be permitted in the designated event area. Additionally, illegal drugs and paraphernalia are not permitted on the CCS campus or at CCS-sponsored events off campus. Students found using, possessing, selling or distributing drugs will be disciplined through the campus judicial procedures and could be suspended or dismissed from the College.

Counseling, Treatment and Education

Students who feel they have a problem with drugs or alcohol or wish information, may seek confidential counseling, without disciplinary action by CCS, through the personal counselor located in the Yamasaki Building.

College Liability

The College assumes no responsibility for the loss of or damage to student property. While the College exercises great care with regard to the safety of students working in studios and shops, it is not responsible for injuries that may occur. Students found damaging the work of other students are subject to disciplinary measures up to and including dismissal.

POLICY ON SEXUAL HARASSMENT AND SEXUAL ASSAULT

I. Policy Statement

The College for Creative Studies subscribes to the principle of equal opportunity in its employment, admissions and educational practices and strives to provide an educational environment and workplace free from unlawful harassment or discrimination. Discrimination, including harassment, because of age, race, color, national origin, religion, sex, sexual orientation, marital status, disability or any other characteristic protected by law is strictly prohibited. This policy specifically addresses the prohibition of sexual misconduct, including sexual harassment, gender-based harassment, sexual assault, sexual exploitation, stalking, and domestic violence. Sexual misconduct represents a serious breach of the College's

commitment to fostering a positive educational and working environment. An individual who violates this policy may also be subject to criminal prosecution and civil litigation in addition to College disciplinary procedures.

II. Scope

All students, faculty, and staff of the College as well as any visitors, regardless of sexual orientation or gender identity, are subject to this policy. This policy applies on campus property and may apply off campus if the conduct was in connection with a College program or College recognized program or the conduct may have the effect of creating a hostile environment in the College's classrooms, studios, workspaces, offices, or administrative spaces.

The College prohibits sexual misconduct by third parties (i.e. neither students nor employees of the College) towards members of the College community. Although individuals who are not students or employees of the College are not subject to discipline under the College's internal processes, the College will take prompt, corrective action to remove the accused from campus facilities while under investigation. The College may also involve the police in the immediate resolution of the situation.

III. Definitions

Consent- Consent is an affirmative, conscious decision - indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent can be withdrawn at any time. Consent given for one mutually agreed upon sexual act does not imply consent for additional sexual acts. Consent CANNOT be given if a person's capacity is substantially impaired because of a mental or physical condition, coercion, intimidation, threats, duress, a perceived power differential, or the person is under the age of legal consent.

There is no consent if a person is mentally or physically impaired such that he/she cannot understand the fact, nature, or extent of the sexual situation. This includes impairment due to alcohol consumption, drug consumption, or being asleep or unconscious.

For consent to be effective, it must be:

- freely and actively given,
- manifested by mutually understood words or actions,
- indicative of a willingness to engage in mutually agreed upon sexual activity,
- given while both parties are not under the influence of intoxicants or physically incapacitated,
- given without coercion through force or intimidation

Complainant/Accuser/Victim- the party complaining of or the victim of sexual misconduct.

Preponderance of the Evidence- the evidence must show that, more likely than not, sexual misconduct did occur and more likely than not, the alleged perpetrator committed the act

Respondent/Accused- the person against whom a complaint of sexual misconduct is brought.

Sexual Misconduct- sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual misconduct includes: sexual assault and sexual harassment.

Sexual Assault- any non-consensual physical contact of a sexual nature, whether by an acquaintance or by a stranger. Physical resistance need not occur to fulfill the definition of sexual assault. Sexual assault includes, but is not limited to the following:

- rape,
- acquaintance rape, (friend, classmate, peer, co-worker, partner, etc.)
- dating violence,
- sexual assault with an object,
- sexual exploitation (i.e.- prostituting another person, recording images of sexual activity without consent),
- forcible sodomy,
- forcible oral sex,
- forcible fondling, groping, kissing
- voyeurism/stalking

Sexual Harassment- unwelcome gender, sexuality, or sexually based verbal or nonverbal conduct that is sufficiently severe, persistent, or pervasive as judged by a reasonable person in the victim's position, considering all the circumstances.

IV. Rights

Rights of the Victim

- The right to interim measures pending completion of an investigation.
- The right to investigation and appropriate resolution to all credible complaints of sexual violence.
- The right to request confidentiality and to understand the impact of a request for confidentiality on the investigative process.
- The right to not be discouraged by College officials from reporting sexual violence.
- The right not to be retaliated against for filing a good faith complaint.
- The right to know the evidentiary standard the College applies during an investigation is the preponderance of the evidence standard, which means that the evidence must show that more likely than not, sexual misconduct did occur and more likely than not, the alleged perpetrator committed the act.
- The right to be informed of the outcome and sanction of any disciplinary hearing involving sexual violence within the bounds of what is legally permissible.
- The right to notification of options for changes in academic and living situations after an alleged incident of sexual violence.*
- The right to reasonably prompt time frames for completion of the complaint process (generally 60 days), recognizing this is influenced by the facts and circumstances.
- The right to attend any hearing including timely notice of hearing date and adequate time for preparation.
- The right to not have irrelevant prior sexual history admitted as evidence in a campus hearing.
- The right to have an advisor or advocate accompany and assist in the campus hearing process. *
- The right to a campus judicial outcome based solely on the preponderance of evidence presented during the College judicial process.
- The right to not have any complaint of sexual violence mediated as opposed to adjudicated.*
- The right to petition that any member of the judicial body be removed on the basis of demonstrated bias.*
- The right to be informed of counseling, advocacy and support.

- Assurance that the College will take steps to prevent recurrence of any sexual violence and when appropriate, remedy the discriminatory effects on the victim and other students.

Rights of the Accused

- The right to investigation or appropriate resolution to all credible complaints of sexual violence.
- The right to know the evidentiary standard the College applies during an investigation is the preponderance of the evidence standard, which means that the evidence must show that more likely than not, sexual misconduct did occur and more likely than not, the alleged perpetrator committed the act.
- The right to a hearing including timely notice of hearing date and adequate time for preparation.
- The right to appeal the finding and sanction in accordance with this policy.
- The right to have an advisor or advocate accompany and assist in the campus hearing process.*
- The right to a campus judicial outcome based solely on a preponderance of the evidence presented during the College judicial process.
- The right to written notice of the outcome and sanction of the hearing.
- The right to petition that any member of the judicial body be removed on the basis of demonstrated bias.*
- The right to be informed of counseling, advocacy and support.

*The indicated rights may not apply or be possible to grant for faculty or staff who are involved in an investigation into a report of sexual violence.

V. Reporting

All College community members are strongly encouraged to report incidents of sexual misconduct to the Title IX Coordinator or any of the reporting resources listed below. All College faculty and staff are required to report any accounts or instances of sexual misconduct that they become aware of to the Title IX Coordinator in either the Office of Student Affairs or in Human Resources.

Anyone who has been subject to sexual misconduct may choose to pursue criminal prosecution, civil litigation, and/or College disciplinary processes. The College recognizes that a person who has been subject to sexual misconduct retains the right not to pursue either criminal prosecution, civil litigation, or a College judicial proceeding. Choosing not to pursue these courses of action, however, does not remove the responsibility of the College to investigate and/or take action.

A communication to the Title IX Coordinator is not confidential, but to the extent possible, the College will only disclose information regarding incidents of sexual misconduct to individuals who are responsible for handling the College's response. To the best of their ability, the Title IX Coordinator will maintain as much confidentiality for both the victim and the accused during the investigation process. Should a breach of confidentiality be required, it will be done following the procedure outlined in section V.G. of this document.

Title IX Coordinator

Michael Coleman
Director of Student Life

Student Ombudsman
Office of Student Affairs
313-664-7676
mcoleman@collegeforcreativestudies.edu

Secondary Title IX Coordinator
Raquel Diroff
Assistant Human Resources Director
Office of Human Resources
313-664-7651
rdiroff@collegeforcreativestudies.edu

The listed departments are specially trained to help in incidents of sexual misconduct:

On Campus Resources for Students

Dean of Students	313.664.7675	M-F 8:30am-4:30pm
Campus Safety	313.664.7444	24 hours
Dir. Student Life	313.664.7676	M-F 8:30am-4:30pm
Dir. Residence Life	313.664.7678	M-F 8:30am-4:30pm
Dir. Academic Advising/Registration	313.664.7673	M-F 8:30am-4:30pm

A. Amnesty

When conducting the investigation, the College's primary focus will be on addressing the sexual misconduct, harassment or assault and not on other College policy violations that may be discovered or disclosed. Fear of conduct or disciplinary violations should not be a deterrent for a victim to report an incident of sexual misconduct. Persons reporting sexual misconduct will be granted amnesty from College disciplinary processes if College policy violations are discovered during the course of a sexual misconduct investigation. This same amnesty will be granted to witnesses asked to participate in an investigative process on campus.

B. Timely Reporting & Crisis Assistance

The College supports and encourages anyone who has been subject to sexual misconduct to report the incident to the reporting source of their choice. Prompt reporting may preserve options that delayed reporting does not, including the preservation of physical evidence, crisis counseling, and immediate police response. However, those who delay reporting can report the incident at any time, understanding that this may rule out the collection of reliable physical evidence.

Any person who has been sexually assaulted or otherwise subject to sexual violence may go directly to the emergency room of any local hospital for medical attention, evidence collection, and access to follow up care. An individual who has been sexually assaulted is urged to seek medical evaluation as soon as possible. The closest emergency room facilities to campus are:

Detroit Receiving Hospital, 4201 St. Antoine, Detroit MI 48202
Henry Ford Hospital, 2799 W. Grand Blvd, Detroit, MI 48202

C. Medical-Legal Evidence Collection

An individual who has been sexually assaulted is encouraged to request collection of medical-legal evidence. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action.

D. Confidential Reporting Resources

The following resources are available to discuss incidents and issues related to sexual misconduct on a confidential basis. Communications to these resources cannot legally be disclosed without the individual's consent or in limited circumstances such as imminent threat or danger to self or others. These resources may report general statistics regarding sexual misconduct but will not disclose any identifying information. A report to these resources will not result in a report to the College. However, keep in mind, if an individual reports to these sources and does not report to the College, the College cannot investigate or take any disciplinary action against the perpetrator.

On Campus Resources for Students

Wellness Center Staff	313.664.7852	M-F 8:30am-4:30pm
Campus Nurse	313.664.7982	M,W,F 8:30am-12:30pm

Off Campus Resources for Students

Turning Point	586.463.6990	24 hours
Haven	248.334.1274	24 hours

Staff and faculty resources can be found in the policy in the faculty handbook.

E. Confidentiality Requests

When reporting an incident of sexual misconduct, a student/employee may request confidentiality by: (1) having his or her name not revealed to the alleged perpetrator, (2) asking that the College not investigate the incident, or (3) asking the College not to take action against the perpetrator.

These requests will be handled by the Title IX Coordinator or Secondary Title IX Coordinator, who will strive to conduct an investigation that balances the needs of the victim while attempting to protect the College community. Due to the need for administrative action, absolute confidentiality is not guaranteed. When requesting confidentiality, the individual will be informed of the impact of a request for confidentiality on the investigative process, the College's retaliation policy (see section *V.F. Retaliation*), and of any need for the College to deny the request.

A request for confidentiality will be denied if:

- There is reason to believe that an ongoing threat to the College community would be allowed to continue by agreeing to hold the victim's identity confidential.
- An investigation would not be possible by holding the victim's identity confidential.

- The reporting individual is not the victim of the alleged sexual misconduct but is reporting a possible sexual misconduct incident. It may be possible to maintain the confidentiality of the reporter's name while still investigating the report.

If a confidentiality request is denied, disclosure of an incident of sexual misconduct will be as limited as possible and will reveal as little information about the individual as possible. The individual will be informed by the College of what information may be disclosed once a confidentiality request is denied prior to information being disclosed.

F. Retaliation

Individuals who report sexual misconduct, or who cooperate in the College's investigation and handling of sexual misconduct shall not be subject to retaliation for reporting and/or cooperating, even if the College finds that no sexual misconduct occurred. If a complainant or witness believes that she or he is being subjected to retaliation, she or he should promptly contact the Assistant Human Resources Director (faculty and staff) or the Director of Student Life (students).

G. Reporting to Law Enforcement

Individuals may report incidents of sexual misconduct to law enforcement through on-campus or off-campus resources or may report directly to law enforcement. The police have a responsibility to uphold and enforce the law even if the person assaulted does not want to participate in the process and/or make a complaint. As a result, once a report is made to a police officer and/or once the officer learns of possible criminal activity, the officer has a duty to investigate and a duty to forward any information to the appropriate prosecutor's office for possible criminal prosecution.

H. Parental/Legal Guardian/Partner Notification

The College is committed to providing support to anyone involved in an incident of sexual misconduct. In some instances when there is a health or safety concern, the College may need to notify the parents, guardian, or partner of the individual involved in the incident. In making this determination, the College will consider the wishes of those involved, as well as their personal safety, and the safety of the campus community. In addition, when the victim is under the age of 18 (or under 21 and physically or mentally impaired), both the College and any confidential resources are required to report the abuse to the appropriate social service agency or the police.

I. False Complaints

Any member of the College community who knowingly files a false complaint of sexual harassment or assault, or who knowingly provides false information to or intentionally misleads College officials who are investigating or reviewing a complaint of alleged sexual harassment or assault, is subject to disciplinary action, up to and including discharge for employees and dismissal for students.

VI. Interim Measures

The College will promptly take all interim measures necessary to protect any complainant of sexual misconduct. Interim measures include but are not limited to academic accommodations, increased monitoring or security, changes to class or housing assignments for students or work assignments for employees. Interim measures may be put into place for either the accuser or accused depending on the nature of the situation.

Interim measures are available regardless of whether a complainant requests confidentiality or chooses to file a formal complaint with the College. The College will assist complainants in obtaining support including but not limited to: victim advocacy, housing assistance, no-contact orders, academic support, counseling, disability services and health and mental health services.

VII. Clery Act Obligations

A. Campus Notification

Once a report of sexual misconduct is made, the College will take all necessary steps to protect the campus and the person who has been harassed or assaulted. This may include alerting the campus of crimes that it determines pose a threat to members of the campus community. In making such determinations, the College will consider the safety of students, faculty, and staff as well as the privacy interests of all persons involved in such incidents. Regardless of the action taken by the College, the name of any person involved will not appear on security alerts. To respect the privacy rights and choices of the person reporting sexual misconduct, as well as the rights of a person being accused, the College will consider the wishes of all individuals involved in the incident to determine the level of specific information to include in the campus crime report.

B. Campus Crime Reporting

In compliance with the Clery Act (Campus Crime Statistics Act) and the Violence Against Women Reauthorization Act, all members of the College, excluding confidential sources, notified of sexual misconduct are required to inform Campus Safety; and the incident will be included in campus crime statistics. Typically, the following information is included: crime, date, location, and status (i.e. student, faculty, staff, stranger, etc.) of the individuals involved in the crime. The College never includes the names of the accuser or the accused in crime statistics.

VIII. Investigation

Once the College becomes aware of an incident of sexual misconduct, the College will initiate the investigation process. The College will utilize all relevant internal disciplinary and administrative processes, as well as external criminal and civil reporting mechanisms, deemed appropriate when information pertaining to sexual misconduct is reported. If a request for confidentiality has been made, the decision to maintain confidentiality will be made by the Title IX Coordinator or Secondary Title IX Coordinator in accordance with the standards in section V.G. If the request for confidentiality is able to be granted, the investigation will continue only to the extent possible while maintaining confidentiality.

If a person discloses an incident that meets the definition of sexual misconduct but does not personally define the incident as that, the College still has an obligation to investigate. Reports regarding incidents where the accused is a student or an off-campus 3rd party should be promptly and will be resolved in the same manner as an incident on campus.

Members of the College community are expected to cooperate in the College's investigations of alleged sexual misconduct. If cooperation does not occur, the investigation will generally proceed based on the information available.

A. Duty to Investigate

When necessary to meet its commitment to provide an environment free of sexual misconduct, the College will investigate alleged incidents of sexual harassment or assault of which it becomes aware even if no formal complaint has been filed or the individual(s) involved is unwilling to pursue a complaint or cooperate in an investigation. If an employee becomes

aware of specific and credible allegations of sexual harassment or assault, whether through a complainant or otherwise, the allegations should be reported promptly to either the Title IX Coordinator or Secondary Title IX Coordinator. The duty to investigate will include addressing any request for confidentiality in accordance with section V.G. If it is deemed necessary by the Title IX Coordinator or Secondary Title IX Coordinator to breach confidentiality in order to maintain the environment free of sexual misconduct, the victim will be informed of the need to violate confidentiality prior to doing so.

B. Investigation Standard

All incidents of sexual misconduct will be assessed using the preponderance of the evidence standard. The preponderance of the evidence standard means that the evidence must show that, more likely than not, sexual harassment or sexual violence did occur and more likely than not, the alleged perpetrator committed the act.

C. Investigative Process

All complaints of alleged sexual misconduct are investigated under the oversight of the Title IX Coordinator when the accused is a student or off campus 3rd party and the Secondary Title IX Coordinator when the accused is an employee of the College. The College will process all formal complaints of sexual misconduct it receives, regardless of where the conduct allegedly occurred. The investigation process includes:

1. Upon notification that a report of sexual misconduct has been made, a formal statement from the complainant will be collected. In the event the complainant requests confidentiality and declines to provide a formal statement, notes from either the reporting source or the Title IX Coordinator or Secondary Title IX Coordinator will serve as the source of information for the basis of the investigation.
2. Written notification will be promptly sent to the accused regarding the incident. This notification will also include a meeting date and time for the accused.
3. After meeting with both parties, the College will gather and review any additional information and documents it deems relevant including but not limited to student and personnel files, witness statements, law enforcement and investigation documents, additional statements from the complainant and the accused.
4. The Investigator will create a report of the investigation.
5. If either Title IX Coordinator determine that a hearing is necessary, a notice of hearing must be created to begin the Hearing process. If either Title IX Coordinator determines that a hearing is not necessary, a Notice of Outcome will be prepared and provided to all parties. A hearing will be deemed necessary if the investigation process has yielded evidence to suggest that:
 - a. There are credible statements that sexual misconduct may have occurred.
 - b. Statements from the victim and the accused are factually incongruent.
 - c. Circumstances surrounding the alleged sexual misconduct are unclear.
 - d. There are no compelling reasons not to hold a hearing.

IX. Hearing

A. Standard

The purpose of a sexual misconduct hearing is to determine if more likely than not, sexual misconduct occurred and that more likely than not, the accused committed the act. This determination is made by the Adjudication Panel as an outcome of the Hearing Process outlined in section IX.D.

B. Informal Grievance Procedure

Mediation is a potential alternative to a hearing if both the accused and accuser consent. Mediation cannot be used in cases of sexual assault or sexual violence. The parties have the right to end mediation and demand a formal hearing at any time. Mediation will be done by a trained faculty or administrator, including the Title IX Coordinator.

C. Adjudication Panel

All hearings will be conducted by a panel of three faculty, administrator or staff members who are tasked with determining whether the accused has committed an act of sexual misconduct. The Adjudication Panel will also recommend sanctions to be imposed. The Dean of Students will serve as the head of the Adjudication Panel if the accused is either a student or a third party of the institution and the Director of Human Resources will serve as the head of the Adjudication Panel if the accused is an employee of the College. The head of the Adjudication Panel will select two additional members of the panel from a pool of trained faculty and staff members selected to avoid any potential conflicts of interest.

Any party may raise issues of conflicts of interest with regard to the adjudication panel. The Title IX Coordinator will weigh these issues and resolve them accordingly. No party has a right to disqualify an Adjudication Panel member absent a demonstrated bias.

D. Hearing Process

1. Both parties may be present and are allowed to have an attorney or adviser at the hearing.
2. A summary of the accusations will be provided to the accused and accusing party prior to the hearing date in the form of a notice of charge or notice of hearing.
3. The Title IX Coordinator will present information gathered during the investigation phase to the Adjudication Panel.
4. The accusing party will have the opportunity to provide his/her version of events.
5. The accused will have an opportunity to provide his/her version of events and respond to the accusations he/she is being charged with.
6. Parties may present witnesses or documents. The hearing panel has discretion to determine admissibility of witnesses or documents prior to presentment.
7. Parties may question the accuser, accused and any other witnesses but only through the Adjudication Panel. The Panel has discretion to disregard irrelevant or prejudicial questions.
8. The Panel will determine whether the alleged conduct occurred and appropriate sanctions. The Panel shall provide written notification of the outcome to both the complainant and the accused within 10 business days of the disciplinary hearing.

E. Notice of Outcome

The Notice of Outcome prepared by the Panel will inform the parties regarding the outcome of an investigation or hearing. The Notice will contain: (1) whether the alleged conduct occurred, (2) individual remedies offered to complainant and/or sanctions against the accused, and (3) other steps the College has taken to eliminate the hostile environment.

F. Sanctions/Remedies

The range of sanctions against the perpetrator include but are not limited to institutional probation, no contact orders, removal from class(es), housing, or

suspension/dismissal/termination from the institution.

Remedies offered to the complainant include but are not limited to escort services, increased security, housing changes, counseling services, medical services, or academic support services.

Remedies for the broader student population include but are not limited to developing materials on sexual violence for all students, conducting bystander intervention and sexual violence prevention programs, and/or issuing policy statements.

X. Appeals

A. Procedure

1. Both the complainant and the accused are entitled to appeal the decision based on the disciplinary hearing.
2. An appeal must be filed, in writing, within 5 business days of the written notification of the disciplinary hearing outcome.
3. The College leadership team (President, Provost and V.P. of Academic Affairs, V.P. of Enrollment and Student Services, V.P. of Administration and Finance, and V.P. of Institutional Advancement) will serve as the Appeal Body for all sexual misconduct hearings. If either the accused or the victim are employees, the member of the leadership team from that employees division of the College will recuse themselves from the appeal process.
4. The Appeal Body will first determine whether the appeal meets the grounds for appeal outlined in section X.B. If the appeal is not based on a proper ground for appeal, it may be rejected.
5. If the appeal meets the grounds for appeal, the Appeal Body will make a finding on the appeal within 15 days of the appeal being filed.
6. All decisions by the Appeal Body are final.

B. Grounds for Appeal

1. New evidence not available at the time of the investigation or hearing.
2. Decision by adjudication panel was unreasonable. There must be specific reasons shown why the panel's decision was unreasonable, i.e.- the adjudication panel considered improper evidence, made their decision based on improper criteria or using irrelevant facts.
3. Procedural irregularities that substantially affected the outcome of the hearing to the detriment of the complainant or accused.

C. Time Frame

Written notification of the appeal findings will be provided to the accuser and accused within 15 business days of the appeal being filed.

REGISTRATION

Incoming graduate students are registered through the International Student Services Office. Returning students may opt to register in person with an advisor in the International Student Services office or through WebAdvisor, the CCS online student registration system. WebAdvisor allows enrolled students to check grades, search for classes, register online, add/drop classes, and pay tuition online. Faculty can view advisees, check current class rosters, and view class schedules. Enrolled students must obtain a password from Information Technology Services before using this system.

Steps to Complete Registration in Person

1. Pay the \$100 commitment fee at the cashier's window (cashier closes at 4 p.m.). Payments can be made by cash, check, money order or credit card (Visa, MasterCard, American Express, Discover). Keep your receipt. You must pay this fee at the time of registration. Waivers of this payment are not available.
2. You *must* meet with your graduate faculty advisor before you can register for classes. Obtain a copy of your academic evaluation (degree audit) from the Graduate Student Advisor, or WebAdvisor (<http://www.bb.collegeforcreativestudies.edu/>) to determine the classes you need. Obtain a copy of the registration form from your Graduate Advisor or from the Academic Advising and Registration Office (AARO). You can register directly with the Graduate Advisor or come to the Advising and Registration Office. Should you visit AARO follow the steps below:
 - a. Complete the *Registration Form*, including your name, all addresses, course selections (including alternate courses) and bring the form to the Advising and Registration office at your scheduled time, or after, as listed above, but no later than the deadline to register.
 - b. Restricted courses. Students who intend to register for a course that is restricted to a particular major or class level and who are not in that department or at the required class level must have the department chair or administrator complete and sign the pink *Registration Permission Form* and submit it with the *Registration Form*.
 - c. Internships or Independent Study. Students who intend to register for an internship or Independent Study must submit those completed and signed forms along with the *Registration Form* by the deadline to register for the semester. Late registration for internships or Independent Study is not permitted and will not be accepted.
 - d. Once you have registered you may change your schedule by using the blue *Drop/Add Form*. Your graduate advisor must sign your *Drop/Add Form* if you are dropping a course.
 - e. Take the blue *Drop/Add Form* to the Advising and Registration office for processing.

Steps to Complete Online Registration

1. If you do not already have one, obtain a user id and password from Information Technology Services, located on the lower level of the Yamasaki Building. You will need a photo ID to receive this information.
2. Log onto Blackboard through your Internet browser: <http://www.bb.collegeforcreativestudies.edu>, then sign in using your user ID and password. Then click on the WebAdvisor tab.
3. Under the WebAdvisor module select the “Register for Classes” option. You will be given the option to use Express Registration or the Search and Register feature. Express registration should be used when you have your courses selected and want to register by department, course, and section number all at once. The search and register feature is used when you do not know the department, course, or section number and want to select this information from the list. We recommend using the express registration feature. You may want to view the schedule of classes from the PDF file first, write everything down, and then register using express registration.
4. After you select classes through either Express Registration or the Search and Register feature, courses will be placed on this wish list. You must take further steps on the wish list screen in order to complete your registration for the class. The top portion of the screen ("Preferred Sections") shows all the courses on your wish list. The bottom portion ("Current Registrations") shows everything you're actually registered for. To move a course from the wish list to Current Registrations, pull down the 'Action' box for it, change it to 'RG - Register', and click 'Submit'. Barring any complications (hold on account or pre-requisite problems, etc.), you should be taken to a results screen that shows you as registered for the class. If there were problems with the registration, it will display error messages in the 'Status' column in the top portion of the screen.
5. Select your courses and then hit submit. You will receive an email confirmation that you are registered for classes.
6. Once you have registered you may change your schedule online up until the first day of classes. After that date you must visit the Academic Advising and Registration Office and conduct schedule changes by using the blue *Drop/Add Form*. A staff advisor in the Academic Advising and Registration office must sign your *Drop/Add Form* if you are dropping a course.

Click on the “My Class Schedule” tab in WebAdvisor in order to view your completed class schedule.

Obtaining Grades Online

Grading is based on work performed, growth in ability, attendance and attitude. A continuous record of all students' classes is kept in the Academic Advising and Registration Office. Final grade reports are available through WebAdvisor, the online student registration system, the week after classes end provided there are no restrictions (holds) on the student's record.

Adding/Dropping Classes

Students may use WebAdvisor to add or drop classes up until the first day of class. After this time, or if a student wishes to add or drop a course in person, students must complete the add/drop form that is available from the Academic Advising and Registration office or through the International Student Services Office. Students who drop classes during the first seven

business days of classes (see Academic Calendar for specific dates) will not be charged for the drop. After the seventh day dropped classes are charged on a sliding scale and those courses will receive a grade of “W” or “WN.” Please refer to the academic calendar for specific tuition reimbursement information and the last day to withdraw from a course. No exceptions to the last day to withdraw deadline will be made.

CCS Transcripts/Enrollment Verification

Requests for copies of academic transcripts or enrollment verifications must be submitted in writing (with the student’s signature) to the Academic Advising and Registration Office. A \$5 charge is assessed for each transcript. There is no charge for the completion of enrollment verifications needed for insurance, loans, etc. A minimum of three working days is required for the processing of transcripts and enrollment verifications. No transcripts or enrollment verifications (except loan verifications) will be completed for students who have a RESTRICTION (HOLD) on their records. Students requesting “on-the-spot” transcripts will be charged \$10 for each copy. “On-the-spot” transcript requests will be accepted **only if time permits**, subject to the approval of the registrar. Students may also view their transcripts through the WebAdvisor system. Once a student accesses the Registration and WebAdvisor tab, a transcript option is available under academic profile.

Academic Evaluation

Students should review their academic evaluation at the end of each semester. A copy of the academic evaluation may be obtained through WebAdvisor or the Academic Advising and Registration Office. The academic evaluation identifies academic progress made toward a degree. Courses are identified by alpha letters indicating progress: a letter “C” next to a course indicates course completion, an “I” indicates a course in progress, “N” is a course not started, and “P” is a course pending completion of unfinished activity. Graduate advisors routinely review academic evaluations to ensure progress is being made. Students with questions should contact the Office of Graduate Studies.

Student Responsibility/Restrictions (Holds)

Students are responsible for taking care of their financial obligations to the College. This includes full payment of tuition and fees, returning library books and materials, returning department equipment and materials and settling all bookstore charges and unpaid parking violations. Students who do not fulfill these obligations will be restricted from receiving certain services. Transcripts, enrollment verifications (except loan verifications), registrations, grade reports or diploma requests will not be processed for any student who has restrictions (holds) on their record.

Audit Policy

Students, graduates and visitors may audit a class on a space-available basis. No academic credit is awarded for audited courses. Those wishing to audit a course may register by adhering to the policy and following the procedures and guidelines listed below:

1. MFA students are required to enroll in all Graduate level courses. These courses cannot be audited.
2. Matriculating (M.F.A.) and nonmatriculating (e.g., visitors, CCS graduates) students who wish to audit a class must elect to do so at the time of registration by submitting a completed Audit Registration form, available in the Academic Advising and Registration Office.

3. Students electing to audit a class may not register for that class until the first week of class for the semester. Students may not register for a class after the first week of any semester.
4. Once the election has been made to audit a class, the student may not change the registration to receive credit for the class.
5. Audited courses carry no credit and do not satisfy degree requirements. Upon completion of the course, the audit grade of X will appear on the student's transcript. (The grade of X is not used in the calculation of cumulative grade point average or course completion rate.)
6. Regular tuition rates are charged for audited courses. The refund policy for audited and credit courses is the same and is outlined in the Course Schedule.
7. Nonmatriculating students (visitors, CCS graduates) are limited to three classes per semester.

Leave of Absence

A student in good academic standing may take a leave of absence of no more than four semesters and return to the College without reapplying. Students who meet this criterion must contact the Dean for Graduate Studies to schedule an appointment.

After a break of more than four semesters, students must reapply through the Office of Graduate Admissions. Students are cautioned that they must satisfy the course requirements in effect at the time of their readmission; previous credits may not apply.

Graduation Requirements

To be certified for graduation, students must:

1. Fulfill all departmental and academic course requirements for graduation in his/her program of study as outlined in the college catalog. Students have the option of electing the requirements listed in the catalog that was in effect at the time of their most recent admission to the college or those in the catalog that is in effect at the time of their final course completion.
2. Complete all courses in order to participate in commencement.
3. Have completed and successfully defended the M.F.A. Thesis project and paper, and received written approval to graduate from the Dean for Graduate Studies.
4. Have a cumulative grade point average of at least 3.0.
5. Participate in the annual Student Exhibition.
6. Have all official transcripts from other schools on file in the Academic Advising and Registration Office no later than the last day of the drop/add period of the semester in which graduation is to occur.
7. Be enrolled at CCS at the time that their degree is awarded.

8. File an Application for Graduation with the Academic Advising and Registration Office no later than the end of the fourth week of the semester in which they anticipate graduating. Early applications are appreciated.

A commencement ceremony takes place each spring. Students who have applied for graduation and have completed all their requirements for graduation within the year preceding this event are invited to participate.

Graduate Thesis Committees

Graduate committees are formed for each MFA student prior to the completion of the student's second semester. The committees are comprised of a minimum of two persons, including the graduate advisor, or other CCS faculty member. Other members may be appropriately credentialed external mentors from either industry or academia. The construct of each graduate committee requires the formal approval of the Dean for Graduate Studies. Committee members who are not employed by CCS full-time are asked to sign a letter of agreement committing to support their advisee for the duration of his/her program (traditionally two semesters).

Residency Requirement

Students must be enrolled at the College for Creative Studies during the semester in which they plan to graduate. If extenuating circumstances exist that prevent a student from enrolling, students must formally appeal for a waiver of this requirement and must have their studio work re-reviewed by their department.

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) affords students the following certain rights with respect to their educational records. It is CCS' policy, in accordance with FERPA, not to disclose information from the student's education records to any party (including parents), whether the student is dependent or independent, without the express written consent of the student. Consent/Release forms are available in the Academic Advising and Registration Office.

1. The right to inspect and review their education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, academic chair or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the College official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct person to whom the request should be addressed.
2. The right to request the amendment of the student's education record that the student believes is inaccurate or misleading. The student should write the College official responsible for the record and clearly identify the part of the record he or she wants changed, and specify why it is inaccurate or misleading.
3. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent the FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a paid person

employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement/security unit and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Schools may also disclose, without consent, "directory" type information such as a student's name, address, e-mail address, telephone number, date and place of birth, honors and awards, and dates of attendance. This information, however, will not be disclosed if the student requests in writing that it not be disclosed. A form for this purpose is available from the Academic Advising and Registration Office. The form must be submitted for each semester the student wishes to request nondisclosure of directory information; it must be returned to the Academic Advising and Registration Office prior to the end of the drop/add period.

Veterans

The College is authorized by the Michigan Department of Education to accept veterans as students under Public laws 634, 894, 550 and 538. To determine eligibility, veterans should contact their local office of the U.S. Department of Veteran Affairs as soon as possible. Those who are eligible should then contact the Academic Advising and Registration Office to request certification. Veterans are reminded that benefits are paid for attendance in classes required for degree completion (students enrolled in credit classes through the Continuing and Precollege Studies program are not eligible for benefits).

It is the veteran's responsibility to notify the Academic Advising and Registration Office in writing whenever they stop attending classes or of any changes or withdrawals. Veterans who do not notify the Academic Advising and Registration Office of the last date of attendance may be reported to the U.S. Department of Veteran Affairs as not attending class as of the first day of the semester. The U.S. Department of Veterans Affairs will also be notified of any student who is suspended or placed on probation.

ACADEMIC POLICIES

Catalog Year

The catalog year is assigned to a student when a student enters or matriculates into a degree program. The catalog year defines the program requirements to obtain a Masters of Fine Arts degree from CCS. Students are obligated to follow the policies and procedures in the catalog year when they have matriculated.

The catalog year is located on the upper left hand side of the academic evaluation (also known as degree audit). On the academic evaluation, students will see the word Catalog with a year following. This is the academic program of study for a student's tenure at CCS and the catalog year coincides with the appropriate curriculum chart. If students are still unsure of their catalog year, they may contact their academic advisor.

If a student leaves the college for more than two years (four semesters) they are required to reapply to the Graduate Studies program. Their catalog year would change upon readmission to the new date of entry and they would be obligated to complete the requirements of the most recent catalog.

Grading

Grading is based on work performed, growth in ability, attendance and attitude.

A continuous record of all grades throughout a student's enrollment is kept in the Academic Advising and Registration Office. Final grade reports are available on Blackboard the week after classes end. CCS uses the following grading system:

A	Excellent	4.00 grade point
A-		3.70 grade point
B+		3.30 grade point
B	Good	3.00 grade point (Minimum requirement for scholarships)
B-		2.70 grade point
C+		2.30 grade point
C	Below Graduate Standard	2.00 grade point (Minimum requirement for passing)
F	Failure	0.00 grade point
P	Passing	no grade point value
I	Incomplete	no grade point value
W	Withdrawal	second through fourth week of class
WN	Withdrawal	after the fourth week of class

Transfer Credit

All transfer credits are evaluated for relevance to the College's programs and policies. Grades earned at another institution are not factored into the calculation of cumulative grade point average at CCS. For additional information, see Transfer Applicants in the Admissions section of this catalog.

Credit Hours

For lecture courses, three credit hours represent three hours of class time each week for a 15-week semester, with the expectation of two hours of outside work for each hour of classroom time. For studio courses, three credit hours represent six hours of class time. While the workload varies from studio to studio, students should expect to commit to at least one hour of independent work for every two hours of classroom time.

Class Level

Class level is determined at the time of admission and at the end of each subsequent semester during which the student is enrolled based on the number of credits earned. Degree-seeking students are classified as follows:

First Year	up to 29.5 credits completed or in progress
Second Year	30 – 60 credits completed or in progress

Second Year Status Policy

Students are required to complete all 1st year graduate level courses before they can begin their second year courses. Additionally, at the completion of the second semester, each student, in consultation with his/her graduate advisor, is required to complete a thesis project proposal. This proposal must formally describe their proposed thesis project, the completion schedule and deliverables for the remaining two semesters.

The thesis proposal, once approved, is intended to serve as a Contract of Work between the student and the College. Students formally present their thesis proposal and a summary of their first two semesters of work to a mid-program review panel comprised of their advisor, their Graduate Studies chairperson, and the Dean for Graduate Studies. The student must receive approval from all parties in order to commence his/her graduate thesis in the following semester.

Institutional Attendance Policy

Students are expected to attend every class. Students arriving 5 to 20 minutes late for any class are considered tardy. Three tardies equal one unexcused absence.

Arriving more than 20 minutes late or missing an entire class is considered an absence. This applies to all classes, regardless of class length, whether they are a 1.5 hour, 3 hour or 6 hour session. Students who arrive late, do not return to class after break, or who leave early without the instructor's permission may be counted absent.

Three unexcused absences may result in the reduction of one whole grade from the earned grade. Four unexcused absences may equal failure in the course. Final decisions will be made at the discretion of the Graduate Studies faculty.

An absence may be excused if there is a medical reason, family emergency or extenuating circumstances beyond the student's control. Students seeking an excused absence may take their documentation to the Academic Advising and Registration Office. The office will send a written notice to the student's instructor(s) and department administrator notifying them that the documentation is on file. The final determination of whether an absence(s) will be excused is left to the discretion of the student's instructor(s).

Departmental Review Attendance Policy

The academic programs at CCS are designed to challenge students, prepare them for a career in the visual arts, and provide them with opportunities to express their ideas through visual and verbal presentations. At least once each academic year, students are expected to participate in a departmental review. If a student does not attend the review at the scheduled date and time, and the circumstances are beyond the student's control, he or she should immediately contact the department. Documentation regarding the circumstances may be required from the student. The department will reschedule the review at a time convenient for the department and student.

Students who do not attend their scheduled review and do not make arrangements with the department to reschedule are ineligible to register for the next semester. If a student has registered, he or she will be removed from the registered courses. A departmental hold will be placed on the student's record until the student resolves the matter with the department.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

The standards of Satisfactory Academic Progress (SAP) measure a student's academic progress using both qualitative and quantitative measurements. These measurements include a cumulative Grade Point Average (GPA) requirement, a Course Completion Rate requirement, and a Maximum Timeframe requirement. The standards apply to all federal and state financial aid programs and programs funded and administered by the College's Office of Financial Aid.

SAP is evaluated at the end of each term (Fall, Winter, and Summer). Federal regulations require the College to evaluate all students for SAP regardless of whether or not they receive financial aid. SAP is evaluated based on the student's cumulative academic record.

Students who do not meet SAP standards will be placed on academic warning for one semester. Students are eligible to receive financial aid during the academic warning semester. If at the end of that semester both markers of SAP have not been achieved the student will be suspended and any future financial aid disbursements terminated.

GRADE POINT AVERAGE (GPA)

At the end of each semester, a student's cumulative grade point average is calculated. He or she must have a minimum cumulative grade point average of 3.0 to achieve SAP.

If a student has less than a cumulative 3.0 GPA, he or she is placed on academic warning for a period of one semester. If the student fails to achieve a 3.0 cumulative grade point average at the end of the academic warning semester, or is placed on academic warning for any other reason, he or she is suspended from the College. During the academic warning semester, a student can receive financial aid.

REQUIRED COURSE COMPLETION RATE

Required course completion rate also determines SAP. Students must complete their academic program within 150% of the published length of the program. To meet this requirement, students must successfully complete, with a grade of C or better, at least two-thirds of attempted cumulative credit hours. Examples are as follows:

Credits Attempted	Must Complete
6	4
15	10
30	20

MAXIMUM TIMEFRAME (MTF)

Federal regulations require that a student must complete his or her educational program within a Maximum Timeframe (MTF) no longer than 150% of the published length of the educational program measured in academic years, terms or credit hours attempted.

Example: Graduate Student

If an undergraduate student is enrolled in an academic program that requires 60 credit hours for graduation, he or she would be allowed a maximum of 90 (60 x 150%) attempted credits in order to obtain his/her degree.

TRANSFER CREDITS

Courses that are transferred from another institution and accepted toward an academic degree program at the College (at the time of SAP Review) count as attempted and completed hours for Completion Rate and Maximum Timeframe (MTF). The GPA is determined only with courses taken in residence at the College.

GRADE CHANGES

Students who have a grade change or incomplete grade changed after SAP has already been processed for any semester must notify Academic Advising and Registration of the change. At that time SAP will be recalculated to determine if the SAP status needs to be modified and the Office of Academic Advising and Registration will notify the Office of Financial Aid.

CHANGE OF MAJOR/DEGREE

If a student decides to change majors, all classes already taken will count in the maximum timeframe SAP evaluation. It is possible a change of major could impact your SAP standing.

GRADES

Successful completion of attempted courses is required for SAP. Therefore, grades of A through C are acceptable unless otherwise specified. Courses for which these grades are received will be used to establish your cumulative Grade Point Average (GPA) and Course Completion Rate.

Grades of D, F (failing), I (incomplete), W or WN (withdraw) are not acceptable. Courses for which these grades are received will not be counted as a successfully completed course, thus also lowering your Course Completion Rate and cumulative GPA.

DROPPING CLASSES (after the Add/Drop period)

Courses for which a student is enrolled at the conclusion of the Add/Drop period will be used to determine attempted courses for the Course Completion Rate. Therefore, if it is necessary to adjust one's class schedule, it is best to do so during the Add/Drop period of the semester. Courses that are dropped after conclusion of the Add/Drop period will show a recorded grade of W or WN. This will be counted as an unsuccessfully completed course, thus lowering your completion rate.

COMPLETE WITHDRAWALS

When a withdrawal occurs (cancellation of all courses for which a student was enrolled at conclusion of the Add/Drop period of a semester), there are no successfully completed courses for the semester. This will lower your Course Completion Rate and can result in suspension and/or loss of financial aid eligibility if you already had a low course completion rate or there are consecutive withdrawals over a number of semesters.

See the Complete/Unofficial Withdrawals and Financial Aid section for information on how financial aid is calculated for withdrawals.

REPEATED COURSES

When a successfully completed course is repeated, the previous enrollment is deducted from the calculation of successfully completed courses; therefore, this will lower your Course Completion Rate. Only the last grade received is counted in the cumulative GPA.

Per the Federal Student Aid handbook, students may repeat a course as many times as necessary to receive a passing grade and receive federal funding for that course. The federal definition of a passing grade is anything above an F.

Once the student has taken the course and received a grade above failing (anything above an F), the student may repeat the course only one additional time to try to earn a higher grade and receive federal financial aid funds. Any subsequent repeats of that course cannot be covered by federal financial aid funds. CCS does have some required courses that require at least a C grade per College policy. The College policy does not affect federal eligibility, so the student may still only retake this course one after receiving a grade above an F and receive federal funding.

EXAMPLE: A student has taken a course requiring a C grade and received above an F but less than a C. The student takes the course a second time but again earns less than a C. The student must continue to retake the course to pass it per CCS policy but is no longer eligible for federal financial aid for that course. If the student subsequently enrolls for 12 credits, including the course they need to repeat, only 9 of those credits are eligible for federal financial aid. Institutional aid is not affected and can still be processed at the full-time amount. Students who are enrolled for 15 credits are not affected since they will still have 12 eligible credits and would still be considered full-time.

FAILURE TO MEET SAP

If a student fails to meet the 3.0 cumulative GPA requirement or does not complete two-thirds of the cumulative credit hours attempted to date, he or she will be placed on academic warning for a period of one semester. If the student fails to raise the GPA to 3.0 or the completion rate to two-thirds at the end of the academic warning semester, or is placed on academic warning for any other reason, he or she is suspended from the College. During the academic warning semester, a student can receive financial aid.

ACADEMIC WARNING POLICY

Students who fail to (1) meet the 3.0 cumulative grade point average requirement or (2) meet the SAP requirement are placed on academic warning for one semester. Students on academic warning will be required to follow an academic success plan. Students who do not exit academic warning status at the end of the subsequent semester will be suspended.

APPEAL PROCESS

Students suspended from the College may apply for readmission to the Graduate Studies program after one year. At the request of the student, a meeting with the program chair would be available upon suspension to review coursework and establish recommendations for improvement. The applicant must submit a new portfolio to the Graduate Admissions Committee that demonstrates progress and improvement to be considered for readmission.

APPEAL APPROVED

A student who appeals the status of suspension and whose appeal is granted will be placed on Continued Academic Warning (Financial Aid Probation). This status is limited to one semester only. At the end of that semester, a student on Continued Academic Warning (Financial Aid Probation) will have his/her academic progress reviewed and must be meeting the SAP standards. If a student fails to meet these standards, the student loses financial aid eligibility and is returned to the status of suspension.

Incompletes

An incomplete or grade of "I" may be given to a student when a minimal number of course assignments have not been completed due to unavoidable and legitimate circumstances. Students have one semester to finish any work necessary to complete the course within the allotted amount of time or it will result in a failing grade ("F"). The Incomplete Grade Verification Form must identify the reason for the incomplete grade and outstanding assignment(s). The

instructor, student and department chairperson must sign the form. The instructor must submit the completed form to the Office of Academic Advising and Registration at the time of grading. Once the required work is completed, the instructor must complete the Grade Change Form and submit it to the Academic Advising and Registration Office. The final assigned grade will be calculated into the student's cumulative GPA and SAP.

Repetitions

When a course is repeated, the higher grade will be used in the calculation of the cumulative grade point average. Any course, or its equivalent approved course, may be applied only once toward fulfillment of any and all degree requirements, including elective courses. Courses completed at other institutions are not subject to the Repeat policy.

Grade Changes

Any grade dispute must be addressed with the instructor that issued the grade. Should the instructor agree to change the grade, he or she must complete the Grade Change Form. If the dispute is not resolved, the student may initiate the Grade Appeal Process.

Grade changes must occur within 60 days of the last day of the semester in which the student was enrolled in the course. The Office of Academic Affairs must approve all grade changes beyond a 30-day period.

Grade Appeal Process

Students may appeal a grade up to 60 days after the last day of the semester in which the student was enrolled in the course. Any grade dispute must be addressed with the instructor and department chair before beginning the grade appeal process. Appealing students should submit a written request to the Office of Academic Affairs identifying the course, instructor, and an explanation of the circumstances and reason for the request. The request will be reviewed and decided upon by the Committee on Academic Performance.

Academic Honesty (Plagiarism)

Plagiarism and cheating are serious offenses that erode the academic environment. The College condones no form of plagiarism—defined as the use of another's words, ideas, visual or verbal material as one's own without proper permission or citation. Students should make sure they have a clear understanding of this important issue and how it applies to both Liberal Arts and studio classes.

Students who violate the standards of academic honesty face serious disciplinary consequences, including letters documenting the incident in their permanent record, immediate course failure and/or dismissal from the College.

Deletion/Destruction of Student Work

The deletion or destruction of digital files, another student's artwork or college property is considered a serious offense. All students must refrain from altering work that does not belong to them, regardless of the date the piece was created or location. Students who violate this policy face serious disciplinary consequences.

Dismissal

The College reserves the right to dismiss a student at any time for academic dishonesty or improper behavior. Improper behavior is defined as, but not limited to, actions by an individual that may be detrimental to the student, other students or the College, or damaging to College property. It also includes violations of civil, state or federal law. See the Code of Student Conduct in the CCS Student Handbook for further details.

Photography and Video Use

CCS reserves the right to use photography or videotapes of College students either in class or on the CCS campus for advertising and promoting CCS and its programs. Students who do not agree to comply with this release policy should notify the College in writing when they register.

Use Rights

CCS has the right to make, distribute, display, perform, and otherwise use photographic or similar representational reproductions of faculty and student works for noncommercial purposes of education, scholarship, exhibition, accreditation, development, alumni relations, promotion, and the like; as examples of faculty and student work; and for inclusion in the CCS permanent collection and archives.

SUPPORT SERVICES

Academic Advising

The College for Creative Studies believes that academic advising is a developmental process that assists students in the clarification of life, education and career goals.

Graduate students are required to meet with their assigned Graduate Faculty Advisor on a regular basis or as needed to ensure that they are taking the required courses for graduation. Graduate Advisors are responsible for ensuring that students are making satisfactory progress toward their degree.

Each semester, the Graduate Advisors and the Dean for Graduate Studies review the Academic Evaluations of all M.F.A. students. Students who do not follow the curriculum may have a hold placed on their record to ensure proper course selection for the following semester.

Career Services

Career Services supports both current students and alumni in their search for full-time, part-time and freelance employment opportunities and internships. The Career Services staff also serves as a liaison between the business community and CCS students and alumni.

Through the online Job Book, students can search opportunities such as artist residencies and calls for entry; job postings and available internships. Additionally students create a profile where they can upload a resume and portfolio. In addition to the managing the online Job Book and Internship listings, Career Services provides guidance on resume writing, curriculum vitae and cover letter preparation, interview skills, job search techniques and the various career paths open to designers and artists.

Career Resources

Resources including job search sites; grant information; competitions; fellowships; copyright information; gallery listings; professional organizations; self-promotion; freelance jobs; and more can be found on the Career Services Blackboard page.

Industry Professionals Visit CCS

Career Services hosts many career development events throughout the year, including: On Campus Recruiting, Panels and Roundtable Discussions, Professional Portfolio Reviews and Company Information Sessions.

Professional Topics Series

Career Services offers workshops to CCS students on topics such as Resume 101, Interview Skills, Best Practices for Social Media and everything in between. Workshop schedules are posted on Blackboard and advertised in communications around campus.

Internship Program

The Career Services Office works closely with the College's Graduate Studies faculty and staff to coordinate and administer the Internship Program. The Internship Program allows qualified students to earn academic credit while gaining first-hand experience in their chosen fields. Students must have written approval from their Department Chair and a minimum cumulative grade point average of 3.0 to be eligible to participate in the program.

Perfect Interview

This program allows students to participate in an online simulated interview. The interview, captured via web cam, can then be reviewed by the student to determine areas of strength and areas in need of improvement. Career Services has a private space dedicated to this system, but students can also log in to Perfect Interview from any computer with web access, with or without a web cam.

Individual Career Counseling

Students and alumni can schedule an appointment with Career Services by contacting careerservices@collegeforcreativestudies.edu or 313.664.7466.

Office location:

Yamasaki Building, Second Floor, Ext. 7466

Hours: 9:00 a.m. – 4:00 p.m.

Monday & Thursday - By appointment only

Wednesday - Walk-Ins Welcome

International Student Services

The Office of International Student Services works closely with Graduate Studies faculty and administration to support international students with regard to immigration advising and documentation. The International Academic Advisor is also the advisor for all MFA programs. The office also supports international students as they assimilate into the academic and creative environment of CCS. International Student Services coordinates study abroad programs for undergraduate students, arranges orientation programs for international students, and disseminates information regarding housing, health insurance and work authorization.

The Multicultural Affairs Office

The primary objective of the Multicultural Affairs Office (MAO) is student success. Serving as a “safety net” for academically at-risk students, the MAO works closely with the Academic Advising and Registration Office and the Student Success Center to establish a formidable troubleshooting team.

The MAO was initially developed with funding from the King-Chavez-Parks (KCP) Initiative. This State of Michigan funded program provides support for academically disadvantaged college students. The MAO launched ART (Academic Resource Teams) with KCP funds to establish a series of meetings and experiences that provide an academic safeguard. Additional MAO services include: academic advising, tutoring and personal counseling referrals, and encouraging students to recognize the value of their personal contributions to the CCS community.

The MAO also hosts the Saturday Drawing Clinics, a free Saturday figure drawing session every fall, winter and summer semester. Registered CCS students, faculty and alumni are encouraged to attend. This is not a formal class. However, if an attendee requests instruction or an informal critique, the Director of Multicultural Affairs or any other faculty member in attendance provides that help. Attendees work in their sketchbooks, complete class assignments or merely work to improve their figure rendering skills.

The Multicultural Affairs Office is dedicated to providing the support for CCS students, and potential CCS students, to clearly identify their goals and to develop the professional art, design and social skills needed for success.

Personal Counseling Services and Student Support Groups

The CCS Wellness Center is dedicated to promoting the well-being of the whole student and the whole campus through the use of innovative, creative, accessible and impactful wellness initiatives. The Wellness Center offers personal counseling, health services, group support, workshops and various student-oriented activities aimed at building and fostering community and inclusion.

Counseling Services at the College for Creative Studies, staffed by graduate-degree, licensed clinicians, assists students in meeting their emotional, psychological, and mental health needs and contributes to a campus environment that facilitates the healthy growth and development of students. Both individual and group support services are available covering a variety of topics and presenting issues.

Health Services offered through the CCS Wellness Center are staffed by Board Certified Nurse Practitioners. Health Services can provide basic medical care for minor illness and injuries as well as referrals for more specialized or urgent care when needed.

Wellness Services are offered throughout the year to students and include yoga, various topic-specific workshops and student-oriented activities and programming.

All services provided by the Wellness Center are free and available to currently enrolled, full or part-time students during the academic year.

To make an appointment contact the Wellness Center at 313.664.7852 or the Office of Student Affairs at 313.664.7879. You can also email us at: counseling@collegeforcreativestudies.edu

Student Ombudsman

The Student Ombudsman provides students with a consistent, centralized point of contact for questions, concerns and/or problems they may be experiencing on campus. The ombudsman is a supplemental resource for students while adhering to standard office and academic procedures. The Student Ombudsman's primary role is to ensure that policies are enforced fairly and that students are fully informed of what is being done and why. The Student Ombudsman will:

- Assist students in accomplishing the expeditious resolution of their problems and concerns.
- Provide confidential and informal assistance to students.
- Advocate for fairness.
- Act as a source of information and referral.

Many of the student concerns that are anticipated being heard by the Student Ombudsman are listed below.

- Facility issues
- Environmental safety issues within classrooms/labs
- Campus safety
- A problem with a particular faculty or staff member
- Office hours not accommodating student needs
- Student to student issues:
 - o Harassment
 - o Vandalism of work
 - o Suspicion of theft
- Financial issues
- Questions or concerns about College policies
- Personal issues or concerns (may or may not directly relate to the College)
- Academic issues or concerns

Student Success Center

The Student Success Center (SSC) provides free academic support for all students. Staffed by full-time higher education professionals as well as departmental peer tutors, the SSC offers students the possibility to hone study habits and increase time management effectiveness as well as improve written and presentation skills to more expertly convey design thinking. The SSC can also help international students better understand and assimilate challenging graduate level course reading assignments.

One of the major areas of assistance is writing support and is available for all types of materials including research papers, sponsored project deliverables, presentations, the graduate thesis and resumes. The SSC can also help students master MLA formatting standards required for all writing assignments.

SSC services primarily include one-on-one tutorial assistance tailored to each individual's academic needs and graduate students can make an appointment with a SSC staff member as needed. Some graduate students find it helpful to make a weekly standing appointment to track academic performance and address issues as they arise.

Student Success Center staff are available in Room C204 in the Kresge Ford building Monday – Friday 9AM – 5PM and can be reached at 313.664.7860.

Special Programs

Faculty-Led International Courses

MFA students with a cumulative grade point average of 3.0 can take advantage of faculty-led international courses during the summer months.

These exciting courses include travel to a range of countries. In each CCS program, students work with well-known artists and designers, visit studios and museums, and immerse themselves in local art and culture. Qualified students are eligible for three elective credits. These courses will be subject to approval from the Graduate Studies advisor, faculty and/or director. For more information on these programs, please contact International Student Services.

2015-2017 ACADEMIC CALENDAR

Fall 2015

September 8	Fall 2015 classes begin
November 26 - 28	No Classes - Thanksgiving Break
December 1	Preferred deadline for applications for admission to Winter 2016
December 19	Last day of Fall 2015 semester

Winter 2016

January 11	Winter 2016 classes begin
January 18	No Classes - Martin Luther King Jr. Day
February 28	Preferred deadline for 2016-2017 financial aid
February 28	Preferred deadline for applications for admission to Fall 2016
March 7 -12	No Classes - Spring Break
May 7	Last day of Winter 2016 semester
May 12	Commencement
May 13	Student Exhibition Opening

Summer 2016

June 13	Summer 2016 classes begin
July 4	No Classes - Independence Day
July 25	Last day of Summer 2016 classes

Fall 2016

September 6	Fall 2016 classes begin
November 24-26	No Classes - Thanksgiving Break
December 1	Preferred deadline for applications for admission to Winter 2017
December 17	Last day of Fall 2016 semester

Winter 2017

January 9	Winter 2017 classes begin
January 16	No Classes - Martin Luther King Jr. Day
March 6-11	No Classes - Spring Break
May 6	Last day of Winter 2017 semester
May 11	Commencement
May 12	Student Exhibition Opening

Summer 2017

June 12	Summer 2017 classes begin
July 4	No Classes - Independence Day
July 24	Last day of Summer 2017 classes

M.F.A. - Color & Materials Design

Year One

First Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	CMD 601	Color & Materials Studio I	3
	DGR 613	Graduate Seminar I	3
	CMD 603	Business, Customer and User Research Methods	3
	CMD 605	Color Lab	3
	-----	Studio Elective	3

Second Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	CMD 602	Color & Materials Studio II	3
	DGR 717	Business Practices I	3
	CMD 604	Trend Forecasting & Future Planning	3
	CMD 606	Materials Lab	3
	-----	Studio Elective	3

Year Two

Third Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 711	Graduate Thesis I	6
	CMD 701	Color & Materials Studio III	3
	CMD 607	Applied Material and Processes	3
	DGR 718	Business Practices II	3

Fourth Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 712	Graduate Thesis II	6
	CMD 702	Color & Materials Studio IV	3
	DGR 719	Business Practices III	3
	-----	Studio Elective	3

Catalog Year 15/16

Total Credits

60

COLOR AND MATERIALS

CMD-601 COLOR & MATERIALS STUDIO I

In this course, students craft a consumer and brand appropriate narrative through the application of color and materials choices. This class will challenge students to develop color, material and finish concepts for a product, with an emphasis on research, integrating materials and processes with forward thinking, with specific focus on new and innovative solutions. Students work on a product or range of products within an industry where color and materials are key to the design and marketing strategy, leading in-depth research on consumer trends, insights, for a focused market segment/category and show innovative use of materials, color and pattern. The range of product topics might include, electronic, automotive, product or accessory design. This course also introduces students to the design phases commonly used within the design process and familiarize students with tools and practices used by color and material design professionals.

CREDITS: 3

CMD-602 COLOR & MATERIALS STUDIO II

In this course, students explore the role of color and materials in defining a brand's identity. Through research, students discuss how companies have strategically used design, color and materials to elevate their brand in the market place as well as attract and maintain customers. Students will research a particular company's brand history, its current product lines, the competitive landscape and its consumer segmentation. Students then narrow their focus to a specific product line and evolve the line to fit a future scenario. The ideation phase consists of trend research pertinent to the brand. For example, if the brand has a fashion element, students will access trend forecast services to research emerging colors, materials and finishes. If the brand and its product line are technology-centric, researching advanced materials may be more

relevant to the project. The final phase involves future brand strategy based on research findings, trend boards and color, material and finish direction.

CREDITS: 3

PREREQUISITES: CMD 601

CMD-603 BUSINESS, CUSTOMER, & USER RESEARCH METHOD

This course introduces the methods, tools, and techniques of research that are relevant to designing with people in mind for product, experience, space, or service. The methods and tools fall in the categories of "what people say," "what people do," and "what people need." Business, Customer and User Research methods will be primarily lecture-based, but will also include a variety of hands-on learning activities that are applicable at all points along the design process. Students will practice developing and conducting surveys, interviews, field observational research, and focus groups to identify unmet needs that are both articulated and unarticulated.

CREDITS: 3

CMD-604 TREND FORECASTING AND FUTURE SCENARIO PLANNING

In this course, students learn how to identify, assess, and forecast both long-term and short-term trends that can be researched through a variety of information sources, consumer demographics, developments in technology, manufacturing and the sciences, as well as cultural, social, environmental and economic influences. Students explore how trends shape values and behaviors that lie deep in all of us; and how these values and behaviors influence the ways we perceive and adopt new ideas. Uncovering these insights in a rapidly changing world is an increasingly important challenge for all professional designers. The ability to understand and identify trends and their impact on consumer behavior is an important skill that will be utilized within the structure of the Color and Materials Design courses.

CREDITS: 3

CMD-605 COLOR LAB

This course is built on the understanding that we never see a color as it actually is. Color is more than a spectrum of reflected light frequencies with given names. Color is open to interpretation and through hands-on exercises and keen observation that color deceives, is elusive in nature, and always acts in context. Visual perception can be increased and refined and when utilized can lead toward discovery and intervention. Students will learn how this experience can be expansive and how it can impact other disciplines. Reading outside of class will be expected to achieve a deeper understanding of the principles and subject matter that will be covered in class. Students will develop skills in Color Lab that will be essential to work in subsequent design studios and beyond.

CREDITS: 3

CMD-606 MATERIALS LAB

Getting to know a material is an essential part of a designer's job. In Materials Lab students engage in a series of experiments that examine material properties. Exploring the familiar and unfamiliar as new surfaces and forms are developed. The course supports the student in developing and innovating ideas using both proven and non-traditional techniques. Working in shop and studio environments, projects will

immerse students in both 2D and 3D surface and form that seek to present new and innovative concepts. The course offers both structured group projects and self-directed learning.

CREDITS: 3

PREREQUISITES: CMD 605

CMD-607 APPLIED MATERIAL & PROCESSES

This course is broken into separate sessions, each covering a variety of materials, processes, and applications. Students will be exposed to class lectures, visiting speakers and manufacturing field trips to gain firsthand knowledge of materials and processes. Students will also be introduced to resources they can draw upon to locate manufacturers and material suppliers.

CREDITS: 3

CMD-701 COLOR & MATERIALS STUDIO III

Today being material-minded is an integral part of the design process. Designers are required to understand how materials impact the design process from start to finish. In this course, students will conduct in-depth research to explore the latest advances in materials, looking at current and future possibilities in industry and craft applications to determine how material innovation influence design and making. Students will be challenged to design and create a product or line of products with a focus on innovative use of materials. Collaborating with industry experts in a range of sectors, they will demonstrate their insight into the material category and explore current as well as traditional techniques. In line with consumer choices being more eco-minded, and an interest in the impact of materials on the environment and society, students will also have the opportunity to focus on smart and sustainable materials, as well as the concept of repurposing.

CREDITS: 3

PREREQUISITES: CMD 601, CMD 602

CMD-702 COLOR & MATERIALS STUDIO IV

This studio recognizes that color and materials designers participate in a range of activities that are complex and numerous. Students target a product or product line, where the color, materials and finishes, and patterns are a key component of its success in the market place. Using their imagination and investigative skills, students create strategies for color, materials, pattern and or finishes. Their proposals will include category specific direction accompanied by creative narratives that connect customers to product. Students will be required to deliver believable concepts through collaboration with industry experts, developing appropriate proposals with regards to quality, manufacturability and aesthetics. Finally, students will grow their professionalism within the color, materials and finish design experience and gain knowledge in market and lifestyle trends that influence and impact the product category. The course is designed to reflect the color and materials designers' professional experience.

CREDITS: 3

PREREQUISITES: CMD 601, CMD 602

CMD-775 GRADUATE STUDIES INTERNSHIP

Participation in an internship experience allows students to use classroom-learned skills in a related employment experience. Students must work a minimum of 135 hours over the course of the entire semester. Students must have a minimum cumulative GPA of 3.0. All internships must be approved by the graduate program department chairperson.

CREDITS: 3

M.F.A. - Integrated Design

Year One

First Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	GRD 601	Design Graduate Studio I	3
	DGR 613	Graduate Seminar I	3
	GRD 605	Interaction Design I	3
	DGR 611	Contextual Design Research I	3
	G - - - -	Studio Elective	3

Second Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	GRD 602	Design Graduate Studio II	3
	DGR 612	Contextual Design Research II	3
	GRD 606	Interaction Design II	3
	DGR 717	Business Practices I	3
	- - - - -	Studio Elective	3

Year Two

Third Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 711	Graduate Thesis I	6
	GRD 701	Design Graduate Studio III	3
	DGR 614	Graduate Seminar II	3
	DGR 718	Business Practices II	3

Fourth Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 712	Graduate Thesis II	6
	GRD 702	Design Graduate Studio IV	3
	DGR 719	Business Practices III	3
	- - - - -	Studio Elective	3

Catalog Year 15/16

Total Credits

60

INTEGRATED DESIGN

GRD-601 DESIGN GRADUATE STUDIO I

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase followed by concept refinement and concept presentation phases. Where appropriate, the research phase will require students to collaborate in teams, and in some instances the entire projects are team-based. Typically, a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that would be subject to a process of testing and iterative refinement. Students are also expected to create high quality visual material (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for specific assignment. At the conclusion of these assignments, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design, in support of the original project brief, is also a requirement.

CREDITS: 3

GRD-602 DESIGN GRADUATE STUDIO II

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase followed by concept refinement and concept presentation phases. Where appropriate, the research phase will require students to collaborate in teams, and in some instances the entire projects are team-based. Typically, a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that would be subject to a process of testing and iterative refinement. Students are also expected to create high quality visual material (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for specific assignment. At the conclusion of these assignments, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design, in support of the original project brief, is also a requirement.

CREDITS: 3

GRD-605 INTERACTION DESIGN I

Students are given a theoretical/academic background and hands-on experience in designing interface devices connecting humans to technology. Themes covered include, but are not limited to, interface and ambient interaction, sound design and the physical nature of form that conditions human interaction. The labs are interdisciplinary, requiring 2D and 3D designers to work collaborative with technologists, cognitive psychologists and ergonomists, in order to accomplish meaningful human interface design solutions. The role of cultural predisposition, cognition, perception, audio effect, haptics (touch), kinesthetics (gesture and muscle memory) and the synthesis of convergent technology in human communication is explored. Various prototyping techniques are applied to testing interface devices/concepts created in class.

CREDITS: 3

GRD-606 INTERACTION DESIGN II

Students are given a theoretical/academic background and hands-on experience in designing interface devices connecting humans to technology. Themes covered include, but are not limited to, interface and ambient interaction, sound design and the physical nature of form that conditions human interaction. The labs are interdisciplinary, requiring 2D and 3D designers to work collaborative with technologists, cognitive psychologists and ergonomists, in order to accomplish meaningful human interface design solutions. The role of cultural predisposition, cognition, perception, audio effect, haptics (touch), kinesthetics (gesture and muscle memory) and the synthesis of convergent technology in human communication is explored. Various prototyping techniques are applied to testing interface devices/concepts created in class.

CREDITS: 3

GRD-701 DESIGN GRADUATE STUDIO III

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase followed by concept refinement and concept presentation phases. Where appropriate, the research phase will require students to collaborate in teams, and in some instances the entire projects are team-based. Typically, a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that would be subject to a process of testing and iterative refinement. Students are also expected to create high quality visual material (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for specific assignment. At the conclusion of these assignments, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design, in support of the original project brief, is also a requirement.

CREDITS: 3

GRD-702 DESIGN GRADUATE STUDIO IV

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase followed by concept refinement and concept presentation phases. Where appropriate, the research phase will require students to collaborate in teams, and in some instances the entire projects are team-based. Typically, a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that would be subject to a process of testing and iterative refinement. Students are also expected to create high quality visual material (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for specific assignment. At the conclusion of these assignments, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design, in support of the original project brief, is also a requirement.

CREDITS: 3

GRD-708 STUDIO ELECTIVE III

Studio Elective III is an opportunity for students to select studio courses from CCS' wide-ranging undergraduate programs - either to pursue personal creative interests, gain studio experience related to an intended thesis direction, or augment basic skills. Students make their selection in consultation with their graduate advisor. Under certain circumstances, subject to a student's prior experience and specific thesis project requirements, Studio Elective III may be substituted for a Liberal Arts elective.

CREDITS: 3

GRD-775 GRADUATE STUDIES-DESIGN INTERNSHIP

Participation in an internship experience allows students to use classroom-learned skills in a related employment experience. Students must work a minimum of 135 hours over the course of the entire semester. Students must have a minimum cumulative GPA of 3.0. All internships must be approved by the graduate program department chairperson.

CREDITS: 3

GRD-790 GRADUATE DESIGN INDEPENDENT STUDY

Independent Study is available to graduate students who have a cumulative grade point average of 3.00 or above. The student may receive approval to work in an area or on a project that is not otherwise offered or addressed in the regular curriculum. Students may receive credit toward graduation for no more than 6 credit hours. The student must submit to the chairperson of the department in which they wish to study, an Independent Study Proposal of 150 words (no less) of the student's plan for study and her/his reason for choosing to study independently. Once the department chairperson provides approval and the instructor for the Independent Study is determined, the faculty member must write an Independent Study Syllabus with education goals, learning outcomes, meeting dates, course expectations, timelines, and due dates.

CREDITS: 3

M.F.A. - Interaction Design

Year One

First Semester = 15 Credit hours

Earned	Course #	Course Title	Credits
	IXD 601	Interaction Design Studio I	3
	IXD 603	Interaction Design Research I	3
	IXD 605	Interface Design I	3
	IXD 607	Practicum in Technology	3
	- - - - -	Studio Elective	3

Second Semester = 15 Credit hours

Earned	Course #	Course Title	Credits
	IXD 602	Interaction Design Studio II	3
	IXD 604	Interaction Design Research II	3
	IXD 606	Interface Design II	3
	DGR 717	Business Practices I	3
	- - - - -	Studio Elective	3

Year Two

Third Semester = 15 Credit hours

Earned	Course #	Course Title	Credits
	DGR 711	Graduate Thesis I	6
	IXD 701	Interaction Design Studio III	3
	IXD 703	Interaction Design Research III	3
	DGR 718	Business Practices II	3

Fourth Semester = 15 Credit hours

Earned	Course #	Course Title	Credits
	DGR 712	Graduate Thesis II	6
	IXD 702	Interaction Design Studio IV	3
	IXD 704	Interaction Design Research IV	3
	DGR 719	Business Practices III	3

Catalog Year 15/16

Total Credits

60

INTERACTION DESIGN

IXD-601 INTERACTION DESIGN STUDIO I

In this course, students will apply the fundamental principles, methods and process of interaction design in the context of achieving business solutions. Students will work independently with group critique to develop their skill sets at critical thinking, information architecture, usability, brand, dynamic engagement and will learn to use and integrate social media to solve business objectives. Projects will cover a variety of real world scenarios that will require strategic and creative problem solving to accomplish goals within limited time frames. Students will practice a variety of important techniques and methodologies to help them build successful solutions. Interaction Students will participate in group discussions, critiques and presentations.

CREDITS: 3

IXD-602 INTERACTION DESIGN STUDIO II

The Graduate Studio I, II, III and IV courses are designed to address projects of increasing complexity and progressively strengthen students' problem-solving skills in Interaction Design. Students will solve a particular design problem that is rooted in a business context, requiring a substantive research phase, a concept development phase followed by refinement and execution phases. Research methodologies and business objectives students learned in the Business Practices and Contextual Design Research courses will be applied to develop and evaluate design solutions. These

courses are structured to simulate the professional studio environment with formally scheduled milestones and defined deliverables and will be reviewed by both faculty and industry professionals through formal presentations.

CREDITS: 3

PREREQUISITES: IXD 601

IXD-603 INTERACTION DESIGN RESEARCH I

Insights into the human context of design can inspire great design work. Uncovering these insights in a rapidly changing world is an increasingly important challenge for all professional designers. This course will explore basic properties and principles of human psychology, human behavior, human performance and physical and cognitive abilities that are especially relevant to design research. Students will learn how dramatically people's capabilities vary across a population, with experience, with aging, and with disabilities. Students will test and measure various physical and mental capabilities and think differently about the human end-user and the usability of their design solutions.

CREDITS: 3

IXD-604 INTERACTION DESIGN RESEARCH II

This course introduces the methods, tools, and techniques of research that are relevant to designing with people in mind for product, experience, space, or service. The methods and tools fall in the categories of "what people say," "what people do," and "what people need." Business, Customer and User Research Methods will be primarily lecture-based, but will also include a variety of hands-on learning activities that are applicable at all points along the design process. Students will practice developing and conducting surveys, interviews, field observational research, and focus groups to identify unmet needs that are both articulated and unarticulated.

CREDITS: 3

PREREQUISITES: IXD 603

IXD-605 INTERFACE DESIGN I

This course will introduce the fundamental concepts, methods and practices of interface design. Students will put into practice the processes of interface design development, the role of design leadership in that process and the technical aspects of creating an effective interaction experience. Students will work both individually and in teams to explore the User Interface (UI) development process and communicate their ideas through a narrative. Due to the complexity and length of the process, finished interfaces will not be produced. Instead, students will participate in a series of design exercises that will orient them to the process and the resources they will need to further pursue UI design. Students will participate in group discussions, critiques and presentations.

CREDITS: 3

IXD-606 INTERFACE DESIGN II

In this course, students will apply the fundamental principles, methods and process of interface design covered in Interface Design I, to interaction design projects. Students will work independently with group critique to develop their skill sets in critical thinking, information architecture, usability, and dynamic engagement. They will also learn to use the voice of the customer to meet consumer needs and to pursue business objectives. A single project or a series of short projects will be derived from real world scenarios and will require strategic and creative problem solving to accomplish goals within limited time frames. It is critical that interface solutions meet usability requirements and standards. Students will therefore practice the focus group research method to help them build and test User Interface (UI) solutions based on consumer needs.

CREDITS: 3

PREREQUISITES: IXD 605

IXD-607 PRACTICUM IN TECHNOLOGY

This is a practical course developed to instruct students on how to communicate their interaction design solutions throughout the design and technology development process. Students will learn how to articulate clear design specifications and usability requirements. They will also learn the tools, documentation requirements, and communication process involved in managing complex multi-functional projects. An interaction design project is a multi-phase process, involving active participation from various functional teams. It is not atypical to have engineers, information technology specialists and programmers, usability researchers and testers, operational and systems personnel - not to mention, other designers involved throughout the project's life cycle. It is critical for designers to communicate, plan and stay actively engaged through to the project's conclusion. In this course, students will learn how to do this through a series of documentation that clearly communicates the requirements and specifications at each stage of development. Students will learn what the nature and purpose of these documents are, study samples that are 'best practices' and how to write them.

CREDITS: 3

IXD-701 INTERACTION DESIGN STUDIO III

The Graduate Studio I, II, III and IV courses are designed to address projects of increasing complexity and progressively strengthen your problem-solving skills in Interaction Design. Students will solve a particular design problem that is rooted in a business context, requiring a substantive research phase, a concept development phase followed by refinement and execution phases. Research methodologies and business objectives students learned in the Business Practices and Contextual Design Research courses will be applied to develop and evaluate your solutions. These courses are structured to simulate the professional studio environment with formally scheduled milestones and defined deliverables and will be reviewed by both faculty and industry professionals through formal presentations.

CREDITS: 3

PREREQUISITES: IXD 601, IXD 602

IXD-702 INTERACTION DESIGN STUDIO IV

The Graduate Studio I, II, III and IV courses are designed to address projects of increasing complexity and progressively strengthen your problem-solving skills in Interaction Design. Students will solve a particular design problem that is rooted in a business context, requiring a substantive research phase, a concept development phase followed by refinement and execution phases. Research methodologies and business objectives students learned in the Business Practices and Contextual Design Research courses will be applied to develop and evaluate your solutions. These courses are structured to simulate the professional studio environment with formally scheduled milestones and defined deliverables and will be reviewed by both faculty and industry professionals through formal presentations.

CREDITS: 3

PREREQUISITES: IXD 701

IXD-703 INTERACTION DESIGN RESEARCH III

This course introduces the experimental design methodology so that students will understand how to design and conduct testing without introducing bias and analyze results in a way that identifies significant results. Students will practice designing and conducting rigorous usability evaluations, conducting formal analysis and drawing statistically meaningful conclusions.

CREDITS: 3

PREREQUISITES: IXD 603, IXD 604

IXD-704 INTERACTION DESIGN RESEARCH IV

This course leverages learnings from the Interaction Design Research I-III courses to complete the cycle by ensuring products have been optimized for the intended users. In Research 4: Product (service, experience) Evaluation Methods, students learn a range of usability evaluation methods. The methods fall in the categories of expert reviews and testing with users. It will cover the more popular methods used today, demonstrate the techniques, identify appropriate application, and drives home an understanding of the pros and cons of each approach. Students will be able to design tests and conduct evaluations on a range of relevant websites, mobile applications, and products. They will practice testing and measuring various physical and mental capabilities and will discuss how their findings should be applied to design. Students will also practice working with disabilities so they will gain an appreciation for the large number of people who possess common disabilities, how it impacts their ability to work, and how through design they may be made to be as productive as a person without that disability.

CREDITS: 3

PREREQUISITES: IXD 603, IXD 604, IXD 703

IXD-775 GRADUATE STUDIES-INTER DESIGN INTERNSHIP

Participation in an internship experience allows students to use classroom-learned skills in a related employment experience. Students must work a minimum of 135 hours over the course of the entire semester. Students must have a minimum cumulative GPA of 3.0. All internships must be approved by the graduate program department chairperson.

CREDITS: 3

M.F.A. - Transportation Design

Year One

First Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	GRT 601	Transportation Graduate Studio I	3
	GRT 605	Digital Viscom I	3
	DGR 611	Contextual Design Research I	3
	DGR 613	Graduate Seminar I	3
	- - - - -	Studio Elective	3

Second Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	GRT 602	Transportation Graduate Studio II	3
	GRT 606	Digital Viscom II	3
	DGR 612	Contextual Design Research II	3
	DGR 717	Business Practices I	3
	- - - - -	Studio Elective	3

Year Two

Third Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 711	Graduate Thesis I	6
	DGR 614	Graduate Seminar II	3
	GRT 701	Transportation Graduate Studio III	3
	DGR 718	Business Practices II	3

Fourth Semester = 15 Credit Hours

Earned	Course #	Course Title	Credits
	DGR 712	Graduate Thesis II	6
	GRT 702	Transportation Graduate Studio IV	3
	DGR 719	Business Practices III	3
	- - - - -	Studio Elective	3

Catalog Year 15/16

Total Credits

60

TRANSPORTATION

GRT-601 TRANS GRADUATE STUDIO I

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase, followed by concept refinement and concept presentation phases. Where appropriate, the research phase requires students to collaborate in teams, and in some instances entire projects are team-based. Typically a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that is subjected to a process of testing and iterative refinement. Students are also expected to create high-quality visual materials (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for the specific assignment. At the conclusion of these phases, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design in support of the original project brief, is also a requirement of the course.

CREDITS: 3

GRT-602 TRANS GRADUATE STUDIO II

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase, followed by concept refinement

and concept presentation phases. Where appropriate, the research phase requires students to collaborate in teams, and in some instances entire projects are team-based. Typically a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that is subjected to a process of testing and iterative refinement. Students are also expected to create high-quality visual materials (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for the specific assignment. At the conclusion of these phases, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design in support of the original project brief, is also a requirement of the course.

CREDITS: 3

GRT-605 DIGITAL VISCOM I

Students acquire the requisite high quality sketching-ideation and presentation skills required by the auto industry. Digital Viscom I revisits traditional sketching fundamentals and moves into 2D digital sketching programs using the Wakom tablet interface.

CREDITS: 3

GRT-606 DIGITAL VISCOM II

Students acquire the requisite high quality sketching-ideation and presentation skills required by the auto industry. Digital Viscom II focuses on 3D Alias modeling.

CREDITS: 3

GRT-701 TRANS GRADUATE STUDIO III

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase, followed by concept refinement and concept presentation phases. Where appropriate, the research phase requires students to collaborate in teams, and in some instances entire projects are team-based. Typically a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that is subjected to a process of testing and iterative refinement. Students are also expected to create high-quality visual materials (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for the specific assignment. At the conclusion of these phases, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design in support of the original project brief, is also a requirement of the course.

CREDITS: 3

GRT-702 TRANSPORTATION GRADUATE STUDIO IV

Students are assigned formally structured design projects, each requiring a substantive research phase, a prototype or concept testing phase followed by concept refinement and concept presentation phases. Where appropriate, the research phase will require students to collaborate in teams, and in some instances the entire projects are team-based. Typically, a project definition or project brief will grow out of the research findings and will serve as the plan of work for the completion of the course. Students are expected to develop their design proposals by creating mock-ups and/or conceptual prototypes that would be subject to a process of testing and iterative refinement. Students are also expected to create high quality visual material (concept sketches, computer 2D/3D renderings and layouts), and/or a 3D model, either digitally created or hand built, as appropriate for specific assignment. At the conclusion of these assignments, students are required to make a clear and comprehensive verbal presentation to their faculty and peers. A written document articulating their research approach, their findings and the rationale and context of their design, in support of the original project brief, is also a requirement.

CREDITS: 3

GRT-775 GRADUATE TRANS DESIGN INTERNSHIP

Participation in an internship experience allows students to use classroom-learned skills in a related employment experience. Students must work a minimum of 135 hours over the course of the entire semester. Students must have a minimum cumulative GPA of 3.0. All internships must be approved by the graduate program department chairperson.

CREDITS: 3

GRT-790 INDEPENDENT STUDY

Independent Study is available to students who are at the Graduate level standing with a cumulative grade point average of 3.00 or above. The student may receive approval to work in an area or on a project that is not otherwise offered or addressed in the regular curriculum. Students may receive credit toward graduation for no more than 6 credit hours. The student must submit to the chairperson of the department in which they wish to study, an Independent Study Proposal of 150 words (no less) of the student's plan for study and her/his reason for choosing to study independently. Once the department chairperson provides approval and the instructor for the Independent Study is determined, the faculty member must write an Independent Study Syllabus with educational goals, learning outcomes, meeting dates, course expectations, timelines and due dates.

CREDITS: 3

Graduate Studies Course Descriptions

All DGR courses are restricted to Graduate Students

GRADUATE STUDIOS

DGR-611 CONTEXTUAL DESIGN RESEARCH I

This course provides students the knowledge and tools necessary to conduct thorough and effective research to inform their design work. Additionally the course aims to provide a context within which to critically appraise their own design work and the design work of others. Each course comprises two components taught in parallel- Design History and Design Research Methods. Design History covers global design in a socio-political context. Design Research Methods introduces students to both quantitative and qualitative research methods, with an emphasis being on ethnographic, observational processes applied to design and new product development. The relevance of methods such as secondary, observational techniques and experiential methodologies are investigated through case study analysis and hands-on team-based field research assignments. Research methods applied to branding strategies are also covered.

CREDITS: 3

DGR-612 CONTEXTUAL DESIGN RESEARCH II

This course provides students the knowledge and tools necessary to conduct thorough and effective research to inform their design work. Additionally the course aims to provide a context within which to critically appraise their own design work and the design work of others. Each course comprises two components taught in parallel- Design History and Design Research Methods. Design History covers global design in a socio-political context. Design Research Methods introduces students to both quantitative and qualitative research methods, with an emphasis being on ethnographic, observational processes applied to design and new product development. The relevance of methods such as secondary, observational techniques and experiential methodologies are investigated through case study analysis and hands-on team-based field research assignments. Research methods applied to branding strategies are also covered.

CREDITS: 3

DGR-613 GRADUATE SEMINAR I: FOUNDATIONS OF GLOBAL THINKING

"Think globally, act locally" is a catchphrase that's been used since the early 1970s in a wide range of contexts, from management theory to environmental and social activism. But just what does it mean? This seminar provides a foundation for thinking about economic, political, cultural, and aesthetic issues in a global context, especially as they might inform individual design practice, i.e., the students local action. The seminar begins by examining the process of exchange and in particular the way humans interact with one another through market transactions. Students then examine various ways of understanding globalization as an economic and cultural system. Subsequent classes focus on the mechanisms of the global market and the increasingly important role design has come to play. Of particular concern are the aesthetic and informational values built into production and consumption practices. This further entails

consideration of questions of sustainability and ethics. Provisions are made to accommodate the exploration of individual and group interests as the semester progresses.

CREDITS: 3

DGR-614 GRADUATE SEMINAR II

Students are exposed to key contemporary issues influencing the design professions. Cross- disciplinary strategies for evolving work is a theme. Students attend lectures and workshops with visiting artists, designers, as well as related industry and academic leaders.

CREDITS: 3

DGR-685 SPECIAL PROJECT

The Special Project course is offered on an occasional basis, with course content specific to the area being explored.

CREDITS: 3

DGR-711 GRADUATE THESIS I

This course is designed to help students articulate and execute a body of work that is the culmination of his/her graduate study experience. Students should be able to synthesize external factors - such as technological, global, environmental issues and trends, including social change - translate them into a form that is meaningful in a business setting, and create relevant design solutions. "Relevant" in this context requires that students' design solutions resonate with an identified market segment, from all design and functional standpoints.

CREDITS: 6

DGR-712 GRADUATE THESIS II

This course is designed to help students articulate and execute a body of work that is the culmination of his/her graduate study experience. Students should be able to synthesize external factors - such as technological, global, environmental issues and trends, including social change - translate them into a form that is meaningful in a business setting, and create relevant design solutions. "Relevant" in this context requires that students' design solutions resonate with an identified market segment, from all design and functional standpoints.

CREDITS: 6

DGR-715 GRADUATE SEMINAR III

Students are exposed to key contemporary issues influencing the design professions. Cross- disciplinary strategies for evolving work is a theme. Students attend lectures and workshops with visiting artists, designers, as well as related industry and academic leaders.

CREDITS: 3

DGR-717 BUSINESS PRACTICES I

This course is designed around a framework that organizes and interrelates marketing topics into succinct modules. Using the new textbook, "Marketing: The Big Picture" by Christie Nordhielm, students will be required to apply the Big Picture framework to a live

"mini" case that they choose and write themselves using a carefully designed template. Students will then take a leadership role in managing the discussion of these mini cases. In this way, the class will maximize their relevance to current business practices and also acquaint the students with the 'business case' format. Students will also leverage a simulation tool, the Big Picture Simulation, to test their knowledge of the concepts learned in class.

CREDITS: 3

DGR-718 BUSINESS PRACTICES II

The course is designed to expose students to the concepts of innovation and Market Adopt of new-to-world products and services. Using an online curriculum and several team projects the students will conduct concept vetting and wisdom of crowd voting to assess new ideas. The teams will work on understanding the barriers to market adoption and the process to expose a new idea to key opinion leaders and industry segment thought leaders and mavens. Students will act as product managers for this class and use their design skills to creatively brainstorm new approaches to the product, the target customer, the key benefit and how to achieve the benefit. Marketing communication of the value customers derive from unique attributes/benefits and the user experience with the product will be used in each case example.

CREDITS: 3

PREREQUISITES: DGR 717

DGR-719 BUSINESS PRACTICES III

This course is designed to offer students a hands-on understanding of Entrepreneurship, experience developing the business case for an important project, and writing and presenting key documents for the business case including a 2-3 page executive summary and a 7-8 page mini-business plan. Using a combination of e-learning materials, books, in-class presentations, discussions and guest speakers, students will develop a business concept through to commercialization.

CREDITS: 3

PREREQUISITES: DGR 717, DGR 718

DGR-775 GRADUATE STUDIES INTERNSHIP

Participation in an internship experience allows students to use classroom-learned skills in a related employment experience. Students must work a minimum of 135 hours over the course of the entire semester. Students must have a minimum cumulative GPA of 3.0. All internships must be approved by the graduate program department chairperson.

CREDITS: 3

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