



COLLEGE *for* Creative STUDIES

# 2018-2019 GRADUATE COURSE CATALOG

ACADEMIC ADVISING AND REGISTRATION  
313.664.7672

## Table of Contents

Vital Information .....	5
Mission.....	5
M.F.A. Program Goals.....	5
Academic Programs .....	5
Bachelor of Fine Arts Degrees.....	5
Master of Fine Arts .....	6
Faculty.....	6
Community Arts Partnerships.....	6
Precollege and Continuing Studies .....	6
A Brief History .....	6
Accreditation.....	8
Nondiscrimination Policy .....	9
Application Process .....	10
Application Requirements: .....	10
International Applicants:.....	11
Portfolio Guidelines .....	11
Color and Materials Design .....	11
Integrated Design .....	12
Interaction Design.....	12
Transportation Design.....	13
Additional Admissions Information: .....	14
Interviews.....	14
Scholarships .....	14
Transfer Credit .....	14
Grade Point Average (GPA) and TOEFL/IELTS Scores .....	14
Three-Year Program .....	14
Readmission Policy.....	15
Readmission for students in good standing: .....	15
Readmission after academic suspension:.....	15
Readmission after suspension related to conduct: .....	15
Admitted Applicants .....	16
Reserving Space.....	16
Required Documentation .....	16
Students with Disabilities .....	16
Process to request Academic Accommodations .....	16
Graduate Studies Tuition and Fees (2018–2019).....	18
2018-2019 Meal Plan Costs:.....	18
2018-2019 Housing Costs:.....	18
Tuition Payment Options .....	19
Withdrawal and Refunds.....	19
Financial Aid.....	19
CCS MFA Scholarships.....	19
Eligibility Requirements for Federal Financial Aid.....	20
Application Procedures .....	20
Loan Programs .....	20

Federal Direct Unsubsidized Loan Program.....	20
Federal Direct Graduate PLUS Loan Program.....	20
Alternative Loan Program.....	20
Duration of Eligibility.....	20
Refunds.....	20
Satisfactory Academic Progress and Financial Aid.....	21
Aid for Less Than Full-Time Enrollment/Pro-ration of Financial Aid.....	21
Complete Withdrawals and Financial Aid.....	21
Return of Title IV Funds.....	21
Drug Convictions & Financial Aid Eligibility.....	24
Student Affairs.....	26
Office of Student Affairs.....	26
Health Services and Insurance.....	26
Resource Fee.....	26
Student Government.....	27
Student Conduct.....	27
No-Smoking Policy.....	27
Alcohol and Illegal Drugs.....	27
Counseling, Treatment and Education.....	27
College Liability.....	27
Policy on Sexual Harassment and Sexual Assault.....	27
Registration.....	28
Steps to Complete Registration in Person.....	28
Steps to Complete Registration Online:.....	29
Obtaining Grades Online.....	30
Adding/Dropping Classes.....	30
CCS Transcripts/Enrollment Verification.....	30
Academic Evaluation.....	30
Student Responsibility/Restrictions (Holds).....	30
Audit Policy.....	31
Leave of Absence.....	31
Graduation Requirements.....	31
Residency Requirement.....	32
Privacy Policy.....	32
Veterans.....	33
Academic Policies.....	34
Catalog Year.....	34
Grading.....	34
Transfer Credit.....	34
Assigning Academic Credit.....	35
Class Level.....	35
Second Year Status Policy.....	35
Institutional Attendance Policy.....	36
Academic Probation and Suspension.....	36
Notification of Unsatisfactory Academic Progress.....	36
Academic Probation Policy.....	36
Appeal Process for Academic Suspension.....	36
Appeal Approved.....	36
Readmission after Academic Suspension.....	37

Satisfactory Academic Progress Requirements .....	37
Requirements for Maintaining SAP .....	37
Maximum Timeframe (MTF) .....	38
Transfer Credits .....	38
Grade Changes .....	38
Change of Major/Degree.....	38
Grades .....	38
Dropping Classes .....	38
Complete Withdrawals.....	38
Repeated Courses.....	39
Failure to Meet SAP.....	39
Notification of Unsatisfactory Academic Progress.....	39
SAP Appeal Process .....	39
Reestablish Financial Aid Eligibility Without an Appeal.....	39
Incompletes .....	40
Repetitions .....	40
Grade Changes .....	40
Grade Appeal Process .....	40
Academic Integrity.....	40
Deletion/Destruction of Student Work .....	44
Dismissal.....	44
Freedom of Expression at CCS.....	44
Liability.....	44
Departmental Policies .....	45
Photography and Video Use .....	45
Support Services .....	45
Wellness Center and Personal Counseling .....	45
Academic Advising.....	46
Career Services .....	46
Career Resources .....	46
Industry Professionals Visit CCS .....	46
Professional Topics Series .....	46
Internship Program.....	47
Interview Stream.....	47
Individual Career Counseling .....	47
International Student Services .....	47
The Office of Student Diversity and Inclusion .....	47
Student Success Center .....	48
Language Support Specialist.....	48
Student Advocate .....	48
Color and Materials Design .....	55
Integrated Design .....	58
Interaction Design .....	61
Transportation Design.....	65
Graduate Lectures and Studios .....	67
Faculty and Administration.....	70
Board of Trustees .....	73

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 a Bachelor of Fine Arts degree in 12 majors and a Master of Fine Arts degree in four areas. In addition, the College offers Certification in Art Education as well as 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, Crafts, Entertainment Arts, Fashion Accessories Design, Fine Arts, Communication Design, Illustration, Interior Design, Photography, Product Design and Transportation Design. The BFA degree requires completion of 126/127 credit hours: 78 in studio areas and 42/43 in general studies courses and 6 in general elective classes. The certification in Art Education requires 27 credits to complete.

In addition to coursework in their chosen major, first-year students take courses in the Foundation Department, where they study drawing, 2D and 3D design, and an introduction to

digital tools, color theory, and basic design. Students in all majors also take courses in the Liberal Arts Department, designed to help them develop critical thinking skills and provide them with an understanding of the larger social and cultural context in which they live.

### ***Master of Fine Arts***

The College's MFA degrees in Color and Materials Design, Interaction Design, Integrated 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 51 full-time faculty and approximately 275 adjunct 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 six undergraduate design departments, four graduate degree programs, and the Henry Ford Academy: School for Creative Studies, an art and design charter school for middle and high school students. This 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 Design Core Detroit. 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 twelve majors and four graduate degrees. 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. 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  
230 South La Salle Street, Suite 7-500  
Chicago, IL 60604

National Association of Schools of Art and Design  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

<https://www.hlcommission.org/>

<http://nasad.arts-accredit.org>

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

Council for 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 employment, admissions, educational practices, scholarship and loan programs and other school-administered programs, and strives to provide an educational environment and workplace free from unlawful harassment or discrimination. Discrimination, including harassment, because of age, race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or expression, veteran status, physical attributes, marital or familial status, disability or any other characteristic protected by law is strictly prohibited.

The following office has been designated to handle inquiries regarding nondiscrimination policies as they relate to students:

College for Creative Studies  
Office of Student Affairs,  
2<sup>nd</sup> Floor, Yamasaki Building  
201 E. Kirby, Detroit, MI 48202  
313.664.7879

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](mailto:dlong@collegeforcreativestudies.edu)

## **Application Process**

CCS Graduate MFA Application: Complete forms, upload materials and submit your application through SlideRoom: <https://ccsmfa.slideroom.com/#/Login>

### ***Application Requirements:***

- **Application forms:**  
Enter general personal and educational information
- **Portfolio:**  
Upload projects, sketches and other items that communicate your technical and design expertise and problem-solving skills. Review individual program requirements/recommendations on the Portfolio Requirements page
- **Transcripts:**  
Provide an unofficial/official version of your most recent or final transcript(s) from each college/university that you have previously and/or are currently attending.

International transcripts: Upload a certified English translation of your transcripts, including the college/universities' official grading scale. Please provide translated degree certifications for any completed degree programs. The Admission Office reserves the right to request additional documentation and transcript evaluation if necessary.

Submission of official and final transcripts (as well as official certified translations and evaluations of the transcripts/mark sheets and degree certifications if the degree was earned outside of the U.S.) will be required for all admitted applicants. Details will be provided in the decision letter and additional communications.

Completion of an accredited BFA, BA, or BS degree is required prior to enrollment.

Minimum Cumulative Undergraduate GPA: 3.0 (including translated international scores)

- **Statement of Purpose:**  
Upload a statement of purpose (500-1000 words) that outlines your objectives for seeking an MFA at CCS and addresses the following:
  - What is your motivation for studying design?
  - What are you hoping to achieve in your graduate education? Career path and/or personal enrichment?
  - Why do you think CCS is the place for you?
  - What characteristics, both personal and professional, do you feel you will contribute to a team-based project?This document serves as your writing sample and should include your areas of interest and influences on your design/thinking practice.
- **CV/Resume:**  
Submit a current resume/curriculum vitae detailing your education, work and community

service/volunteer experience.

- **Two Letters of Recommendation:**  
Provide two (2) recommendation letters. Recommendations should come from individuals who are able to address your creative ability, academic and/or professional record, learning style and potential for graduate education. At least one letter should be provided by an academic reference or professional supervisors. Applicants can submit up to three (3) recommendation letters as part of your application.
- **SlideRoom Application Fee:**  
Submit an \$18 nonrefundable application fee prior to finalizing your application.

### ***International Applicants:***

Additional Requirements:

- **English Proficiency Exam:**  
All applicants whose primary and/or native language is not English must submit TOEFL or IELTS general exam scores. Request scores be sent to CCS electronically by the exam agency (ETS or Cambridge English Assessment). Our TOEFL (ETS) code is 1035.

Minimum scores:

TOEFL- Internet version: 80; paper-based version: composite score of 527; computer-based: 197

IELTS: 6.5

If the primary language of instruction for your undergraduate degree was English, you can request the requirement be waived in your SlideRoom application. Please provide a direct link to the institutions' website with details of the language of instruction.

Applicants requesting a waiver will be contacted directly by the Office of Graduate Admissions regarding the decision.

- **Transcripts:**  
Upload a 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. Please also provide an English translated degree certificate, if available.
- **Passport:**  
Submit a current scanned copy of your passport.

### **Portfolio Guidelines**

#### ***Color and Materials Design***

- Portfolios should include projects that demonstrate an interest in color, materials and finish (CMF) design, in conjunction with providing insight into your individual approach to design.
- Your portfolio should include a minimum of four 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.

- Applicants are encouraged to include pieces that show your ability to work in a multidisciplinary team. We understand that often design work is the result of collaborative work in an interdisciplinary environment. Applicants should explain, in a brief statement within each project, the specifics of *their* contribution including individual skill level of software used in the final concept.
  - The portfolio should reveal a high level of skill in creativity, originality, investigative skills and open mindedness.
  - Your work should demonstrate hand skills including drawing, model making, evidence of construction and making.
  - Experience working with typographic space, layout and attention to detail is preferred.
  - Portfolios should show use of Adobe Creative Suite, specifically Photoshop, Illustrator and InDesign. Additionally, any rendering software if those skills are established.
- Applicants are encouraged to include a separate sketchbook/journal that provides insight to observations, ideas and research as a PDF attachment in SlideRoom.

Portfolios may display experience from a range of domains, including but not limited to Fine Arts, Crafts, Textiles, Fashion Design, Industrial or Product Design, Interior Design, Architecture, and Transportation Design.

We will also consider applicants with degrees in non-related subjects who have an interest in Color & Materials Design and who have the desire to explore this developing and exciting field.

### ***Integrated Design***

- Your portfolio should consist of a minimum of 4-6 projects including academic, personal and professional work.
- Submit work that demonstrates your innovation abilities and projects that show your process and how you develop your ideas into the project results.
- The portfolio must demonstrate versatility, critical thinking, rigor, point of view, and accomplishment working with graphic, visual, interactive, 3D or experiential media.

We look for abilities to:

- Research, investigate and analyze design topics
  - Identify important user needs and desires
  - Take a systems approach to design solutions
  - Develop solutions for real needs and problems that create value for the human condition
  - Be attentive at related business dynamics
  - Draw and/or otherwise visualize new ideas
  - Write and communicate effectively
- 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.

### ***Interaction Design***

- The MFA program in Interaction Design seeks students with the maturity and discipline to engage in an intensive, two-year commitment to prepare for a fulfilling career.

Candidate's submissions will be reviewed for clarity of intentions, structure of thinking, and demonstration of discipline and process. Critical thinking, curiosity, and creativity are essential. Point-of-view about interaction design specifically and self-awareness as to career aspirations, which may not be fully formed, are also important.

- Portfolios may display experience from a wide range of domains, including but not limited to interaction design, product design, industrial design, software design, and graphic design; even expertise in engineering, social sciences, and humanities are welcome. 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.

### ***Transportation Design***

Upload items that communicate your technical and design expertise and problem-solving skills.

*NOTE: It is required that applicants for the Transportation Design program include a significant number of original sketches in their portfolio submission and/or an additional sketchbook.*

- 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 that is graphically composed.
- Submissions should demonstrate your technical creative 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.

### Submission of Collaborative Projects

We understand that design work is often the result of collaborative work in a multidisciplinary environment. Please explain your contribution to the creation and development of the work in a brief statement within each project.

### Types of items that can be submitted as part of your portfolio:

Images (up to 10MB each), Video (up to 500MB each), Audio (up to 60MB each), PDFs (up to 20MB each), Models (Sketchfab) and Other Types (.psd) (up to 20MB each) and links to media from YouTube, Vimeo and SoundCloud.

### **Additional Admissions Information:**

#### ***Interviews***

Some applicants will be contacted for an interview with the program chair during the admissions process. 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 video conferencing, 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***

Applicants are automatically considered for CCS Merit Scholarships 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.

For further information on scholarships, grants, loans, etc., 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 for transfer credit in question may be requested. The maximum number of credits awarded for transfer is nine (9). More details concerning transfer credit are available through the Graduate Admissions Office.

#### ***Grade Point Average (GPA) and TOEFL/IELTS Scores***

Candidates, who do not meet the minimum GPA of 3.0 and the TOEFL/IELTS requirement, may still 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 Graduate Dean, certain candidates may be admitted to a three-year program. In addition to the requisite MFA courses, 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 upon the student's ability to demonstrate current curriculum proficiency as evidenced by review of a current portfolio. The cumulative grade point average for all re-admitted 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 email 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**

### ***Reserving Space***

How to deposit online and to apply for on-campus housing are included with acceptance letters. Newly admitted students must submit a \$250 non-refundable Enrollment Deposit in order to be registered for classes. The deposit deadline is two weeks after receipt of your acceptance letter, or by May 1 for the fall semester and November 30 for the winter semester. Space is available until the enrollment limit of a department is reached. Departmental wait lists are then established. These deadlines have been established for our incoming students to ensure sufficient time is available for scheduling classes, transferring credits and participating in mandatory new student orientation.

To reserve a space in on-campus housing, you will need to complete the online Housing Application found here: [www.collegeforcreativestudies.edu/housing](http://www.collegeforcreativestudies.edu/housing) and submit the required payments and fees. Housing is available on a first-come, first-served basis, and often fills by April 1st.

### ***Required Documentation***

After the offer of admission has been accepted by the applicant, an official (final) transcript(s) and degree verification must be sent to the Office of Graduate Admissions. International admitted applicants must submit a Certified English translation of their transcripts along with the institution's grading scale for the purpose of grade conversion.

Certification from a financial institution documenting funds to cover tuition and expenses for one year and the student's VISA Information form must be provided also. The current tuition and fee schedule is noted in the table below. Applicants may also contact the Office of Graduate Admissions. The required amount available for your studies must be indicated in U.S. dollars. Please notify the Office of Graduate Admissions if you plan to bring a spouse and/or dependent children.

If the student's education is being sponsored, an Affidavit of Support from the sponsor is required indicating the entity will pay for the student's education.

### ***Students with Disabilities***

The Americans with Disabilities Act (ADA) in conjunction with section 504 of the Rehabilitation Act are Federal laws that protect people with disabilities, both life-long as well as short-term disabilities. Students identified as having any type of disability are entitled and encouraged to request accommodations.

Reasonable academic accommodations may be made for students with disabilities. It is the responsibility of each student with a disability to identify their disability and follow the appropriate procedures if they are making any requests for accommodations. Students with a disability should provide CCS with documentation of their disability before any accommodations can be provided. The sooner CCS is notified of accommodation requests by a student, the sooner CCS can begin working to ensure all necessary academic accommodations are in place.

### ***Process to request Academic Accommodations***

Students should:

- Contact the Student Disability Advisor at 313-664-7858 to set up a meeting to discuss academic accommodations.
- Submit official documentation substantiating the disability. Regardless of how obvious a disability may be; official documentation is needed.

CCS will then:

- Review requests for academic accommodations.
- Take appropriate measures to make approved accommodations.

Information disclosed to CCS regarding disabilities will not be shared with anyone, except CCS personnel who need to know based on the academic accommodations being requested.

Disclosure will be determined on an individual basis and the student will be notified prior to the dissemination of any information. All students are encouraged to self-disclose their disabilities which they feel may affect their academic work before the start of each term. Retroactive accommodations cannot be made for students disclosing after an assignment and/or exam.

Questions can be directed to the Disability Advisor at 313-664-7858.

## Graduate Studies Tuition and Fees (2018–2019)

Tuition:	\$1,546 per credit; \$23,190 per semester for full-time enrollment, 12-18 credits.
Registration Fee:	\$100 per semester (credited towards tuition)
Student Accident Insurance:	\$35 per year
Resource Fee:	\$590 per semester for full-time students (12.0 – 18.0 credits)  \$490 per semester for part-time students (6.0 – 11.5 credits)  \$255 per semester for less than part-time students (1.0 – 5.5 credits)
Graduation Fee:	\$175 (nonrefundable)
Medical Insurance:	\$1,394 (mandatory for International students, with exception of Canadian border commuter students)
International Student Orientation Fee:	\$200 one time only

### **2018-2019 Meal Plan Costs:**

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

### **2018-2019 Housing Costs:**

Art Centre Building -	1 person room = \$6,800 per year 2 person room = \$6,500 per year 4 person room = \$5,900 per year 6 person room = \$5,700 per year
Taubman Center -	2 person room = \$6,000 per year* 3 person room = \$5,900 per year* 4 person room = \$5,900 per year*
The Scott -	2 person room = \$7,200 4 person room = \$6,700

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

## **Tuition Payment Options**

The College offers the following tuition payment options:

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), and international money order or through Flywire (formerly PeerTransfer). Payments may be made on-line (using Self-Service or WebAdvisor), by mail, phone, or in person. International payments made using Flywire may go to [collegeforcreativestudies.flywire.com](http://collegeforcreativestudies.flywire.com).

Deferred payment of tuition and fees: The balance of tuition and fees, less financial aid and scholarships, is due on August 1st for the fall semester and December 14th for the winter semester. 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 (see Academic Calendar for specific dates).

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 by the semester due date.

Interest-free monthly payment plan: The College does offer a payment plan through a third party company. Easy online enrollment, flexible payment options and no interest. For additional information please visit: [payplan.officialpayments.com](http://payplan.officialpayments.com).

## **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](http://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 paperwork in a timely manner are scheduled to be processed the second Friday of the semester.

### **Satisfactory Academic Progress and Financial Aid**

Please review the Satisfactory Academic Progress Requirement section under Academic Policies. See page 38 for the SAP Policy details.

### **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 or stop attending the College. In accordance with this policy and applicable federal rules, the College determines a student's amount of Title IV funds earned for the period prior to withdrawal and the amount of Title IV funds that was unearned and must be returned to the Title IV federal financial aid programs.

In order to calculate the amount of Title IV funds that must be returned, the College must use the following procedures:

(1) Determine the student's Withdrawal Date

At CCS a student's Withdrawal Date is the student's last date of academic attendance:

*Official withdrawals* are those in which the student completes official withdrawal paperwork with Academic Advising and Registration (AARO). For official withdrawals, once the student has signed the official withdrawal form, the College will use official attendance records to determine the student's last date of academic attendance (the student's Withdrawal Date).

*Unofficial withdrawals* are those in which the student simply ceases attendance in all courses without notifying CCS. For unofficial withdrawals, the College each week will use official attendance records to identify unofficial withdrawals and determine the student's last date of academic attendance (the student's Withdrawal Date).

(2) Determine the percentage of the payment period completed by the student.

To determine percentage of the payment period completed by the student, the Financial Aid Office must divide the total number of calendar days in the payment period into the total number of calendar days completed as of the student's Withdrawal Date. The total number of calendar days in the payment period includes all days within the payment period that the student was scheduled to complete, except any breaks of at least five consecutive days, as are published in the academic calendar. The total number of calendar days does not include any days for which the student was on a leave of absence.

(3) Calculate the Percentage of Title IV Funds the Student Earned

If a student has completed more than 60 percent of the payment period, the student has earned 100 percent of the Title IV funds awarded for that payment period. The student may keep 100 percent of the Title IV funds awarded to the student for that payment period.

If a student has completed 60 percent or less of the payment period, the Financial Aid Office must calculate the percentage of Title IV funds the student may keep by multiplying the percentage of the payment period completed as of the date of withdrawal by the total amount of Title IV funds awarded to the student for the payment period.

(4) Calculate the Amount of Title IV Funds That Must Be Returned.

The total amount of Title IV aid to be returned ("unearned Title IV funds") equals the amount of Title IV aid disbursed as of the student's Withdrawal Date (as determined by the College) minus the amount of Title IV aid earned by the student, calculated as described in section 3 of this policy. All unearned Title IV funds must be returned to the appropriate Title IV financial aid program by either the College or the student.

(5) Determine the amount to be repaid to the Title IV federal financial aid programs.

(a) The College is required to return the lesser of (i) the total amount of unearned Title IV funds; or (ii) an amount equal to the institutional charges incurred by the student during the payment period multiplied by the amount of unearned Title IV financial aid.

“Institutional charges” are defined as tuition, fees, and other educationally related expenses.

(b) The student must repay any Title IV loan funds in accordance with the terms of the loan and must repay to the College (which will return to the Department of Education) any Title IV grant program funds in accordance with the terms of the grant. As indicated below, the College will notify the student regarding his or her repayment obligation. A student is not required to repay the portion of a grant overpayment amount that is equal to or less than 50 percent of the total grant assistance that was or could have been disbursed to the student for the payment period. In addition, a student is not required to repay, with respect to any grant program, a grant overpayment amount of 50 dollars or less that is not a remaining balance.

(6) Title IV funds must be returned to the appropriate federal financial aid program in the following order:

- (a) Federal Direct Unsubsidized Loans;
- (b) Federal Direct Subsidized ;
- (c) Federal Perkins Loans;
- (d) Federal Direct PLUS or GRAD PLUS Loans;
- (e) Federal Pell Grants;
- (f) FSEOG Program aid.

(7) The required timelines for returning Title IV funds are:

- (a) The College must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date the College determined that the student withdrew.
- (b) Within 30 days after the student’s Withdrawal Date, the Financial Aid Office will notify the student of his or her repayment obligation.

(8) Treatment of Post-Withdrawal Disbursements:

- (a) If the total amount of Title IV assistance that the student earned is greater than the total amount of Title IV assistance that was disbursed as of the student’s Withdrawal Date, the difference is treated as a post-withdrawal disbursement.
- (b) A post-withdrawal disbursement must be made from available grant funds (e.g., Pell Grant funds) before available loan funds (e.g., Direct Loan funds). The Financial Aid Office will credit a student’s account with a post-withdrawal disbursement for current charges for tuition and fees up to the amount of outstanding charges. If loan funds are used to credit the student’s account, the Financial Aid Office must obtain confirmation that the student still wishes to have the loan funds disbursed, as described below. The

College must disburse directly to a student any amount of a post-withdrawal disbursement of grant funds that is not credited to a student's account. The College must make the disbursement as soon as possible but not later than 45 days after the date of the institution's determination that the student withdrew.

(c) If a credit balance is due to the student, the Financial Aid Office will offer the additional funds to the student within 30 days after the student's Withdrawal Date by providing written notification to the student. The written notification shall:

(1) Request confirmation of any post-withdrawal disbursement of loan funds that the institution wishes to credit to the student's account, identifying the type and amount of those loan funds and explaining that the student may accept or reject some or all of the post-withdrawal disbursement;

(2) Request confirmation of any post-withdrawal disbursement of loan funds that the student wishes to receive as a direct disbursement, identifying the type and amount of Title IV funds that make up the post-withdrawal disbursement and explaining that the student may accept or decline some or all of the post-withdrawal disbursement;

(3) Explain that a student who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds as a direct disbursement unless the institution concurs;

(4) Explain that the student has an obligation to repay any loan funds disbursed as a post-withdrawal disbursement; and

(5) Advise that no post-withdrawal disbursement will be made to the student if the student does not respond within 14 days after the date that the Financial Aid Office sent the notification.

(d) If the student timely requests the funds, the Financial Aid Office will disburse the funds in the manner specified by the student as soon as possible but in any case within 180 days after the student's Withdrawal Date.

If a student submits a late response, the Financial Aid Office will inform the student in writing concerning the outcome of the post-withdrawal disbursement request. If a student does not respond to the notice, no portion of the post-withdrawal disbursement will be disbursed.

(e) The Financial Aid Office will document in the student's file any notification made regarding the student's right to cancel all or part of any loan funds or the student's right to accept or decline loan funds, and the final determination made concerning any disbursement.

### ***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 Advocate, 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***

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.

The full Policy on Sexual Harassment and Sexual Assault can be found on Blackboard in the Student Affairs office section or in the Annual Security Report. The full policy includes full definitions for the policy, hearing procedures, the scope of the policy, and all additional related information. Questions regarding the Sexual Harassment and Sexual Assault policy should be directed to Michael Coleman, Title IX Coordinator, at [mcoleman@collegeforcreativestudies.edu](mailto:mcoleman@collegeforcreativestudies.edu).

### ***Registration***

Incoming graduate students are registered by the Graduate Student Advisor located in the International Student Services Office. Returning students may opt to register in person with an advisor in the International Student Services office or through Student Planning, the CCS online student registration system. Student Planning allows current students to check grades, search for classes, register online, and add/drop classes. Enrolled students will receive their login and password in the new student portal from Admissions before using this system.

### ***Steps to Complete Registration in Person***

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:

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.

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.

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.

Once you have registered you may change your schedule by using the blue Add/Drop Form. Your graduate advisor must sign your Add/Drop Form if you are dropping a course.

Take the blue Add/Drop Form to the Advising and Registration office for processing.



### ***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 Self-Service, the week after classes end provided there are no restrictions (holds) on the student's record.

### ***Adding/Dropping Classes***

Students may use Student Planning or 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 Student Planning, 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:

- MFA students are required to enroll in all Graduate level courses. These courses cannot be audited.
- Matriculating (M.F.A.) and non-matriculating (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.
- 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.
- Once the election has been made to audit a class, the student may not change the registration to receive credit for the class.
- 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.)
- 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.
- Non-matriculating 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:

- 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.
- Complete all courses in order to participate in commencement.  
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.  
Have a cumulative grade point average of at least 3.0.  
Participate in the annual Student Exhibition.

- Have all official transcripts from other schools on file in the Academic Advising and Registration Office no later than the last day of the Add/Drop period of the semester in which graduation is to occur.
- Be enrolled at CCS at the time that their degree is awarded.
- 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.

### ***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.

- 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.
- 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.
- 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.
- 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.

- 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 Add/Drop 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) He or she is required to reapply to the Graduate Studies program. His or her 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.

## ***Assigning Academic Credit***

College for Creative Studies uses credit hours as a general measure of academic work and progress toward degrees at both the Undergraduate and Graduate level. The College's use of credit hours complies with standards established by our accrediting bodies and is consistent with generally accepted practices of peer institutions across the nation.

At CCS, one credit hour represents an average of at least three hours of work each week for a period of 15 or 16 weeks. Most classes offered award three credit hours upon successful completion, hence an average of at least nine hours per week of classroom and outside work, totaling 135 hours in a 15-week semester is expected. For studio courses, three credit hours represents six hours of class time with an average of at least three hours of work outside of class each week. For lecture classes, including Liberal Arts, three credit hours represents three hours of class time with an average of at least six hours of work outside of class each week. Workloads may vary from class to class, depending upon the period during the semester, but students should expect to commit to an average of at least nine hours of classroom and outside work per week for every three credit hour class taken.

During a 15 or 16-week semester students enrolled in a three credit hour independent study or a three credit fully online course are expected to commit to at least nine hours of work per week or 135 hours. Summer courses that are offered in a condensed term are scheduled to have the same number of classroom hours as a lecture or studio class of equal credit would have over a 15-week semester. Likewise, the weekly expectation of outside of class work is adjusted so that the classroom and outside work totals at least 135 hours.

Students in the undergraduate program may complete more than 3 hours of effort per credit during an elective internship, a CCS travel class or Directed Teaching.

### ***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.

## ***Institutional Attendance Policy***

Regular class attendance is essential for learning and academic success. Students are expected to attend all class meetings, on time and for the full duration, and be prepared to work on that day's assignment. Faculty are responsible for establishing an attendance policy for each of their classes and for outlining that policy on the course syllabus. Students are responsible for knowing the attendance policy for their class and adhering to those requirements. Exceptions to an instructor's attendance policy should be discussed with that instructor.

CCS Students using veterans' benefits will have attendance monitored throughout the semester for reporting purposes to the Department of Veterans Affairs (DVA).

## **Academic Probation and Suspension**

Academic progress is monitored at the end of each semester. Students must maintain a minimum cumulative grade point average (GPA) of 3.0 to be considered in good academic standing.

If a student has less than a cumulative 3.0 GPA, he/she/they is placed on academic probation 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 probation semester, he or she is suspended from the College.

### ***Notification of Unsatisfactory Academic Progress***

Students who do not meet the College's academic standards will be notified, by the Registrar, in writing via a letter sent to the preferred address on file. This letter will provide information about the requirements for students placed on academic probation or the process for readmission if the student has been suspended from the College.

### ***Academic Probation Policy***

Students, who fail to meet the 3.0 cumulative grade point average requirement, are placed on academic probation for one semester. Students on academic probation will be required to follow an Academic Success Plan. Students who do not exit academic probation status at the end of the subsequent semester will be suspended from the College.

### ***Appeal Process for Academic Suspension***

Students may appeal their academic suspension from the College by submitting an appeal letter to the Registrar. Appeals should be based on circumstances beyond the student's control such as, injury or illness, death of a relative, or other special circumstances. The appeal must explain the failure to make satisfactory progress and what has changed that will allow satisfactory progress in the future.

The faculty Academic Performance Committee will review the appeal and within 30 days, the student will receive a letter from the Registrar, on behalf of the Academic Performance Committee, describing the outcome of the appeal hearing.

### ***Appeal Approved***

A student who successfully appeals the status of suspension and whose appeal is granted will be placed on Continued Academic Probation and will be required to follow an Academic Success Plan. This status is limited to one semester only. At the end of that semester, a student on Continued Academic Probation will have his/her academic progress reviewed and must be

meeting the academic standards. If a student fails to meet these standards, the student is returned to the status of suspension.

### ***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 Probation.”

### **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 Pace/Course Completion Rate requirement, and a Maximum Timeframe requirement.

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 satisfactory academic progress toward their degree requirements for each semester in which they are enrolled.

SAP is evaluated at the end of each term in which a student is enrolled (Fall, Winter, and Summer). Federal regulations require the College to evaluate students who receive federal financial aid using standards that are at least as strict as standards that apply to students who do not receive federal financial aid; CCS evaluates all students using the same standards. SAP is evaluated based on the student’s cumulative academic record.

### ***Requirements for Maintaining SAP***

#### **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.

#### **Required Pace/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 (67%) 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 credit hours attempted.

Example: Graduate Student

If a graduate 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 Pace/Course 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 Pace/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 successfully completed courses and will be valued at 0.00 grade points, thus also lowering your Pace/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 Pace/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 valued at 0.00 grade points, thus lowering your completion rate and cumulative GPA.

### **Complete Withdrawals** *(Official or Unofficial)*

Students who officially withdraw from the College or stop participating in their courses (unofficial withdrawal) after the Add/Drop period are considered to have no successfully completed courses for the semester. This will lower your Pace/Course Completion Rate and

cumulative GPA and can result in being placed on Academic Warning or being suspended from the College resulting in the loss of financial aid eligibility if you already had a low course completion rate or GPA or there are consecutive withdrawals over a number of semesters.

### ***Repeated Courses***

When a successfully completed course is repeated, the previous enrollment is not counted as a successfully completed course; therefore, this will lower your Pace/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***

SAP is monitored at the end of each semester and if a student fails to meet the 3.0 cumulative GPA requirement or does not complete two-thirds (67%) of the cumulative credit hours attempted to date, he or she will be placed on SAP financial aid warning for a period of one semester. During the SAP financial aid warning semester, a student can receive financial aid. If the student fails to raise the GPA to 3.0 or the completion rate to two-thirds (67%) at the end of the financial aid warning semester, they will lose eligibility for financial aid.

### ***Notification of Unsatisfactory Academic Progress***

Students who do not meet SAP standards will be notified, by the Director of Financial Aid, in writing via a letter sent to the preferred address on file.

### ***SAP Appeal Process***

Students may appeal their loss of financial aid eligibility by submitting an appeal letter to the Director of Financial Aid. Appeals should be based on circumstances beyond the student's control such as, injury or illness, death of a relative, or other special circumstances. The appeal must explain the failure to make satisfactory progress and what has changed that will allow satisfactory progress in the future.

If the appeal is approved, the student will be placed on SAP financial aid probation and will be required to follow an Academic Success Plan. This status is limited to one semester (or time as specified by the Academic Success Plan), during which the student may receive financial aid. At the end of that semester, a student on SAP 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.

### ***Reestablish Financial Aid Eligibility Without an Appeal***

Students who become ineligible for assistance can reestablish their eligibility by attending CCS at their own expense until they achieve the minimum SAP standards.

**Note:** Neither paying for classes nor sitting out periods of enrollment in and of themselves improves a student's SAP standing; therefore, neither action is sufficient to regain financial aid eligibility.

### ***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. Unless otherwise indicated, 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 be completed by the instructor and 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 Academic Advising and Registration Office 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 Office of Academic Affairs must approve all grade changes beyond a 60-day period. The final assigned grade is 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***

A student 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 Integrity***

College for Creative Studies adheres to the highest standards of academic integrity throughout the educational experience, in both academic writing and research and in studio work. Students who violate the standards of academic integrity face serious disciplinary consequences, including letters documenting the incident in their permanent record, failure of the assignment, immediate course failure, and/or dismissal from the College for Creative Studies.

Faculty members have a responsibility to foster a culture of creative honesty, freedom, and intellectual expression for all students. Promoting and cultivating an environment of integrity reinforces that mandate and upholds the reputation of the College and its students.

Students should make sure they that have a clear understanding of these important issues and how they apply to both Liberal Arts and studio classes. Special consideration may be given if the student's intent is to use parody or satire as their vehicle for communication. The instructor or Department Chair should be consulted for clarification of those considerations.

### **Scope and Purpose**

This statement on academic integrity applies to all undergraduate and graduate students at College for Creative Studies. Students are responsible for seeking clarification in assignments to ensure full understanding of what practices might be deemed an incidence of academic misconduct, including unethical use of language, ideas, or creative expression.

The purpose of this statement is to:

1. Clarify the College's expectations of academic integrity, and
2. Outline the process to be followed if this policy is violated.

### **Definition**

The College condones no form of dishonesty in any academic activities, whether in academic writing and research or studio work. This is defined as the use of another's words, ideas, visual material, or physical artifacts as one's own original work without proper permission, citation, or other appropriate recognition of source. Any act that assists academic dishonesty is itself a violation of the academic integrity policy. Acts of academic dishonesty include, but are not limited to, the following:

- **Written Plagiarism.** Using another person's language or ideas without proper acknowledgment. When using the exact words of another in the presentation of written material, those words must be placed in quotation marks, with attribution to the original source, including proper citation of the source. Referencing or appropriating ideas may be part of an assignment, but it is always the student's responsibility to properly acknowledge the source of the original material.
- **Creative Dishonesty.** Artists and designers commonly draw on the work of others for reference or inspiration or the conceptual use of an appropriated image. This type of exploration and use is to be expected; however, there is an important distinction between drawing inspiration from a piece and copying it. These distinctions may vary by discipline and students are ultimately responsible for knowing how they relate to the creative integrity of their work. Students should consult their Department Chair and/or faculty member for clarification as to what practices do and do not constitute creative dishonesty.

### **Types of Violations**

- Buying papers or having someone else write a paper, or produce a studio project for a student.
- Submitting the same work in two courses without explicit permission.
- Presenting all or part of work done from one course or independent study to another course requires permission of the instructor in the current course.

- Unauthorized collaboration. Many course activities permit and encourage collaboration. Course syllabi and in-class instructions will usually identify situations where collaboration on assignments is allowed. The student shares responsibility for determining whether collaboration is approved by seeking clarification from the instructor.
- Cheating. This is a very broad category encompassing a variety of unfair or dishonest methods to gain an advantage. Examples include: copying another student's work, using "crib notes" on tests, and accepting from or giving aid to another student unless authorized by the instructor.
- Misrepresenting experience or ability. This includes providing false information concerning academic and creative achievement or background. For example: falsely reporting the substance of an internship, omitting transcripts, or otherwise providing false information, including submitting a falsified portfolio as part of the admission process.
- Falsifying data or records.
- Deleting/Destroying Student Work. All students must refrain from altering work that does not belong to them, regardless of the date the piece was created or its location. Destruction or deliberate inhibition of the progress of another student's work is also strictly prohibited. This includes the deletion or destruction of digital files, sabotaging another student's artwork, or destroying College property, including library materials, lab materials, and computer software, hardware, or studio space.

### **Statute of Limitations**

There is no statute of limitations on academic integrity violations. Academic integrity violations may be discovered and acted upon at any time during the course of a semester, after a semester has ended, and even after a student has graduated. Academic dishonesty that occurred prior to a student being admitted to College for Creative Studies, and which has a bearing upon their status as a student in good standing, may also be discovered and acted upon, including but not limited to falsification of transcripts, portfolio work, or relevant experience.

### **Reporting Misconduct**

Faculty, students, exam proctors, and administrative staff all share responsibility ensuring the honesty and fairness of the intellectual environment at CCS. It is the responsibility of every individual to report incidents of academic dishonesty to the appropriate faculty, Department Chair, exam proctor, and/or College officer.

### **Processes, Procedures and Potential Outcomes**

- Faculty or staff who suspect a violation of academic integrity should immediately inform the student of the nature of the violation and advise him/her that they will not be able to withdraw from the course until the case is reviewed and resolved.
- Faculty or staff should complete an online Academic Integrity Violation Report documenting the alleged violation. The Academic Integrity Violation Report is available on Blackboard>Campus Offices>Academic Affairs>Academic Integrity. The report is sent automatically to the Office of Academic Affairs and the Academic Advising and Registration Office for recording.
- The faculty member or staff member should identify and collect supporting evidence of the alleged violation, such as comparisons of writing samples or creative processes, witness statements, and/or forensic investigations.
- Within seven business days of receiving the report, the chairperson of the department in which the alleged violation occurred, will notify the Office of Academic Affairs. The

Office of Academic Affairs will appoint a Hearing Officer and will schedule an academic hearing to be attended by the instructor, the student, the Department Chair, and the Hearing Officer. The Student Ombudsman may attend the hearing, at the student's request. No other persons will be allowed in the hearing. The Hearing Officer will chair the hearing.

- All relevant factors, including the nature of the offense, the severity of any damage, injury or harm resulting from the offense, and the student's statement will be taken into consideration in the hearing.
- Outcomes of the hearing will be determined by the instructor, the Department Chair, and the Hearing Officer, who will communicate the findings to the student.

## **Potential Outcomes**

### **Charge Dropped-Insufficient Evidence**

- In the case of denial by the student and the impossibility of determining adequate support of the violation, the charge will be dismissed. (Determination of adequate support may include but is not limited to comparisons of writing samples or creative processes, witness statements, and/or forensic investigations.)

### **First Offense**

- If the work is determined or affirmed by the student to be in violation, an academic sanction will be imposed and a letter placed in the student's file. First offense sanctions may be but are not limited to:
  - Repeating the assignment
  - Failure of the assignment
  - Failure of the course
  - Academic probation
  - Suspension
  - Dismissal from the College

### **Second Offense**

- Second offense sanctions may be but are not limited to:
  - Academic probation
  - Suspension
  - Dismissal from the College

### **Process of Record Keeping**

If the work is determined or acknowledged by the student to be in violation, a letter will be placed in the student's file in the Registrar's Office.

### **Students Rights and Responsibilities**

A student accused of an academic integrity violation is entitled to:

- Review the evidence prior to the academic hearing.
- Offer an explanation as to what occurred and present any supporting material.
- Determine the validity of the charge without reference to any past record of misconduct.
- Have the Student Ombudsman present in the hearing to ensure a fair process is granted (optional).

## **Appeals**

Students have the right to appeal the results of an academic hearing. Appeals must be initiated in writing either via email or in hardcopy to the Office of Academic Affairs within seven business days following the findings of the academic hearing and imposition of a sanction.

The appeal will be submitted to the Committee on Academic Performance who will review it and render a final decision or conduct an appeal hearing before reaching a final decision. If the Committee is unable to meet in a timely manner, the appropriate Dean or the Provost may serve as the Hearing Officer. The appeal decision will be communicated to the student in written form and documentation will be placed in their file. The ruling of Committee on Academic Performance (or the Provost or appropriate Dean, as applicable) is final.

## ***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.

## ***Freedom of Expression at CCS***

As an educational institution dedicated to nurturing the highest levels of creativity both inside the classroom and out, College for Creative Studies (CCS) wholeheartedly supports the ability of students, faculty, staff, and invited guests to display their work on campus and at other venues as may be appropriate. The CCS Exhibition Policy is administered by the Faculty Advisory Committee of the Office of Exhibitions and Public Programs in consultation with the College administration. The specific method and process by which work comes to be displayed under the auspices of the College may differ, depending on the venue and the function. However, all work presented to the public under the College's auspices undergoes a process overseen by the appropriate staff (i.e., full-time faculty, gallery directors, and/or other staff with the requisite authority) to ensure its suitability for display. The specific procedures and responsibilities for the various exhibition spaces and presentation activities are detailed in the Policies and Procedures section of the Academic Affairs Blackboard page. Go to: "Blackboard>Academic Affairs>Policies and Procedures>Exhibition Policy" to view the complete document.

## ***Liability***

The College assumes no responsibility for student work displayed in College venues or special exhibitions. Special exhibitions at CCS Center Galleries and the Valade Family Gallery and the CCS Permanent Collection may be covered by the College's liability insurance policy. See the Director of the Office of Exhibitions and Public Programs for conditions that may apply.

## ***Departmental Policies***

Each department at CCS has established procedures for the display of work under its individual auspices. These procedures must be consistent with the principles and procedures detailed in this document. See the Appendix: CCS Annual Student Exhibition Jury Procedures by Department for specific department guidelines. The College retains the right to supersede departmental policies if it is deemed to be in its best interest to do so.

## ***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 CCS's permanent collection and archives.

## **Support Services**

### ***Wellness Center and Personal Counseling***

Yamasaki, Second Floor, Hours: 8:30am-4:30pm

The CCS Wellness Center is dedicated to promoting the wellbeing 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. For general inquiries or to schedule an appointment: [counseling@collegeforcreativestudies.edu](mailto:counseling@collegeforcreativestudies.edu)

Staff Directory:

Val Weiss, Director: 313.664.7852 or [vweiss@collegeforcreativestudies.edu](mailto:vweiss@collegeforcreativestudies.edu)

Melanie Martin, Assistant Director: 313.664.7838 or [melaniem@collegeforcreativestudies.edu](mailto:melaniem@collegeforcreativestudies.edu)

Alissa Lusky, Personal Counselor: 313.664.7412 or [alusky@collegeforcreativestudies.edu](mailto:alusky@collegeforcreativestudies.edu)

Nurse Practitioner: 313.664.7982 or [nurse@collegeforcreativestudies.edu](mailto:nurse@collegeforcreativestudies.edu)

You may also call the Office of Student Affairs at 313.664.7879.

### ***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, Graduate Advisors 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.

### ***Interview Stream***

This program allows students to participate in an online simulated interview. The interview, captured via webcam, 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 Interview Stream from any computer with web access, with or without a webcam.

### ***Individual Career Counseling***

Students and alumni can schedule an appointment with Career Services by contacting [careerservices@collegeforcreativestudies.edu](mailto: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 Office of Student Diversity and Inclusion***

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

The OSDI 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 OSDI launched ART (Academic Resource Teams) with KCP funds to establish a series of meetings and experiences that provide an academic safeguard. Additional OSDI services include: mentoring, tutoring and personal counseling referrals, and encouraging students to recognize the value of their personal contributions to the CCS community.

The OSDI 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 drawing assistance, the Director of Student Diversity and Inclusion or any other faculty or staff member in attendance

can provide a brief critique. Attendees can work in their sketchbooks, complete class assignments or merely work to improve their figure rendering skills.

The Office of Student Diversity and Inclusion 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.

### ***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 undergraduate peer tutors, the SSC services include one-on-one tutorial assistance tailored to each individual's academic needs.

One of the major areas of assistance for graduate students is writing support. The SSC can help during all stages of the writing process and for all types of materials including research, sponsored project deliverables, presentations, the graduate thesis, portfolios and resumes. From assistance with mastering formatting standards in academic writing to avoiding plagiarism, the SSC can provide a personalized approach to improve writing to convey design thinking.

In addition, the SSC offers MFA students help with understanding complex reading materials using various comprehension strategies, organizing schedules through useful time management tips and developing self-confidence through completion of this challenging academic degree process.

Undergraduate peer tutors are available to assist with a variety of areas that graduate students may need support in, including software and traditional skills. Peer tutor schedules are posted on the SSC Blackboard webpage and in the SSC each semester. Students can meet with a peer tutor on a walk-in basis according to their schedules.

MFA 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 on the Ford campus Monday – Friday 9AM – 5PM and can be reached at 313.664.7860 or through email at [ssc@collegeforcreativestudies.edu](mailto:ssc@collegeforcreativestudies.edu).

### ***Language Support Specialist***

The Language Support Specialist works with international graduate students in small groups and one-on-one to improve English skills for assignments, presentations, and professional preparedness. The Language Support Specialist also works with faculty in the Graduate Studies Division to develop workshops, where appropriate. You may contact the Language Support Specialist in the Taubman building, 7<sup>th</sup> floor in the Graduate Studies Office.

### ***Student Advocate***

The Student Advocate provides students with a consistent, centralized point of contact for questions, concerns and/or problems they may be experiencing on campus. Students are expected to adhere to standard office and academic procedures elsewhere on campus, however

the Student Advocate provides a supplemental resource for students. The Student Advocate'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 Advocate 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.

Examples of student concerns brought to the attention of the Student Advocate include:

- Facility issues
- Environmental safety issues within classrooms/labs
- Campus safety
- A problem with a particular faculty or staff member
- Office hours not accommodating to student needs
- Student to student issues:
  - Harassment
  - Vandalism of work
  - 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

## ACADEMIC CALENDAR – FALL 2018/ WINTER 2019/ SUMMER 2019

### FALL 2018 (09/04/18 – 12/15/18)

April 4	FALL 2018 Registration begins: Seniors, Graduate, Veterans–04/04/18 Juniors–04/09/18 Sophomores –04/16/18 Freshmen–04/23/18
	All outstanding balances must be paid in full, and all holds removed prior to registering.
April 23 - September 12	Open registration for FALL 2018
August 1	TUITION / HOUSING PAYMENT DUE (total balance) FALL 2018 accounts not paid in full by this date are assessed a \$25 late fee
August 16-17	International Student housing move-in
August 20-24	International Student Orientation
August 26	New Student housing move-in
August 27	English Placement Exercise
August 28-29	New Student Orientation
August 31	Returning Student housing move-in
<b>September 4</b>	<b>FALL 2018 classes begin</b> FALL 2018 accounts not paid in full by this date are assessed an additional \$25 late fee
September 12	LAST DAY TO MAKE ANY ADDITIONS OR SECTION CHANGES TO FALL 2018 SCHEDULE  LAST DAY to register for classes  Last day for 100% refund/credit for dropped credits  Last day to adjust meal plan
September 17	Last day for 80% refund/credit for dropped credits (grade of W)
September 24	Last day for 60% refund/credit for dropped credits (grade of W)
October 1	Applications for December 2018 graduation due (\$100.00 fee for Undergraduate Students, \$175.00 for Graduate Students) After this date the \$25.00 late fee applies.  Last day for 40% refund/credit for dropped credits (grade of W)
October 2	FULL CHARGES APPLY – no refunds (grade of WN begins)
October 5	FALL 2018 accounts not paid in full by this date are assessed a \$75 delinquency fee (in addition to \$25 late fees as they apply)
October 22	Faculty: Midterm grades are due through WebAdvisor

October 24	Students: Midterm grades are available through WebAdvisor
October 31	Final deadline to apply for December 2018 graduation (\$125 fee) (\$125.00 fee for Undergraduate Students, \$200.00 for Graduate Students) No applications for December 2018 Graduation accepted after this date
October 31	WINTER 2019 registration begins: Seniors, Graduate, Veterans – 10/31/18      Juniors – 11/05/18 Sophomores – 11/12/18                              Freshmen – 11/19/18 All outstanding balances must be paid in full, all holds removed prior to registering
November 2	Last day to drop DAS 313, DAS 314, DAS 315 11-week course(s)
November 22 - 24	<i>NO CLASSES - Thanksgiving Break</i>
November 26 (Monday)	Classes resume  LAST DAY TO WITHDRAW FROM FALL 2018 CLASSES ABSOLUTELY NO WITHDRAWALS AFTER THIS DATE Must have staff advisor's signature on blue <i>Drop/Add Form</i> A, B, C, D (including + and -), F or I are the only grades that can be assigned to students who remain enrolled in classes after this date
November 19 – January 16	Open registration for WINTER 2019 All outstanding balances must be paid in full, all holds removed in order to register
December 12	☺ <i>DECEMBER COMMENCEMENT CEREMONY</i> ☺
December 14	TUITION / HOUSING PAYMENT DUE FOR WINTER 2019 (total balance) WINTER 2019 accounts not paid in full by this date are assessed a \$25 late fee
<b>December 15</b>	<b>Last day of FALL 2018 semester</b>
December 17	Faculty: Final grades are due through WebAdvisor
December 19	Students: Final grades are available through WebAdvisor (to students without holds on their account or student records)

**WINTER 2019 (01/07/19 – 05/04/19)**

December 14, 2018	TUITION / HOUSING PAYMENT DUE (total balance) WINTER 2019 accounts not paid in full by this date are assessed a \$25 late fee
January 2	New Student housing move-in
January 3	English Placement Exercise International New Student Orientation
January 4	New Student Orientation
January 6	Returning Student housing move-in
<b>January 7</b>	<b>WINTER 2019 classes begin</b>
January 17	WINTER 2019 accounts not paid in full by this date are assessed an additional \$25 late fee
January 16	LAST DAY TO MAKE ANY ADDITIONS OR SECTION CHANGES TO WINTER 2019 SCHEDULE  LAST DAY to register for classes  Last day for 100% refund/credit for dropped credits  Last day to adjust meal plan
January 21	<i>NO CLASSES - Martin Luther King Jr. Day</i>
January 22	Last day for 80% refund/credit for dropped credits (grade of W)
January 28	Last day for 60% refund/credit for dropped credits (grade of W)
February 1	Applications for May 2019 graduation due (\$100.00 fee for Undergraduate Students, \$175.00 for Graduate Students) After this date the \$25 late fee applies
February 4	Last day for 40% refund/credit for dropped credits (grade of W)
February 5	FULL CHARGES APPLY – no refunds (grade of WN begins)
February 18	WINTER 2019 accounts not paid in full by this date are assessed a \$75 delinquency fee (in addition to \$25 late fees as they apply)
February 25	Faculty: Midterm grades are due through WebAdvisor
February 27	Students: Midterm grades are available through WebAdvisor
March 1	Final deadline to apply for May 2019 graduation (\$125.00 fee for Undergraduate Students, \$200.00 for Graduate Students) No applications for May 2019 Graduation accepted after this date
March 4 - 9	<i>NO CLASSES - Spring Break</i>
March 11 (Monday)	Classes resume
March	SUMMER 2019 registration begins All outstanding balances must be paid in full, all holds removed prior to registering
March 15	Last day to drop DAS 313, DAS 314, DAS 315 11-week course(s)

April 3	Seniors, Graduate, Veterans - 4/3/19 Sophomores - 4/15/19 All outstanding balances must be paid in full, all holds removed prior to registering	Juniors - 4/8/19 Freshmen - 4/22/19
April 5	ABSOLUTELY NO WITHDRAWALS AFTER THIS DATE Must have a staff advisor's signature on blue <i>Drop/Add Form</i> A, B, C, D (including + and -), F or I grades are the only grades that can be assigned to students who remain enrolled in classes after this date.	
April 27	Classes end – Mandatory review week for all students is April 29 - May 4	
April 29 – May 4	Review Week	
<b>May 4</b>	<b>Last day of WINTER 2019 semester</b>	
May 6	Faculty: Final grades are due through WebAdvisor	
May 8	Students: Final grades are available through WebAdvisor (to students without holds on their accounts or student records)	
May 9	☺ <i>MAY COMMENCEMENT CEREMONY</i> ☺	
May 10	Student Exhibition Opening	

**SUMMER 2019 – Eight Weeks (06/03/19 – 07/27/19)**

May 31	TUITION/FEEES DUE (100% of balance) Accounts not paid in full by this date are assessed a \$25 late fee
June 3	SUMMER classes begin
June 10	LAST DAY TO MAKE ANY ADDITIONS OR SECTION CHANGES TO SUMMER SCHEDULE  LAST DAY to register for SUMMER 2019 classes  Last day for 100% refund for SUMMER 2019
June 11-17	Grade of W applied to dropped classes
June 17	Last day for 50% refund for SUMMER 2019  Accounts not paid in full by this date are assessed a \$25 late fee
June 28	SUMMER 2019 Application for Graduation deadline (\$100.00 fee for Undergraduate Students, \$175.00 for Graduate Students) After this date the \$25 late fee applies
June 18-July 12	Grade of WN applied to dropped classes
July 4	NO CLASSES – Independence Day
July 12	LAST DAY TO WITHDRAW FROM SUMMER CLASSES
July 15	SUMMER 2019 accounts not paid in full by this date are assessed a \$75 delinquency fee (in addition to \$25 late fees as they apply)  FALL courses will be dropped if SUMMER tuition/fees are not paid in full
July 19	Late/Final deadline – SUMMER 2019 Application for Graduation (\$125.00 fee for Undergraduate Students, \$200.00 for Graduate Students) No SUMMER 2019 Applications for Graduation accepted after this date
July 27	Last day of SUMMER classes
July 29	Faculty: Final grades are due through WebAdvisor
July 31	Students: Final grades are available through WebAdvisor (to students without holds on their account or student records)

# 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 and Materials Lab I	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	Color and Materials Lab II	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 18/19

Total Credits

60

## Color and Materials Design

### **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: 3.00

### **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 marketplace 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: 3.00

PREREQUISITES: CMD 601

### **CMD-603 BUSINESS, CUSTOMER, & USER RSRCH 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: 3.00

### **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: 3.00

### **CMD-605 COLOR AND MATERIALS LAB I**

In this course students learn how the properties of colors and materials can be used to express the functional and emotional attributes of products, artifacts and experiences. Working in both shop and studio environments, projects will immerse students in developing both 2D and 3D surface and forms that seek to present new and innovative concepts. The course offers opportunities for both structured group projects and self-directed learning.

CREDITS: 3.00

### **CMD-606 COLOR AND MATERIALS LAB II**

In this course students advance their understanding of how the properties of colors and materials can be used to express the functional and emotional attributes of products, artifacts and experiences. Projects examine the character and mood of interacting color and material properties. The course supports the student in developing and innovating ideas and provides students with an environment for creativity, inquiry and investigation. The course offers opportunities for both structured group projects and self-directed learning.

CREDITS: 3.00

PREREQUISITES: CMD 605

### **CMD-607 APPLIED MATERIALS & 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: 3.00

### **CMD-609 DIGITAL VIS FOR COLOR & MATERIAL DESIGN**

The course is an advanced digital visualizations course that will prepare students to be able to apply color, materials and finish concepts to a range of products and by doing so visualize their final concepts and produce compelling presentations at a professionally competent level that visually articulate the design intent.

CREDITS: 3.00

**CMD-701 COLOR & MATERIALS STUDIO III**

This studio recognizes that color and materials designers participate in a range of activities that are complex and numerous. Students will target a product or product line, where the color, materials and finishes and patterns are a key component of its success in the marketplace. Using their imagination and investigative skills, students will 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 deliver believable concepts through collaboration with industry experts. Developing appropriate proposals with regards to quality, manufacturability and aesthetics. In this class 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: 3.00

PREREQUISITES: CMD 601, CMD 602

**CMD-702 COLOR & MATERIALS STUDIO IV**

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. Students will conduct in-depth research to explore the latest advances in materials, looking at current and future possibilities in industry and craft applications. How can 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: 3.00

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: 3.00

**CMD-790 COLOR & MAT 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: 3.00

# 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	Data Visualization	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
	GRD 608	Co-Creation and Participatory Design	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
	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 18/19

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: 3.00

### **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: 3.00

### **GRD-605 DATA VISUALIZATION**

This course will introduce the fundamental concepts, methods, and practices of data visualization design. Data visualization is an emerging field requiring technical skill, design aptitude, and interdisciplinary thought. Students will work both individually and in teams to explore the data visualization design development process, and communicate data effectively through visual narrative. The purpose of this class is to equip students with a new range of skills that will facilitate deep engagement of diverse audiences through a design thinking process, to visually display the results of their research, analysis and create powerful tools for brainstorming.

CREDITS: 3.00

### **GRD-608 CO-CREATION AND PARTICIPATORY DESIGN**

Trends in the 21st Century have paved the way for a participatory approach to design. New tools such as open-source technology, the transparency of internet media, and the ethos of crowd-sourcing are now insisting on the democratized creation of goods, services, and experiences. The goal of this class is for students to understand human-centered and participatory methods of design-conducting observational research, interviews and workshops, undertaking internal and external research activities, generating conceptual frameworks, and formulating insights related to the synthesis of the research data-while communicating findings and concepts to project sponsors in a clear and compelling manner.

CREDITS: 3.00

### **GRD-685 SPECIAL PROJECT**

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

CREDITS: 3.00

### **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: 3.00

### **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: 3.00

#### **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: 3.00

#### **GRD-785 SPECIAL PROJECT**

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

CREDITS: 3.00

#### **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: 3.00

# 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 610	Frameworks for Interaction & Conversation	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
	DGR 719	Business Practices III	3
	-----	Studio Elective	3

Catalog Year 18/19

Total Credits

60

## Interaction Design

### **IXD-601 INTERACTION DESIGN STUDIO I**

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: 3.00

### **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: 3.00

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: 3.00

### **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: 3.00

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: 3.00

### **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: 3.00

PREREQUISITES: IXD 605

### **IXD-610 FRAMEWORKS FOR INTERACTION AND CONVERSATION**

This course presents a pragmatic systems approach to understanding, communicating about, and collaborating on designs that enable interactions and conversations in service of human needs. The course introduces five individual systemic models that have been derived from the history of systems and cybernetics, each presented with background, sample applications, and studio assignments. The models combine into frameworks that express the rich inter-relationships between human beings and interactive artifacts. Students will study the models and frameworks and thereby gain a powerful foundation of "systems literacy". They will gain the ability to "read" systems (understand those that exist) as well as "write" systems (make new or evolve existing ones). The final weeks of the course focus on major projects of the student's own choosing through which they demonstrate facility with the frameworks. Because the design process is itself a mesh of interactions and conversations, the same frameworks apply to and can improve students' collaboration skills and productivity. The result is acquisition of a

comprehensive, actionable language for better designs and better design processes. This course is open to select undergraduate seniors who seek departmental approval.

CREDITS: 3.00

### **IXD-685 SPECIAL PROJECT**

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

CREDITS: 3.00

### **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: 3.00

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: 3.00

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: 3.00

PREREQUISITES: IXD 603, IXD 604

### **IXD-775 GRADUATE STUDIES-INTER DES 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: 3.00

### **IXD-790 INTERACTION 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: 3.00**

# 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 18/19

Total Credits

60

## Transportation Design

### **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: 3.00

### **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: 3.00

PREREQUISITES: GRT 601

### **GRT-605 DIGITAL VISCOM I**

Students acquire the requisite 2D/3D sketching-ideation and presentation skills required by the auto industry. Digital Viscom I focuses on the use of multiple 2D and 3D digital communication tools, techniques and processes. Photoshop, Zbrush, Maya and VRED software is used to develop and articulate complex formal concepts. Special attention is given to hybrid 2D/3D rapid ideation sketching and the further resolution of such ideas into highly refined final 2D and 3D presentation design assets.

CREDITS: 3.00

### **GRT-606 DIGITAL VISCOM II**

Students acquire the requisite 2D/3D sketching-ideation and presentation skills required by the auto industry. Digital Viscom II focuses on the process of developing, resolving and refining final design concepts masterfully in 2D, 3D, and 4D modalities. Advanced tools, techniques and applications of Photoshop, Zbrush, Maya and VRED software is used to communicate complex formal and intellectual content in a clear, yet emotionally compelling manner.

CREDITS: 3.00

PREREQUISITES: GRT 605

### **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: 3.00

PREREQUISITES: GRT 602

### **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: 3.00

PREREQUISITES: GRT 701

### **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: 3.00

### **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: 3.00

### Graduate Studies Course Descriptions

All DGR courses are restricted to Graduate Students

### **Graduate Lectures and 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: 3.00

#### **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: 3.00

### **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 student's 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: 3.00

### **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: 3.00

### **DGR-685 SPECIAL PROJECT**

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

CREDITS: 3.00

### **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: 6.00

### **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: 6.00

### **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: 3.00

**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: 3.00

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: 3.00

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: 3.00

## **Faculty and Administration**

---

### **ADVERTISING DESIGN**

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BFA, Instituto Europeo di Design

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Molly P. Valade  
James H. Vandenberghe (Treasurer)  
Edward T. Welburn, Jr.