# Table of Contents

**Welcome** ................................................................................................................................. 1

Programs of Study ...................................................................................................................... 1  
CCS Mission Statement ................................................................................................................ 1

Administrative Organization ........................................................................................................ 2

College Campuses ........................................................................................................................ 2

Building Access ........................................................................................................................... 2

Academic Facilities (Shops) .......................................................................................................... 3

Imaging Center ............................................................................................................................. 3

CCS Bookstore ............................................................................................................................ 3

Library ........................................................................................................................................ 3

Audio Visual Center ................................................................................................................... 4

24-Hour Computer Labs ............................................................................................................. 4

Campus Galleries ........................................................................................................................ 4

Student Exhibition and Opening (SEO) ...................................................................................... 5

**General Employment Information** .......................................................................................... 6

Employee Conduct ...................................................................................................................... 6

Smoking Policy ........................................................................................................................... 6

Drug and Alcohol Policy .............................................................................................................. 7

Identification Card and Parking ................................................................................................... 7

Payroll .......................................................................................................................................... 7

**Academic Division Protocols and Information** ..................................................................... 8

The Hiring Process ...................................................................................................................... 8
  
  Full-Time Faculty ..................................................................................................................... 8
  Adjunct Instructors ................................................................................................................... 8

Department Organization .......................................................................................................... 8
  
  Department Chair .................................................................................................................... 8
  Department Administrator ......................................................................................................... 9
  Full-Time Faculty ..................................................................................................................... 9
Adjunct Instructors ................................................................. 9
Technicians ........................................................................... 9

Academic Calendar .................................................................. 9
Courses .................................................................................. 10
Course Assignments ............................................................... 10
Course Cancellations ............................................................... 10
Class Meeting Time ................................................................. 10
Change of Class Day, Time, or Room ...................................... 11
Absences ................................................................................ 11

Emergency Closings/Class Cancellations ................................. 11
Codespear Campus Alerting System .......................................... 12
Communication ...................................................................... 12
   Email ................................................................................. 12
   Zimbra Calendar ................................................................. 12
   Mailbox .............................................................................. 12
   Office Telephone/Computer ................................................ 12
   Blackboard ........................................................................ 12
HelpDesk ................................................................................ 13
Evaluations ............................................................................ 13

Faculty Responsibilities ......................................................... 15
Course Creation and Presentation ............................................ 15
   Syllabi ............................................................................... 15
   Project Assignment Explanations and Rubrics ...................... 16
   Sponsored Project Coordination ......................................... 16
   Academic Facilities (Shop) Coordination ............................ 16
   Blackboard Class Site Design/Upload .................................. 16
   Texts/Materials Ordering From The CCS Bookstore .......... 16
Course Presentation ................................................................. 17
   Taking Attendance and Course Rosters ................................. 17
   Critiques .......................................................................... 19
   Student Course Evaluations .............................................. 19
Field Trips ............................................................................... 19
Grading ................................................................................................................................. 20
FERPA – The Family Educational Rights and Privacy Act .............................................. 20
Department Service ........................................................................................................ 21
  Office Hours .................................................................................................................... 21
  Department Meetings ................................................................................................. 21
  Curriculum Planning .................................................................................................... 21
  Department Exhibitions and Reviews ....................................................................... 21
  Monthly Reports .......................................................................................................... 21
  Studio/Facilities Maintenance .................................................................................... 21
College Service ............................................................................................................... 22
  Faculty Assembly ....................................................................................................... 22
  Recruitment Activities ............................................................................................... 22
  Pedagogy Workshops ............................................................................................... 22
  SEO Installation .......................................................................................................... 22
  College-Wide Assessment Efforts ............................................................................. 22
  Strategic Planning ....................................................................................................... 22

**Student Services** ........................................................................................................ 23
  Academic Advising and Registration ....................................................................... 23
  Academic Assistance – The Student Success Center .............................................. 23
  Financial Aid Office .................................................................................................... 24
  Career Services .......................................................................................................... 24
  International Student Services .................................................................................. 24
  Student Mentoring ...................................................................................................... 24
  Student Affairs Office ................................................................................................ 25
    Multicultural Affairs Office ...................................................................................... 25
    Personal Counseling Services and Support Groups ............................................. 25
    Student Life ............................................................................................................... 26
    Student Ombudsman ............................................................................................... 26

**Appendices**
  Appendix A: Department/Office Directory and Phone List
  Appendix B: Administrative Organizational Chart
  Appendix C: Campus Maps
Appendix D: Library Policies and Services
Appendix E: ID/SmART Card Information and Campus Security Services
Appendix F: FERPA Guidelines
Appendix G: Chair, Full-Time, Adjunct Faculty, and Department Administrator Responsibility Grids
Appendix H: Academic Calendar Example
Appendix I: Forwarding CCS Email to Another Account Instructions
Appendix J: Zimbra Calendar Instructions
Appendix K: Blackboard Course Upload Instructions
Appendix L: Syllabus Template and Style Guide
Appendix M: Project Assignment Explanation and Grading Rubric Examples
Appendix N: Additional Academic Advising and Registration Policies
Appendix O: Student Success Center Referral Form and Universal Design Learning Introduction
Appendix P: CCS Counseling Referral Guide
Appendix Q: CCS Code of Student Conduct
Welcome

Welcome to the College for Creative Studies! This manual of introductory information has been prepared for new faculty to help answer questions that frequently arise regarding campus services and protocols. This manual is a companion piece to the CCS Faculty Handbooks please reference this handbook (found at Blackboard>Campus Offices>Human Resources) for a thorough consideration of all policies governing faculty.

Programs of Study

The College for Creative Studies offers degrees in ten art and design undergraduate majors: Advertising Design, Crafts, Entertainment Arts, Fine Arts, Graphic Design, Illustration, Interior Design, Photography, Product Design, and Transportation Design. Additionally, students have the opportunity to complete a certification in Art Education as they complete their BFA requirements, as well as certificate of completion in a Business Concentration. Students take Foundation and Liberal Arts courses to round out their programs of study. In fall 2015, the College will begin offering courses in a new major – Fashion Accessories Design.

The College also offers four graduate programs; MFAs are awarded in Color and Materials Design, Interaction Design, Interdisciplinary Design, and Transportation Design.

A department directory for each program can be found in Appendix A.

The Higher Learning Commission (HLC) and the National Association of Schools of Art and Design (NASAD) accredit the College. We are also a member of the Association of Independent Colleges of Art and Design (AICAD). The Interior Design program is accredited through the Council for Interior Design Accreditation (CIDA).

Mission Statement

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 development and opening career pathways to talented individuals of all ages.
Administrative Organization

There are four major College administrative areas reporting to the President: Academic Affairs, Enrollment and Student Services, Administration and Finance, and Institutional Advancement. Please reference the organizational chart in Appendix B for further delineation.

All of the academic departments, as well as some of the academic support departments, report to the Provost and Vice President for Academic Affairs, whose office is located on the 9th floor of the A. Alfred Taubman Center for Design Education. The Office of Academic Affairs is open year round during regular business hours.

Faculty who wish to meet regarding campus issues are encouraged to work with their division’s Dean; undergraduate faculty can schedule appointments with the Dean of Undergraduate Studies by calling 313-664-1485, and graduate faculty can arrange to meet with the Dean of Graduate studies by calling 313-664-1472. Staff who wish to meet regarding campus issues are encouraged to work with the Provost and/or the Associate or Assistant Provost; appointments can be scheduled by calling 313-664-1484.

College Campuses

CCS has two campuses – the Walter and Josephine Ford campus and the A. Alfred Taubman Center for Design Education.

The Ford campus is located in the Cultural Center at 201 East Kirby Street, Detroit, MI 48202. It houses the Art Education, Crafts, Entertainment Arts, Fine Arts, Foundation, Liberal Arts, Photography, and Illustration undergraduate departments.

The Taubman campus is located in the New Center at 460 West Baltimore Avenue, Detroit, MI 48202. It houses the Advertising Design, Graphic Design, Interior Design, Product Design and Transportation Design undergraduate departments, as well as the graduate programs. The Taubman campus will also house the Fashion Accessories Design BFA program when it launches in fall 2015.

Maps of both locations can be found in Appendix C.

Building Access

Access to campus buildings vary from building to building and from campus to campus. To maintain a safe campus environment everyone, faculty must have their campus ID visible at all times. After posted building hours, it is necessary to sign in and out at the security desk or office. The shops, computer labs and Library may have hours that differ from general campus hours (8:30 a.m. – 4:30 p.m.). Please check Blackboard under Quick Links on the My CCS tab for a detailed list of building hours.
Academic Facilities (Shops)

The College has an array of facilities that are available for students, faculty, and staff in all departments.

The Metalshop and Foundry are located on the ground floor of the Kresge-Ford building. The Woodshop and paint booth are also located on ground floor. Similar shop facilities are available on the 11th floor of the Taubman Center.

The shops have a variety of power equipment for working with a wide range of materials. Experienced Technicians staff all the shop areas. All students, faculty, and staff must pass a shop skills proficiency assessment before they are allowed to use the shops.

Imaging Center

The Imaging Center is located on the 6th floor of the Taubman Center. It is available to faculty and staff for copying materials like syllabi, handouts, and exams. Color copies, digital printouts, and poster-sized printouts are available for a reasonable fee. Please allow ample time for printing, particularly at busy times of the year such as the start or end of the semester.

The Imaging Center strictly adheres to copyright law. If faculty or staff are unsure of the law regarding materials they wish to duplicate, they should check with Library staff. Duplication requests that are infringements of copyright will be refused.

CCS Bookstore

The CCS Bookstore is located on the 1st floor of the Taubman Center. A smaller satellite store is located on the main level of the Yamasaki Building on the Ford campus. The Bookstore can order books and supplies that students will need for courses. Book orders for the fall semester are to be placed in April and orders for the winter semester in October. The Bookstore also stocks a wide variety of art supplies commonly used by CCS students, as well as notebooks, bluebooks, and CCS paraphernalia. Employees are eligible for a 15% discount on certain items with a valid employee ID.

Library

The Library is located on the 1st floor of the Manoogian Visual Resources Center and has an extensive collection of books and periodicals representative of all majors of the College. Additionally, the Director maintains a list of books and periodicals suggested by faculty to expand the collection. Faculty can access the College’s DVD collection stored at the Library and borrow items for classroom use. With a valid ID, computers are available for student, faculty, and staff use. The Library also has a study room available for use.
The College also has Color and Materials library which is located on the 9th floor of the Taubman Center, room 925. The Color and Materials library provides samples of various materials that students can use as reference in their art and design projects. Faculty and staff also have access to the Color and Materials Library.

Visual Resources (LUNA)
Visual Resources, located in the CCS Library, manages the content of a digital image database with approximately 270,000 images for teaching and research purposes. The database can be accessed online at http://luna.collegeforcreativestudies.edu/luna/servlet on or off campus with user name and password. Our software also allows the user to access images from Flickr, enabling personal collections to be included in classroom presentations. The application allows the user to search, view and ultimately share or present images in a visual presentation, a simple slideshow, post on Blackboard, etc. Faculty and staff must obtain training and sign a copyright agreement with Academic Technologies in order to access high-resolution images.

Information sheets on Library policies and services can be found in Appendix D.

Audio Visual Center

The Audio Visual Center, located in W109 of the Walter B. Ford II building, rents or loans various camera, audio and lighting equipment. Students enrolled in specific video courses are also eligible to rent advanced video equipment. State of the art video editing suites and fully equipped studio spaces are also available for rent. Faculty can make reservations thru avc@collegeforcreativestudies.edu or by contacting the AVC at 313-664-7647.

24-Hour Computer Labs

The 24-Hour Computer Labs are located on the 2nd floor of the Kresge-Ford Building and the 6th floor of the Taubman Center. Each lab has Mac and PC computers, scanners, printers, and Internet access. Each lab has the major software that is used in each of the College’s programs. The computer labs are among the busiest facilities at CCS. 24 Hour Labs are open for faculty and staff personal use.

Campus Galleries

The Center Galleries are located on the 1st floor of the Manoogian Visual Resource Center, adjacent to the Library. The gallery director, with assistance from the Speaker and Exhibitions Committee of Faculty Assembly, plans and oversees the annual schedule of exhibitions of professional artists and designers that are offered throughout the year. The building also houses the Student Showcase gallery, the Alumni, Faculty, and Staff gallery, and the Permanent Collection gallery.

In addition to those located in the Manoogian Visual Resource Center, CCS has other galleries located on the Ford Campus and at the Taubman Center. The student-operated gallery, U245, is located on the 1st floor of the Art Center Building. A student director curates all shows in U245 and students from every department are
encouraged to submit exhibition proposals. Students use this venue to exhibit their work in a gallery setting and are also allowed to sell their work to the public.

The Valade Family Gallery at the Taubman Center is also available for alumni, faculty, student and professional artist exhibitions. The gallery’s schedule is managed by the Assistant Provost in the Office of Academic Affairs.

Student Exhibition and Opening

The annual Student Exhibition and Opening (SEO) takes place on the second Friday in May, the evening after graduation. This is a time when patrons and guests come to the College to view the culmination of art work created by students from each academic department over the academic year. Faculty in each academic department jury the work exhibited. Additionally, much of the work is for sale, with proceeds from the sale going directly to the students. The Exhibition begins with the Opening and remains open to the public for the following two weeks, free of charge, after opening night. Tickets can be purchased from the Business Office in the weeks prior to the SEO or on opening night. Full-time faculty, staff, adjunct instructors teaching in the current academic year, and graduating seniors of the current academic year receive one free ticket and may purchase one additional ticket at a discounted rate.
General Employment Information

Employee Conduct

All CCS employees are expected to conduct themselves in a professional manner in relation to their students, other CCS employees, and to the public. CCS is committed to providing equal opportunity for all students and employees regardless of age, race, religion, color, national or ethnic origin, sex, sexual orientation, marital status, disability, or any other characteristic protected by law. Discrimination of any kind is strictly prohibited.

It is both illegal and against the policy of CCS for any employee, to harass another employee by (a) making submission to unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of sexual nature a condition of an employee's employment, or (b) making submission to or rejection of such conduct the basis for employment decisions affecting the employee, or (c) unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment by such conduct.

Furthermore, it is against the policy of CCS for an employee to harass a student by (a) making unwelcomed sexual advances or request for sexual favors or other verbal or physical conduct of a sexual nature as a condition of a student's pursuit of his or her college or academic program, goal or objective, or (b) making submission to or rejection of such conduct on the basis for any college or academic decision affecting the student, or (c) unreasonably interfering with a student’s pursuit of his or her college or academic program, goal or objective or creating an intimidating, hostile environment by such conduct.

Our policy applies to all employees in all aspects of employment. Any employee, who is found after appropriate investigation, to have engaged in harassment of another employee or student, will be subject to appropriate disciplinary action, up to and including termination. Students violating this or any policy should be reported to the Office of Student Life. Faculty and staff violating this or any policy should be reported to the Office of Human Resources.

Smoking Policy

Smoking is prohibited in all CCS buildings. Smoking is permitted on the grounds of the campus; however, smokers are expected to obey distance regulations posted at building entrances in order not to interfere with the access rights of others.
Drug and Alcohol Policy

CCS strictly prohibits the manufacture, distribution, dispensation, possession or use of illegal drugs or controlled substances on CCS property. The use, possession, or distribution of alcohol by any employee on CCS property is also prohibited, except at events managed by the Office of Institutional Advancement. Use of alcohol, illegal drugs, or controlled substances that affect workplace performance or conduct is likewise prohibited.

State of Michigan law prohibits anyone under the age of 21 from drinking or obtaining alcohol. Administrative staff should not under any circumstances use alcohol with students of any age.

CCS will take appropriate action, up to and including immediate termination, with employees in violation of this policy. Employees are notified that action under this policy may include successful participation in an alcohol or drug rehabilitation or assistance program as a condition of continued employment.

Identification and Parking

All employees are required to have an Employee Identification (SmART) card and parking hangtag. The ID cards can be obtained from the Campus Safety and Security Office located in the Kresge-Ford Building or on the 1st floor of the Taubman Center. All employees have free parking available to them in the CCS parking decks located on Brush Street (Ford campus) or Baltimore Street (Taubman Center). Employee ID cards must be visible at all times and are required to access parking decks, various areas on the Ford campus, and elevators, as well as other areas within the Taubman Center. For more information regarding ID/SmART cards and the services offered by the Campus Safety and Security Office, please see Appendix E.

Payroll

Pay is disbursed on the 15th and last day of each month. Employees may elect to be paid via direct deposit or Aline debit card; live checks are not given. Pay cannot be issued until the appropriate forms are completed. Please contact the Office of Human Resources regarding any payroll questions; they can be reached at 313-664-7650.
Academic Division
Protocols and Information

Hiring Process

Full-Time Faculty
Openings for full-time faculty are posted and advertised in the appropriate venues, and a search committee interviews each candidate before he/she is offered a position. Full-time faculty are salaried employees; they are not paid on a per course basis.

Adjunct Instructors
The Chair of each department hires adjunct instructors on a semester-by-semester basis dependent upon departmental need. If the faculty member has not taught at CCS before, the Chair forwards the instructor’s resume and a hiring recommendation to the Office of Academic Affairs for approval prior to hire. Adjunct instructors are paid for each course taught according to the College’s pay scale.

Department Organization

Department Chair
The Chair provides leadership and direction to the Department and is the faculty member’s primary resource regarding College expectations. The Chair will hold periodic department meetings to discuss both theoretical and practical issues of providing students with quality education. The Chair is also available to faculty who need assistance in the classroom, guidance in dealing with student situations, or to share ideas on how to improve a course or the curriculum. A grid summarizing Chair responsibilities can be found in Appendix G.
Department Administrator
The Department Administrator (DA) provides administrative assistance to the department Chair and is a great source of information within the department. The Department Administrator can advise on issues such as when and where departmental meetings are held, when and how to order textbooks, how to schedule visiting artists, etc. DAs also assist with scheduling classes, scheduling departmental meetings, materials requests, and responding to student questions about classes and schedules. They act as the main communication conduit for the department. **Please note: DAs are not required or expected to type exams or syllabi, make photocopies, or monitor classes for individual faculty members.**

Full-Time Faculty
Full-time faculty teach six 3-credit courses annually, are expected to demonstrate continual professional activity and growth, and provide meaningful service to both their home department and the College. The number of full-time faculty per department is determined by the College based on a number of factors. Full-time faculty report to the Chair of the department. A grid summarizing full-time faculty responsibilities can be found in Appendix G.

Adjunct Instructors
Adjunct instructors are hired to teach one or two classes in a given semester. Adjuncts bring real-world experience to the classroom and provide important input regarding industry trends to their home departments. Adjunct instructors report to the Chair of the department. A grid summarizing adjunct instructor responsibilities can be found in Appendix G.

Technicians
Some departments are staffed with Technicians to aid in facility maintenance, tool check-out, etc. Technicians report to the Chair of the department, the Department Administrator, or to a full-time faculty member as assigned.

Academic Calendar
The College has two 15-week semesters (fall and winter) and a six to eight-week summer semester, depending on the format being offered that year. Students are expected to remain on campus for one additional week in the winter semester, as although there are no classes, annual department reviews occur during week 16. Student art work to be included in the year-end student exhibition is usually selected at these reviews. The academic year officially ends with Commencement on the second Thursday in May, followed the next day by the Student Exhibition Opening (SEO).

The academic calendar is published on Blackboard (Blackboard>Quick Links), in the CCS catalog, and in the Course Schedule. The Course Schedule also has useful information on registration procedures and other important dates for students and faculty. Please see Appendix H for an example of an academic calendar.
Courses

The majority of courses offered at CCS are worth 3 credit hours; however there are a few exceptions. Courses are either considered lecture or studio. Lecture courses generally meet for 3 hours a week and are worth 3 credits. 3-credit studio courses meet for 6 hours a week. Studio courses worth 1.5 credits meet for 3 hours per week. Academic departments may offer both types of courses. Faculty should be clear on what type(s) of course they are teaching and the expected compensation based on type.

Students may also complete an Independent Study course with an instructor or participate in an internship. If a student would like to enroll in an Independent Study or expresses interest in an internship, the department Chair or Department Administrator should be contacted to determine if the student meets the eligibility criteria. Adjunct faculty receive a modest stipend for Independent Studies; full-time faculty supervise independent studies as part of their contractual duties and do not receive additional compensation. Only full-time faculty may supervise internships.

Course Assignments

Department Chairs, with the assistance of Department Administrators, determine course offerings for a semester based on a production schedule developed by the Registrar. Class times are set according to student and curriculum needs. Although Chairs and Department Administrators appreciate knowing when faculty are available to teach, accommodating class assignment preferences is not always possible.

Course Cancellations

On occasion, low enrollment in courses may result in course cancellation. This typically occurs no later than the week before the semester is scheduled to begin. If a class is cancelled, the department Chair or Department Administrator will inform the faculty member of the cancellation as soon as possible.

Class Meeting Time

Faculty are expected to start classes on time and to be present for the full scheduled time of class. If faculty know they will be more than 15 minutes late, they should call the Department Administrator and ask him/her inform the class of an expected arrival time.

*Students should be given a 20-minute break for every 3 hours a class meets.
Change of Class Day, Time, and Room

*Faculty members may not change the day, time, or room assignment for classes.* Classes must be held in the room in which they are assigned. Any and all changes of class meeting time or location must be done through the department. If faculty wish to move to a different classroom for a single meeting, the Department Administrator should be contacted for assistance.

Absences

Instructors who cannot meet a class for valid reasons must contact the department Chair or the Department Administrator, as well as make all determined efforts to provide each student with as much advance notice as is realistically feasible. In the event of prior knowledge of valid inability to meet a class, instructors are required to organize an appropriate professional substitute arrange for a substitute instructor with a current full-time or adjunct faculty, or a member of the department’s adjunct “pool”, or schedule an equivalent ‘make-up’ class period. If the faculty member misses class due to illness or another valid reason approved by the appropriate Chair, and a professional substitute instructor is arranged, the College will provide appropriate remuneration for the substitute. If a professional substitute instructor is arranged, the Department Administrator should initiate a payment request in the appropriate pro-rated amount for the substitute. The request should be signed by the Department Chair and forwarded to the appropriate Dean’s office. If an adjunct instructor requires a substitute, the pro-rated amount for the missed class will be taken from their pay. Full-time faculty do not lose pay when they miss a class, nor are they paid when they offer their services as substitute instructors. As this is the case, when full-time faculty require a substitute for their own classes, they should call upon other full-time faculty for coverage when possible.

Substitute instructors must be preapproved to work at the College prior to covering a class. Full-time faculty or current adjunct instructors, regardless of their home department, are acceptable substitutes.

Departments may also choose to create a substitute “pool” (a group of preapproved instructors not currently serving as adjuncts) at the start of each semester. This is done by following the process for hiring adjunct instructors. The word “substitute” must be noted on the authorization form. Substitutes may serve for up to one year after approval from Human Resources.

Emergency Closings/Class Cancellations

CCS' policy is to remain open during periods of inclement weather. In the event it is necessary to close due to severe weather conditions or any other emergency, the following procedures for notification are followed:

The decision to cancel DAY (8:30 a.m.-3:30 p.m.) classes will be made by 6:00 a.m. Faculty may call 313-664-7400 after 7:00 a.m. or listen to WWJ (950AM) News Radio or other local radio/TV stations to be informed of any closures.

The decision to cancel EVENING (4:00 p.m. – 10:00 p.m.) classes will be made by 2:00 p.m. Faculty should call 313-664-7400 for the official announcement or listen to the local news as noted above.
Codespear Campus Alerting System
The College for Creative Studies is proud to provide Codespear, the Campus Alerting System, to its students, staff, and faculty. Using the SmartMsg interoperability platform, those who sign up will be notified the moment a situation occurs no matter where their location or the communications device used.
For instructions on how to sign up for Codespear, please go to Blackboard and click on Alert Notifications under Quick Links.

Communication

Email
All faculty, staff, and students receive a CCS email address. CCS frequently communicates information to faculty, staff, and students via Zimbra (our email system) and Blackboard. It is mandatory that all CCS employees use the College’s email system, especially when communicating with students. Please see Appendix I for instructions on how to forward CCS email to another account.

Zimbra Calendar
It is mandatory that all full-time faculty and staff update their Zimbra calendars regularly; adjunct instructors are strongly encouraged to do so. All College appointments are to be scheduled through the Zimbra calendar function, hence a person’s availability to attend scheduled meetings is judged by what is reflected on the calendar. Please see Appendix J for instructions on setting appointments in a Zimbra calendar.

Mailbox
Full-time faculty, adjunct instructors and Technicians are provided with a mailbox within their home department and should remember to check the mailbox on a regular basis. Department Administrators have an inbox on their desks.

Office Telephone/Computer
All faculty, whether full-time or adjunct, have a telephone extension or access to a phone, computer, etc. within the department. Faculty may also use computers located in the CCS Library, which is located in the Manoogian Visual Resource Center. The 24-hour computer labs on the Ford campus and in the Taubman Center are also available for use.

Blackboard
Blackboard serves as both the campus portal and the course management system at CCS. The portal provides access to up-to-date campus information, campus resources, and CCS administrative services through a single interface.

Department Administrators use Blackboard to communicate important messages to students and faculty. Each department has a home page on Blackboard that should be checked regularly by all employees and students assigned to the department.

All faculty are required to use Blackboard as a supplement to their courses. Online courses are administered solely via Blackboard.
Blackboard’s course management system gives the course a strong online presence that is easy to navigate. Blackboard's course sites let faculty easily make the course syllabus available online, post announcements, and offer instructor contact information. Faculty may also communicate and collaborate with students via Blackboard’s discussion list and virtual classroom tools, group function, and peer review and assessment tools. Faculty may post assignments, create linked course modules and materials, and keep a secure grade-book online, so students can track their progress throughout a course. Faculty may even administer course evaluations or exams through Blackboard.

Basic Blackboard instructions for course upload can be found in Appendix K. If more information or if training is needed on Blackboard’s functions, please contact the Office of Academic Technologies at 313-664-1501 or 313-664-1500.

HelpDesk

The CCS HelpDesk provides the CCS community with support for desktop computing, wireless, campus owned software, password issues, email, phones, and copiers. Faculty, students and staff may contact the CCS HelpDesk as follows:

Telephone – 313-664-7818, Monday – Friday, 8:30 AM – 10:00 PM

Submitting a HelpDesk ticket at www.helpdesk.collegeforcreativestudies.edu (available at any time)

Resolutions for many common issues can be found at Blackboard>Campus Offices>Information Technology Services (phones and wireless) or Blackboard>Campus Offices>Academic Technologies (computer lab and classroom hardware and software).

Evaluations

Newly hired faculty are evaluated twice during their first semester teaching at CCS – once prior to week 8, and once at the end of the semester.

Classroom Observation Evaluations are completed by the Chair for each newly hired faculty member by the end of the 8th week of the semester. Upon completion, three copies are made of each evaluation; one copy will be kept in the department, one will be given to the adjunct instructor, and one will be sent to Academic Affairs. Classroom Observation Evaluations are also completed on any faculty with poor student course evaluations and/or any other issue that may affect classroom performance. The schedule for completion and form dissemination is the same as for new hires.
Performance Evaluations are completed by the Chair for each new hire at the end of the first teaching semester. Upon completion, three copies should be made of each evaluation; one copy will be kept in the department, one will be given to the adjunct instructor, and one will be sent to Academic Affairs. Performance Evaluations are also completed on any faculty with poor student reviews and/or any other issue that may affect classroom performance. The schedule for completion is the same as above.

For information regarding annual evaluations of full-time faculty and Chairs, please reference the *Full-Time Faculty and Chair Addendum* (Blackboard>Campus Offices>Academic Affairs.)
Faculty Responsibilities

Teaching is a stimulating and rewarding profession whether an instructor is new to the classroom or a veteran of many years. But life from the other side of the desk can be more difficult than it appears to a student. Teaching is an acquired set of skills that many new college professors have not been trained in, and an area that all of us, both old and new, can improve upon. Having great skill in a single area of expertise is one element of being a successful instructor; however, being able to convey the information to a wide variety of students in an interesting and comprehensible way, one that guides and provides skills without limiting creativity, is necessary too.

There is also an element of human interaction with students from diverse backgrounds who have a variety of motivations. Some are confident, others timid or rebellious. Some find learning difficult but are dedicated to being successful. Others expect to succeed with little effort. All students have a personal life, get sick on occasion and worry about paying their bills. It is the instructor’s job to teach them all. It can be a difficult, yet satisfying job that requires perseverance as well as talent.

CCS is happy to offer faculty the opportunity to share their expertise and teach our students. We firmly believe that the instructor’s efforts will be rewarded as the students develop.

The below sections detail the responsibilities of all faculty at the College, whether they be adjunct instructors, full-time faculty, or Chairs. An addendum is available that further details the responsibilities inherent in the full-time faculty and Chair positions. The addendum is available from the Office of Academic Affairs or at Blackboard>Campus Offices>Academic Affairs.

Course Creation and Presentation

Syllabi
The syllabus is a contract with the student which outlines the requirements and expectations of the course. The College has a standard syllabus template and style guide (see Appendix L; digital versions can be found at Blackboard>Campus Offices>Academic Affairs>Forms), but many departments add content to the template before forwarding it out to faculty for completion. Faculty should contact the Department Administrator to request a syllabus template once a class has been assigned. Copies of all syllabi are kept on file in the Office of Academic Affairs.

A copy of the completed syllabus MUST be turned into the Department Administrator prior to the start of the semester. Faculty are required to provide a course syllabus to students for each class they teach on the first day of class; it should be posted electronically on Blackboard and a hard copy should be provided.
Project Assignment Explanations and Grading Rubrics
Faculty are responsible for creating project assignment explanation sheets for each project that is assigned to students. Each assignment should have its own grading rubric; this will allow faculty to analyze and measure student work on a consistent scale. An example of a project assignment explanation with accompanying grading rubric can be found in Appendix M. Project assignment sheets and grading rubrics should be uploaded to the Blackboard course site prior to the project start; if possible, hard copies should be printed and handed out as well.

Sponsored Project Coordination
Sponsored research projects enable students to learn how to collaborate and create design solutions in a learning laboratory that mirrors the contemporary work environment. A company or companies will sponsor a course and challenge students to offer solutions to a particular design problem. Throughout the semester, students work with the “client” to develop innovative, real-world solutions.

Chairs vet projects to ensure that the project parameters marry well with a course’s learning outcomes; they then select faculty who have the skills and experience to offer the best experience for both the client(s) and students to teach the course. To be selected to teach a class with a sponsored project is a high honor.

The Sponsored Research Project Policy Manual offers great detail of the process; it is available at Blackboard>Campus Offices>Institutional Advancement. The Chair and DA are also great resources for information regarding a particular project.

Academic Facilities (Shop) Coordination
If it is anticipated that access to the College’s shops will be needed in the course of a class, coordination must take place prior to the start of the semester to ensure space availability. As can be expected, facility usage increases dramatically at the end of each semester. It is also necessary that shop staff are aware of the project(s) planned so that they might ready the needed materials.

Faculty should work with the Chair and DA to coordinate shop access and materials ordering. Please note: department approval is necessary for any materials ordered as the department budget is impacted. A full detail of shop services, forms to be completed to communicate needs to shop staff, safety instructions, etc. is available at Blackboard>Campus Offices>Academic Facilities.

Faculty members who utilize the shops in their curriculum must complete a mandatory safety orientation. To schedule an orientation, please contact the Director of Academic Facilities at 313-664-7485.

Blackboard Class Site Design/Upload
As stated earlier, all faculty are required to use Blackboard as a supplement to his/her course(s). Appendix J offers a tutorial on how to create a course site and upload materials. If further information is needed, please contact the Office of Academic Technologies at 313-664-1501 or 313-664-1500.

Texts/Materials Ordering from the CCS Bookstore
The CCS bookstore is able to order textbooks prior to the start of each semester. Textbooks should be ordered by early August for the fall semester and late October for the winter semester. A textbook request form must be completed and submitted to the Director of the Bookstore for books to be ordered; this is usually done through an online ordering system. All faculty are sent instructions on how to order textbooks with an updated link.
each semester. Some departments order all textbooks on behalf of the faculty; check with the Department Administrator before placing any orders.

**Duplicating or allowing for the duplication of portions of a textbook as a substitute for purchasing the book is prohibited.**

The College strictly adheres to all copyright laws. Books may be put on reserve in the Library as an additional resource.

Used textbooks may usually be offered to students at a 25% - 40% discount compared to new textbooks. Faculty are asked to please take this into consideration before ordering new editions of standard texts.

The CCS Bookstore is unable to offer instructor copies, although they do offer a 15% discount for textbooks. Most publishers will provide a free desk copy, but faculty must contact them directly. If publisher contact information is needed, please contact the bookstore at 313-664-1162.

Some courses require materials that are supplied by the College. At other times, departments purchase items in quantity that are then sold to students as needed. Or, the students are simply asked to purchase the needed materials from the bookstore themselves. If a faculty wishes to purchase materials for the class (either to hand out or for demonstration purposes), the Chair must approve. If the faculty wishes the bookstore stock an item for students to buy, they should contact the bookstore at 313-664-1162. An inventory of items currently in stock can be found at [www.collegeforcreativestudies.edu/bookstore](http://www.collegeforcreativestudies.edu/bookstore).

The College makes every effort to provide faculty with adequate supplies and equipment. CCS is not responsible for the loss or accidental breakage of personal items faculty choose to use in their courses.

**Course Presentation**

**Taking Attendance and Course Rosters**

Attendance is required at the College for Creative Studies. Entering the attendance roster electronically via WebAdvisor is mandatory and should be completed by the assigned deadline each semester. Follow the below process to enter the attendance roster electronically. Attendance is **required weekly** through WebAdvisor, [https://helena.collegeforcreativestudies.edu](https://helena.collegeforcreativestudies.edu).

1. Log in with username and password, and then click on Faculty, then Attendance Roster.
2. Select the name of the course.
3. Select the date of the class period.
4. Enter attendance accordingly for each student, for each class period:
   - P = Present
   - T = Tardy
   - A = Absence
   - E = Excused Absence
5. Click the submit button to enter the attendance
6. Once the attendance record has been submitted, faculty may click on the date to “hide” that particular date. Redisplaying hidden dates is made possible by clicking the “redisplay hidden dates” box at the bottom of the screen.
7. For any official CCS holidays such as Thanksgiving, Spring Break, or MLK Jr. Day attendance is not required. Leave those days blank.

8. For a six hour studio, if a student misses half the course please mark absent, then write comments in the comment section (eg. Student attended half the class).

Class rosters may be viewed through WebAdvisor. The class roster keeps a running tally of attendance. A total of how many “Present” or “Absent” classes are attributed to each student are available by roster.

Log in with username and password, and then click on Faculty, then Class Roster.

Please contact Academic Advising and Registration with any questions; their office number is at 313-664-7674.

Institutional Attendance Policy

The following is the College’s official attendance policy. Although an abbreviated version is written on every syllabus, it is important to accentuate it here as faculty are required to grade within its constraints.

Please do not mark students absent until after the last day to add a class.

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**Students are expected to attend every class. Attendance is taken at the beginning of each class.**

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

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

- Three unexcused absences may result in the reduction of one whole grade from the earned grade. Four unexcused absences may equal failure in the course.

- An absence may be excused if there is a medical reason, family emergency or extenuating circumstances beyond the student’s control. Students seeking an excused absence may take their documentation to the Academic Advising and Registration Office. A written notice is sent to the student’s instructor(s) and department administrator notifying them that the documentation is on file. The final determination of whether an absence(s) is excused is left to the discretion of the student’s instructor(s).
Critiques
Critiques are an important part of the process of educating artists and designers. Students at CCS have expressed a desire for honest and insightful critiques. It is the instructor’s responsibility to ensure that critiques are structured to achieve their objectives. Is the critique intended to reinforce a specific lesson’s learning outcomes? Is it to instruct students in specific matters of technique? Is it to provide an opportunity for students to become more thoughtful and articulate about their work? Is it to uncover the conceptual foundation of the student’s work? Is it for grading purposes? Each suggests a different approach. Consistent throughout is the necessity of establishing an atmosphere of respect among individual students, their peers, and the instructor. Not every critique needs to end with a judgment. Some serve a sufficient purpose by being descriptive or interpretative. The College has provided a number of resources to help faculty manage the critique process. These can be found at Blackboard>All Faculty>Documents>Tips for Engaging in Critique.

Student Course Evaluations
Students are asked to complete course evaluations around the 12th week of the fall and winter semesters, and two weeks prior to the end of the summer semester. CCS uses EvaluationKIT, an online course evaluation system. Once the evaluation module is opened, students have access to it 24/7 for a period of three weeks. They can complete their course evaluations at any time, from any computer location – on or off campus.

Faculty members are not allowed to view their course evaluations until final grades are posted at the end of the semester. Afterward, evaluations are available to view online at any time. Department chairpersons review course evaluations as part of the full-time faculty evaluation process. Course evaluations are oftentimes used to determine whether an adjunct faculty member will be invited back to teach.

Field Trips
Meeting at the DIA, an artist’s studio, or another location can enhance learning. Field trips should be planned in such a way to ensure that attending does not cause a student to miss a subsequent class because of travel time.

**PLEASE NOTE: Due to liability concerns, faculty cannot transport students without clearance from the Director of Campus Safety and Security.** Students should be responsible for making their own arrangements to meet at the pre-determined off-campus location. All off-campus meetings or field trips must be cleared through the department.

Field trips to a special exhibit or out of town can be exceptional educational experiences, but because of the time and cost involved they cannot be mandatory. In addition, students who do not participate should not be penalized.

**Field Trip Waiver forms must be completed by all students in the class prior to participating in any field trip. Please contact the Department Administrator for the appropriate form.**
Grading

The College’s grading system (A-F grades) is shown on the syllabus template (see Appendix K). Other possible grades for a course include an "I" (Incomplete), a "W" (withdrawal), or a "WN" (late withdrawal). A grade of Incomplete should only be assigned if there are extenuating circumstances and the student unable to complete a portion of their course work. Students who have failed to turn in course work regularly throughout the semester should not be given an Incomplete. Students have one semester (excluding the summer semester) to complete course work if they are assigned an Incomplete. If outstanding course work is not completed by that time, the “I” grade is changed to an F. Students may obtain written permission to extend the Incomplete for one additional semester. If the course work is not completed during the extension period, the grade is changed to an F. Incomplete and Grade Change forms are available through the Department Administrator. W and WN grades are assigned by the Registrar upon withdrawal from a course.

Students who withdraw from a course(s) before the end of the 4th week of class receive a grade of W. This grade does not affect their GPA or completion rate. Students who withdraw from a course(s) after the 4th week of class receive a grade of WN. This grade does not affect their GPA, but is counted in their completion rate. No withdrawals are permitted after the 12th week of class.

Mid-term grades are given at the end of the 7th week of the semester. The purpose of mid-term grades is to give students an idea of how they are progressing in the course; they are not part of their permanent record. Mid-term grades must be posted on Blackboard by 4:00 p.m. on the Monday following the end of the 7th week. The Registrar sends reminders about mid-term grades to all faculty via email, Blackboard and interoffice mail.

Incomplete or Withdrawal grades are not accepted for midterm submission.

Final grades are given after the 15th week of the semester. Final grades are listed on students’ permanent records. Final grades must be posted on Blackboard by 4:00 p.m. on the Monday following the end of the 15th week. The Registrar sends reminders about final grades to all faculty via email, Blackboard and interoffice mail.

FERPA - The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education. The College requires all employees to comply with every aspect of the Family Educational Rights and Privacy Act. Basic tenets of the act are listed below; a full statement of FERPA Guidelines can be found in Appendix F.

1. FERPA stands for Family Educational Rights and Privacy Act. It essentially means that student educational records are protected and that students have rights associated with the maintenance and disclosure of information in their records.

2. FERPA covers privacy related to grades and includes test scores, comments, evaluations and similar assessments about a student, maintained by an instructor, counselor or any other school official.
3. FERPA prohibits any person connected with the institution—including administrators and faculty—from improperly disclosing student information.
4. Students may authorize the release of their educational records through written documentation— but only the student has the exclusive right to decide whether or not to authorize the release.
5. Students must sign an authorization form, even when disclosing their educational record to their parents.
6. Access and privacy of a student’s educational records continues even after they graduate or leave the institution.

Department Service

Office Hours
Faculty must post office hours for each 3-credit course. Virtual (online) office hours are permitted for adjunct instructors.

Department Meetings
All academic departments host faculty meetings at least once per semester and full-time faculty meetings on a bi-weekly basis. Adjunct instructors are strongly encouraged to attend the all-faculty meetings. Full-time faculty and staff are required to attend all department meetings.

Curriculum Planning
The classroom and professional experience of faculty is invaluable when developing and revising curriculum. Adjunct instructors and full-time faculty may be called upon to offer input on program or course content changes.

Department Exhibitions and Reviews
Adjunct instructor participation in the development of department exhibitions/off-site events and end-of-semester reviews offers students the benefit of a current industry professional’s point of view. Adjuncts are strongly encouraged to engage in these activities in support of the department. Full-time faculty participation for these events is required.

Monthly Reports
Each month, departments submit a report to the Office of Academic Affairs communicating updates on faculty, staff, or student development; industry and community projects; competitions; etc. Faculty should provide the Department Administrator with short descriptive paragraphs outlining any activity of import related to these areas as they occur. A template is available for department Chairs and Department Administrators to assist with monthly report creation.

Studio/Facilities Maintenance
It is the responsibility of every employee to maintain the College’s facilities. Faculty are expected to monitor their class’s activities to be sure that damage to walls, furnishings, etc. does not occur. After each class, faculty are responsible for tidying the work/studio space to make sure it is ready for the next class.
When specialized facilities are used (glass studio, ceramics studio, etc.), the faculty responsibilities for maintaining the space may be more complex. Communication as to faculty expectations will be communicated by the Chair.

**College Service**

**Faculty Assembly**
As stated in the Faculty Handbook (available at Blackboard>Campus Offices>Human Resources), “The faculty of the College participate in the governance of the College through the Faculty Assembly and its committees. The faculty play a central role in developing curriculum and academic policies, in setting standards of excellence, and in maintaining the quality of a CCS education.”

Faculty Assembly meets on a monthly basis. Full-Time faculty are expected to attend and participate; adjunct instructors are also welcomed.

**Recruitment Activities**
The College hosts 6-8 Information Sessions/Portfolio Days annually for prospective students and their families. In addition, the College participates in external recruitment events as circumstances and opportunities allow. Full-Time faculty and staff are required to participate in recruitment activities at a level specified by the department Chairs. Adjunct instructors are strongly encouraged and welcomed to offer their support and participation.

**Pedagogy Workshops**
The College offers pedagogy workshops to faculty as opportunities arise. Faculty are strongly encouraged to participate.

**Student Exhibition and Opening (SEO) Installation**
As stated in the Welcome section of this manual, the annual Student Exhibition Opening (SEO) takes place on the second Friday in May, the evening after graduation. Full-Time faculty and department staff are required to aid in planning and set up for this exhibition. Adjunct instructors are strongly encouraged to offer their support.

**College-Wide Assessment Efforts**
The College is consistently evaluating its offerings to ensure that all programs are offering the highest quality of education possible to the College’s students. Continual assessment of programmatic and course outcomes is part of this evaluation. All faculty (full-time and adjunct) and staff are required to participate in the College’s assessment efforts.

**Strategic Planning**
Approximately every five to seven years, the College develops a strategic plan with the aid of staff, faculty, board members, and trustees. These plans serve as a communication tool allowing everyone involved to understand what goals they are working toward. Creating a viable strategic plan requires input from all constituents. Faculty and staff are strongly encouraged to participate.
Student Services

The College provides a number of support services to ensure that students have a successful educational experience. Faculty should be aware of these services in the event they need to make a referral.

Academic Advising and Registration
The Office of Academic Advising and Registration is located in the Yamasaki Building. The staff provides a variety of services including assistance with course selection, registration and/or assistance and guidance with the registration process, referring student to the Student Success Center, providing course equivalency guides for most Michigan colleges and universities, as well as a few out of state institutions. Staff also assists with the resolution of transfer credit issues, documenting student absences, providing copies of transcripts and degree audits, etc.

Academic advisors assist students in the development of educational plans and provide direction to help them achieve their educational goals. Students are strongly encouraged to meet with their assigned advisor each semester to ensure they are taking the required courses for graduation as they strive to attain their personal and educational goals.

The Registrar is responsible for the creation of the online class schedule book, distributing the class rosters, tracking room assignments and ensuring that graduation requirements are met. All grades are submitted to the Registrar via WebAdvisor at mid-term and at the end of each semester.

Please see Appendix N for a detailed description of Academic Advising and Registration policies not considered elsewhere in this manual.

Academic Assistance - The Student Success Center

The Student Success Center (SSC) helps all students achieve and provides support to faculty to aid in making their classroom a better learning environment.

Primarily the Success Center assists students with study skills, time management, writing, organization, and tutoring in all departmental areas, including Liberal Arts. In addition, they have PCs and Macs with most of the software utilized by the various academic departments

Tutorial help
Generally, the Success Center hires 20-30 junior and senior “experts.” These tutors help students navigate through course assignments. They provide tutorial assistance to students who may need it. If faculty would like to recommend someone to be hired as a peer tutor, they should contact the Student Success Center.
Space
The Success Center provides an alternate setting for students with special test taking needs if they request it or if they require it for optimum achievement. In addition, if faculty allow a student to make-up a test, the Success Center will work with the faculty to provide time for that student to complete the exam in the SSC.

Students with learning disabilities
Students should take documentation to the Success Center and inform faculty of any accommodations needed to support the student’s success in class. The Success Center is also available to provide support to faculty who have concerns about working with a particular student.

International students
If a student needs assistance with writing assignments, faculty may recommend that this student meets with the Success Center staff.

Faculty needs
There is a referral form online which faculty may use to alert the Success Center to someone who is having difficulty in class. Faculty should feel free to use the form to address the issue or just contact the Success Center by phone or email and let them know the concern.

A sample copy of the referral form, as well as an introduction to “Universal Design for Learning” can be found in Appendix O.

Financial Aid Office
The Office of Financial Aid is open year round to provide students with advice and assistance in applying for and receiving all financial aid for which they are eligible. Many kinds of aid are available through a variety of sources. If faculty learn that a student(s) are stressed because of financial aid issues, please direct them to the Office of Financial Aid immediately.

Career Services
The Office of Career Services is located on the 2nd floor of the Yamasaki Building. The office maintains the online job book, organizes student showcase events, and works with the academic departments in arranging internships for students. The Career Services staff also conducts workshops and seminars on topics such as resume writing, job search techniques and interview skills.

International Student Services
The International Student Services Office, located on the 2nd floor of the Yamasaki building, assists students needing assistance with issues of immigration, curriculum or practical training, and Study Abroad programs.
Student Mentoring

All students are assigned a full-time faculty mentor in their department who is a resource for academic and professional advice. Adjunct faculty can volunteer to serve as faculty mentors. Faculty mentors should meet with their assigned students at least a couple of times each semester or as often as needed.

Student Affairs Office

Services provided by the Student Affairs Office aid students in navigating through CCS successfully. They offer a number of services intended to help foster a supportive and challenging educational environment that will enable students to be successful in their future. Student Affairs is also able to help faculty and staff in numerous ways throughout the year in ways that range from support in dealing with challenging students to helping locate resources and problem solving. The office’s primary functions include:

- New Student Orientation
- CCS Nurse Practitioner
- Disability Services (ADA accommodations)
- Multicultural Affairs
- Personal Counseling
- Retention Initiatives
- Student Health Insurance

CCS FYE
Commencement
Leadership Training
Ombudsman
Residence Life
Student Activities
Student Organizations

Multicultural Affairs Office

The Multicultural Affairs Office is dedicated to providing support for our diverse student population, and potential CCS students, to clearly identify their goals and to develop the artistic and social skills needed to succeed. Cultural identity, social awareness and inclusion are critical to the operations of the Multicultural Affairs Office. As administrative advisor to the CCS student group, Black Artists Researching Trends (BART), the focus of the Multicultural Affairs Director is to help students adjust to college life and appreciate the cultural richness of the campus and thereby promote a sense of community.

Personal Counseling Services and Support Groups

The CCS Wellness and Counseling Center provides professional support to students for private issues that may or may not be related to academic concerns. Master’s level, licensed, professional counselors are available to provide counseling services to students. Walk-ins are accepted, but appointments are preferred. Students who require services that are more involved may be referred to off campus resources.

If faculty have concerns about a student, they may refer the student to the Counseling Center either by asking the student to seek assistance or by asking the Counseling Center to seek out the student. CCS Counselors are also available to consult with faculty regarding concerns or problematic situations. A detailed explanation of the services provided by the Counseling Center and the form used for referrals is available in Appendix P.
Student Life
The Student Life Office promotes the personal and academic welfare of all CCS students, individually and collectively, in efforts to provide a meaningful college experience. The office coordinates a number of student programs and activities throughout the year such as film festivals, social events, musical performances, guest speakers, orientation, graduation and more.

Additionally, the office handles all student-related disciplinary action. Faculty should report any student who has violated the Code of Student Conduct (Appendix Q) to the Director of Student Life or the Dean of Students.

Student Ombudsman
The Student Ombudsman is a resource that provides students a consistent, centralized point of contact for questions, concerns and/or problems they may experience on campus. The position is not intended to eliminate standard office and academic procedures elsewhere on campus; rather it is to provide a supplemental resource for students.

For additional information relating to the Student Ombudsman or to utilize the services of the ombudsman, please contact the Student Affairs office at 313-664-7879.
Appendix A
<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising and Registration</td>
<td>313-664-7672</td>
<td>1st Floor, Yamasaki Building</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>313-664-1484</td>
<td>9th Floor, Taubman Center</td>
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<tr>
<td>Academic Facilities (Shops)</td>
<td>313-664-7485</td>
<td>1st floor, Kresge Ford Building</td>
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<td>Academic Technologies</td>
<td>313-664-1500</td>
<td>6th floor, Taubman Center</td>
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<tr>
<td>Admissions</td>
<td>313-664-7425</td>
<td>1st floor, Administration Building</td>
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<td>Advertising Department</td>
<td>313-664-1665</td>
<td>8th floor, Taubman Center</td>
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<tr>
<td>Art Education Department</td>
<td>313-664-7419</td>
<td>2nd floor, Kresge Ford Building</td>
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<td>Bookstore (Ford Campus)</td>
<td>313-664-7443</td>
<td>1st floor, Yamasaki Building</td>
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<td>Bookstore (Taubman Center)</td>
<td>313-664-1160</td>
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<td>Business Services</td>
<td>313-664-7435</td>
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<td>Career Services</td>
<td>313-664-7690</td>
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<td>Center Galleries</td>
<td>313-664-7800</td>
<td>1st floor, Manoogian Visual Resource Center</td>
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<td>Community Arts Partnership (CAP)</td>
<td>313-664-1532</td>
<td>6th floor, Taubman Center</td>
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<td>Continuing and Precollege Studies</td>
<td>313-664-1532</td>
<td>3rd floor, Administration Building</td>
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<td>Crafts Department</td>
<td>313-664-7446</td>
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<td>Detroit Creative Corridor Center (DC3)</td>
<td>313-664-1481</td>
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<td>Enrollment Services</td>
<td>313-664-7494</td>
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<td>Entertainment Arts Department</td>
<td>313-664-7698</td>
<td>3rd floor, Walter B. Ford II Building</td>
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<td>Executive Office</td>
<td>313-664-7470</td>
<td>2nd floor, Administration Building</td>
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<td>Facilities</td>
<td>313-664-7408</td>
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<td>Financial Aid</td>
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<td>Fine Arts Department</td>
<td>313-664-7490</td>
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<td>Foundation Department</td>
<td>313-664-7695</td>
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<td>Information Technology Services</td>
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<td>Interior Design Department</td>
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<td>International Student Services</td>
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<td>Institutional Advancement</td>
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<td>Fritz Building</td>
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<td>Liberal Arts Department</td>
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<td>Library</td>
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<td>Product Design Department</td>
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<td>Security (Ford Campus)</td>
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<td>Security (Taubman Center)</td>
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<td>Student Success Center</td>
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<td>Transportation Design Department</td>
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<td>Undergraduate Studies</td>
<td>313-664-1485</td>
<td>9th floor, Taubman Center</td>
</tr>
</tbody>
</table>
Appendix B
Appendix C
Appendix D
CCS LIBRARY

CIRCULATION POLICIES FOR FACULTY

Welcome!! In order to use CCS libraries, adjuncts must be currently teaching at CCS to have library privileges and must provide a valid CCS ID to borrow any materials. In addition, adjunct faculty must leave a current e-mail address and/or current telephone numbers with library staff.

CCS has two libraries, the Ford Campus Library located in the Manoogian Visual Resource Center, and the Color & Materials Library (“C & M”), located on the 9th floor of the A. Alfred Taubman Design Center. The Ford Campus Library currently holds more than 60,000 volumes, 275 periodicals, 55 electronic databases (remote access is available through ez-proxy), and more than 2,500 DVDs and videos. The library’s online catalog is accessible through Blackboard, or at www.lib.collegeforcreativestudies.edu, where you can look up materials, place holds, view your record, and place course reserves for both libraries. If you wish to make recommendations for materials not currently owned by the Library, please fill out a paper form or click on “Suggestions” on the initial website screen.

Hours for the Ford Campus Library during the academic year are:

- Monday – Thursday: 8:00 a.m. – 10:00 p.m.
- Friday: 8:00 a.m. – 5:00 p.m.
- Saturday: 10:00 a.m. – 5:00 p.m.
- Sunday: 1:00 p.m. – 7:00 p.m.

The C & M Library has separate hours; please see the C & M Library handout.

LOAN PERIODS

Books: one semester.

Vertical File Materials: two weeks.

Periodicals: one day. This includes both current and back issues.

Closed Reserve Books: one day. Closed Reserve books are permanently shelved behind the circulation desk. Many photography books are on Closed Reserve.

Open Reserve Books: two days. Open Reserve books are shelved on the row next to the reference desk and have red tape on the spine above the call number label. These are heavily-used standard resources which are on open shelving for browsing and use in the library. They only need to be checked out if you wish to take them out of the library.

Reference Books: Reference books may not be taken out of the library.

VIDEOS AND FILMS

Please contact the library and reserve the video or film title that you will be using in your class at least two days ahead of your class date. If you are going to use it on two successive days or more than once in a given week, you must reserve it for each use.
The loan period is **four hours**. If you are planning to use the item for more than one class on the same day, please tell us when you reserve the title so that we do not double-book it and tell us again when you check it out so that we can time your loan correctly. **DVDs and videos are due immediately after your class period.**

If you wish to preview a video and it has not been reserved by someone else, you may check it out overnight **ONLY**. **It must be returned to the library by 10:00 a.m. the following morning. Exceptions to this rule MUST be approved by the Library Director.** Materials may be returned to either library.

**IN THE EVENT OF LOSS OF ANY ITEM, FACULTY/ADJUNCT FACULTY WILL BE BILLED FOR THE REPLACEMENT COST OF THE ITEM, WHICH INCLUDES A $30.00 PROCESSING FEE.**

**INTERLIBRARY LOAN**

Interlibrary Loan for books not owned by the CCS Library is available to faculty, staff, and students. Please allow a minimum of **four** weeks to receive the requested items.

**ADDITIONAL LIBRARY RESOURCES**

CCS faculty may borrow materials from Wayne State University and other neighboring university libraries through the InfoPass system (NOTE: Eastern Michigan University no longer participates in the InfoPass system). Obtain this form from a member of library staff. Present your CCS faculty ID and InfoPass at these libraries in order to borrow items. Additionally, Wayne State libraries and Detroit Public Library are Michicard participants if your public library is a Michicard participant.

**BIBLIOGRAPHIC INSTRUCTION**

The Library has a dedicated bibliographic instruction lab (I004) for instructing students in database searching and website evaluation. Faculty is encouraged to sign up for bibliographic instruction sessions that can be tailored to a particular assignment, or a general overview of library resources. Please **call ahead** to schedule a session with the Senior Librarian, Nancy Steffes, (x7803) to ensure that she is available. **Instructors are expected to remain with the class during class time.**

**VISUAL RESOURCES**

All faculty at CCS teach digitally with the aid of **Luna**, the College’s digital database and teaching tool. New procedures have recently been put in place; please refer to the Visual Resources Curator’s handout. For image requests and/or search assistance, contact Marian Lambers, Visual Resources Curator, at x7643. For training, please contact Laurie Evans (Director, Academic Technologies) at 664-1501 or Lynne M. Standley at 664-1500

**Student Use - Luna** -- Students are encouraged to use Luna for study and research purposes; however, their access level is limited to thumbnail size images. Faculty can create class log-ins and media groups, which can then be exported and printed as flashcards. Presentations created in **Luna** using student passwords will not be suitable for large screen viewing; however, instructors can access the students’ presentations in the classroom through faculty access.
COLOR & MATERIALS LIBRARY
925 Taubman

Fall 2013 hours
The following hours are tentative. Please contact the library or check Blackboard for changes or extended hours.

Monday – Wednesday 9:00-8:00
Thursday – Friday 9:00-5:00
Closed Saturday-Sunday

Contact: Holly Tylenda htylenda@collegeforcreativedestudies.edu 313.664.1638

MATERIALS
The materials in the C&M library are for students to use as reference. Quantities of materials are not available and many of the materials are represented by only one sample for students to see. Only the following materials are available for students to use:

TEXTILES, PAINT AND WALLCOVERING: clippings of 2” x 2” may be cut and kept by students unless otherwise indicated on the sample. Please ask if you are unsure. Larger samples must be requested from the manufacturer.

ALL OTHER SAMPLES ARE FOR LIBRARY USE ONLY AND MAY NOT BE CUT OR BORROWED. PLEASE PLAN ACCORDINGLY!

The library has two scanners available and materials may also be photographed. Students are highly encouraged to contact individual companies to acquire samples. The library acquires samples for the library as reference, but does not acquire individual samples for students. Faculty may borrow materials for one week.

BOOKS
Borrowing time: two weeks. Books may be renewed once if no one has requested that a hold be placed on them. A current CCS ID must be shown in order to check out books.

Fines for overdue books: 10 cents per day overdue. All lost or unreturned items will be charged the replacement cost plus a $30.00 processing fee. Accounts must be paid to receive grades and transcripts.

REFERENCE BOOKS
Indicated by yellow spine label. For library use only.

MAGAZINES
Current and back issues are for library use only. Scanners are available to make copies. A copy machine is not available.
Visual Resources, located in the CCS Library, manages the content of a digital image database with approximately 270,000 images for teaching and research purposes. The database can be accessed online. [http://luna.collegeforcreativestudies.edu/luna/servlet](http://luna.collegeforcreativestudies.edu/luna/servlet) Our software also allows the user to pull in images from Flickr, enabling personal collections to be included in classroom presentations. Faculty must obtain training and sign a copyright agreement with Academic Technologies (664-1500 or 664-1501) in order to obtain high-resolution images.

**Hours:** 8:30 - 5:00, Monday through Friday.

**Image Collections** – Our digital image database consists of ten collections. *CCS Images for Teaching* contains over 57,000 images (the number grows weekly) and resides permanently on a local server. *AMICA*, a very large subscription database, is a consortium of 21 museums that supplies over 105,000 high-resolution images via the Internet. Recently, we added eight more small collections bringing our holdings to around 250,000. All use the *Luna* software program that organizes and allows the user to search the collections separately or simultaneously.

**Organizing Images for Teaching Purposes** – *Luna* software enables the user to search for images in a variety of ways (artist, type, period, subject, keyword, etc.) It also provides a teaching component for classroom presentation, eliminating the need to import images into PowerPoint. The teaching component includes a “zoom in” feature, the ability to place multiple images on the screen, and the availability of instant facts. For study purposes, faculty can export images from *Luna* in a number of formats and then import them into Blackboard.

**Quality** -- Visual Resources is committed to scanning or purchasing the highest quality images available. By comparison, images downloaded from the internet are typically low resolution and appear fuzzy when projected onto a large classroom screen.

**Restrictions** -- In order to protect the rights of our providers (artists, photographers, museums, and vendors), image use must be restricted to educational purposes at CCS. Therefore, users are required to sign a contract prior to being given access to high resolution images.

**Student Use** -- Students are encouraged to use *Luna* for study and classroom presentations. When they access the collections using a self registered or generic class password, the image resolution will not be suitable for large screen viewing. This is due to copyright restrictions. However, instructors can access the student's presentations in the classroom with their personal passwords. This will allow the presentations to be viewed in high resolution. **Faculty passwords may not be shared.**
**New Image Requests** -- Faculty can request that specific images be added to the *CCS Images for Teaching* digital image collection. In most cases, a reasonable number of images (up to 35) can be scanned, catalogued and loaded within two weeks. Feel free to speak to the Visual Resources Curator directly concerning your needs ([lambers@collegeforcreativestudies.edu](mailto:lambers@collegeforcreativestudies.edu) or 664-7643.) Faculty will be asked to check the image databank, be specific, provide the source and submit a typewritten form. Faculty members are encouraged to scan personal analogue slides themselves and open up a Flickr ([www.flickr.com](http://www.flickr.com)) account for access in tandem with *Luna*. 

**Help** -- For *Luna* training, software questions and classroom setup instruction contact Laurie Evans (Director, Academic Technologies) at 664-1501 or Lynne M. Standley at 664-1500. If the system is down, contact the IT helpdesk through Blackboard. Night time help is also available by calling Academic Technologies at 664-7645. For image request forms, content questions and search help contact Marian Lambers (Visual Resources Curator) at 664-7643.

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Marian Lambers  Visual Resources Curator  (313)664-7643 or [lambers@collegeforcreativestudies.edu](mailto:lambers@collegeforcreativestudies.edu)

updated 8/2013
Appendix E
Adjunct Faculty are allowed on CCS premises during building hours. Building Hours are normally 8:00am to 10:30pm Monday through Saturday and Noon to 10:30pm on Sunday. Adjunct Faculty may enter buildings after Building Hours.

CCS is closed during recognized holidays. Adjunct Faculty are not allowed in the buildings during a recognized holiday.

Adjunct Faculty may obtain their CCS ID Card from Campus Safety at either the Ford Campus or the Taubman Center. A picture must be taken for the ID Card.

An “Authorization for a CCS Employee Identification Card” form is issued by Human Resources. Campus Safety must have this form because it provides information required for the card.

Adjunct Faculty ID cards are activated for the semester being taught. The card will deactivate at the end of the semester. It is the responsibility of the Department Administrator to provide a list of current Adjuncts to Campus Safety.

Please report a lost ID Card immediately. A replacement card will be issued and the lost card will be deactivated.

The “proximity” ID Card has a computer chip embedded in the card. The card is used to raise the gate arms in the parking structures and allow access at both the Ford Campus and Taubman Center. Parking in the structures is on a first come-first served basis. Do Not park in a reserved (orange cone) slot.

A parking hang-tag will be issued at the same time an ID Card is issued. Hang Tags are placed on the rear view mirror of the personal vehicle. Additional hang-tags are available for those who use multiple vehicles.

The CCS parking hang tag must be visible when parked on CCS premises.
Do Not park in either the Administration Parking Lot or the Fritz Parking Lot of the Ford Campus.

Do Not park in the East Parking lot of the Taubman Center.

Please utilize the Main (South) Entrance of the Taubman Center during building hours. This entrance is located directly across the street from the parking structure. Adjunct Faculty may also enter from either the Cass (east) entrance or the Second Avenue (west) entrance. However, these two entrances are open only Monday through Friday from 8am to 4pm,

All individuals entering the Taubman Center must show their CCS ID card to security officers stationed in the lobby.

At the Taubman Center, only the B elevator bank is available for CCS employees and students. Card Readers are installed in the elevator lobbies and inside the elevator cabs. ID Cards are needed to call the elevator and to select a floor once inside the cab.

A temporary “limited access” card is available at the Front Desk of the Taubman Center for Adjunct Faculty members who forget their ID card. The Limited Access card must be returned prior to leaving the premises.

CCS ID Card should be visible at all times while at both the Ford Campus and the Taubman Center.

Classrooms will be unlocked 30 minutes prior to the start of class. Requests to open a classroom prior to 30 minutes will not be honored.

Due to safety concerns, Adjunct Faculty must be on the approved list to sign out a key for any shop. Campus Safety does not open any of the shops. Those listed on an approved list, must leave their Driver’s License with Campus Safety when signing out the key. the license will be returned when the is returned. The person signing out the key must return the key. The key may not be “passed off” to another individual.
Services offered by Campus Safety

Dead Battery: Campus Safety has a jump box available for vehicles which will not start.

Low Tire: An air pump is available at Campus Safety for tires needing inflation.

Vehicle Lockout: Two locksmiths are on duty in the Facilities Department should you lock yourself out of your vehicle. Contact Campus Safety when such services are needed. When the CCS locksmiths are not on duty, Campus Safety will contact the Wayne State Police department.

Safe Walk: Campus Safety will provide an escort to vehicles or classrooms upon request.

Shuttle service: Adjunct Faculty are authorized to ride the shuttles which ride between the Ford Campus and Taubman Center. The shuttle operates 24 hours day, seven days a week.

Windshield Washer Solvent: During the winter season, free windshield washer solvent is available in the Campus Safety Office. A CCS ID Card is required to obtain a gallon of windshield washer solvent.
Appendix F
The Family Educational Rights and Privacy Act Informational Guidelines

What is FERPA?
The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

What rights does FERPA afford students with respect to their education records?

* 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 written requests to the Academic Advising and Registration Office and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained in the Academic Advising and Registration Office, the student will be notified of the correct official to whom the request should be addressed.

* The right to request an amendment to the student’s education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the Academic Advising and Registration Office, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of the hearing.

* The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university 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 name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Ave., SW
  Washington, D.C. 20202-5920
Who is protected under FERPA?
Students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency. Students who have applied but have not attended an institution and deceased students do not come under FERPA guidelines. Parents of students termed as “dependent” for income tax purposes may have access to the student’s education records. A copy of the parent’s most recent Federal Income Tax return, where the parents declared the student as a dependent, must be submitted to the Office of Student Records to document “dependency.”

What are education records?
With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the university. A student has the right of access to these records. Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

What is not included in an education record?
* sole possession records or private notes held by school officials that are not accessible or released to other personnel,
* law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit,
* records relating to individuals who are employed by the institution (unless contingent upon attendance),
* records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment,
* records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution, i.e., alumni records.

What is directory information?
Institutions may disclose information on a student without violating FERPA if it has designated that information as “directory information.” At College for Creative Studies this includes a student’s:
* name,
* address and email address
* telephone number,
* major field of study,
* dates of attendance,
* class level,
* degree/certificates awarded
* schools or colleges attended

How does a student authorize release of their education record in the form of an academic transcript?
Students must authorize the release of their transcript by written request with signature or by completing and signing a transcript request form available in the Office of Registration. There is a $5.00 fee for transcripts. The receipt of a written request with signature to release an education record via fax is permissible.

Who may have access to student information?
* The student and any outside party who has the student’s written request.
* School officials (as defined by the University) who have “legitimate educational interests.”
* Parents of a dependent student as defined by the Internal Revenue Code.
* A person in response to a lawfully issued subpoena or court order.
* In response to a health or safety emergency that may jeopardize the health or safety of the student or other persons
When is the student’s consent not required to disclose information?

When the disclosure is:

* to school officials (defined in policy) who have a legitimate educational interest,
* to federal, state, and local authorities involving an audit or evaluation of compliance with educational programs,
* in connection with financial aid; this includes Veterans’ benefits,
* to organizations conducting studies for or on behalf of educational institutions,
* to accrediting organizations,
* to parents of a dependent student,
* to comply with a judicial order or subpoena
* in a health or safety emergency,
* releasing directory information,
* releasing the results of a disciplinary hearing to an alleged victim of a crime of violence.

How will increasing technology impact FERPA on our campus?

The use of computerized record-keeping systems is increasing at a fast pace. We can anticipate that the distribution of electronic data will eventually replace most paper documents and provide much information about students to school officials through desktop terminals. It is the responsibility of each school official to understand their legal responsibilities under FERPA. The same principles of confidentiality that apply to paper records also apply to electronic data.

According to the website: www.insidehighered.com The following are proposed changes to the Federal Education Rights and Privacy Act proposed by the U.S. Education Department:

- Educational institutions must disclose education records to the attorney general in response to an ex parte court order as part of an investigation or prosecution related to potential terrorism.
- The new regulations would permit campus officials to release information they received from a state community notification program about a student registered as a sex offender.
- The proposed rules would extend to contractors, consultants and others who work with a college or school the exception that allows educational institutions to disclose personally identifiable information about a student to school officials who have “legitimate educational interests in the information.”
- The rules would allow a school or college to share information about a student without his or her consent with officials at another institution in which the student has already enrolled.
- The department, citing concerns that “some institutions are under the mistaken impression that FERPA prevents them from providing parents with any information about a college student,” aims to clarify in the proposed regulations that current laws and rules allow colleges to make information available to parents of financially dependent students without their consent, and to any student (even if not he or she is not financially dependent on the parents) under several exceptions to the law.
• Reflecting changing technology, the rules would clarify that students who study online or otherwise are not physically present in the classroom are covered by FERPA. (Existing regulations extend the law to students studying via correspondence, but do not address those who are taught by electronic means.)

• The regulations would clarify that educational institutions can provide personally identifiable information to state auditors without prior consent without violating FERPA.

• The new rules would provide “objective standards” about when colleges and schools can release education records and other information without the consent of students when they have removed all “personally identifiable information.” The regulations, as proposed, would seem to allow for the release of significantly more information that has been redacted, as long as it is not seen as targeted to identify an individual student or does not, in combination with other information that might be requested, allow for students to be identified by name.

• The proposed regulations would bar a college or school from requiring a victim of an alleged sexual offense to agree not to disclose information he or she receives from the institution about the alleged perpetrator as part of a campus disciplinary proceeding. “Some postsecondary institutions have required the accuser to execute a non-disclosure agreement before they disclose the outcome of a disciplinary proceeding for an alleged sexual offense as required under the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act],” the department says in its guidance published today. “The proposed regulations would clarify that postsecondary institutions may not require the accuser to execute a non-disclosure agreement or otherwise interfere with the redisclosure or other use of information disclosed as required under the Clery Act.”

• The rules make clear that, as suggested by a 2002 Supreme Court decision in a case involving Gonzaga University, the department has the authority to investigate possible violations of FERPA even if a complaint by a parent has been withdrawn or no complaint has ever been filed. “[T]he department needs to establish in its regulations that the Office may investigate allegations of non-compliance provided by a school official or some other party who is not a parent or eligible student because sometimes parents and students are not aware of an ongoing FERPA problem that needs to be addressed.”

Source: www.insidehighered.com
Appendix G
## Adjunct Faculty Responsibilities

<table>
<thead>
<tr>
<th>Course Creation and Presentation</th>
<th>Department Service</th>
<th>College Service (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabi and project assignment explanation creation</td>
<td>Maintain office hours each week (required)</td>
<td>Participate in Faculty Assembly</td>
</tr>
<tr>
<td>Sponsored project coordination (if applicable)</td>
<td>Participate in department meetings (optional)</td>
<td>Participate in recruitment activities</td>
</tr>
<tr>
<td>Blackboard site design/upload</td>
<td>Participate in curriculum planning (optional)</td>
<td>Participate in pedagogy workshops</td>
</tr>
<tr>
<td>Texts/Materials ordered from Bookstore</td>
<td>Assist in department exhibitions and reviews (optional)</td>
<td>Participate in SEO installation</td>
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<tr>
<td>Course presentation</td>
<td>Submit monthly report information (optional)</td>
<td>Participate in College-wide assessment efforts</td>
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<tr>
<td>Grading/grade dissemination</td>
<td>Maintain studio equipment and facilities (if applicable)</td>
<td>Participate in Strategic Planning activities</td>
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<tr>
<td>Facilities coordination (if applicable)</td>
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</table>
Full-Time Faculty Responsibilities

Course Creation and Presentation
- Syllabi and project assignment explanation creation
- Sponsored project coordination (if applicable)
- Facilities coordination (if applicable)
- Blackboard site design/upload
- Texts/Materials ordered from Bookstore
- Course presentation
- Grading/grade dissemination

Department Service
- Maintain scheduled office hours each week
- Assist in preparing budget submittals
- Participate in department meetings
- Assist in department exhibitions
- Participate in curriculum planning
- Submit monthly report information
- Mentor responsibilities
- Facilitate student groups
- Assist in reviews
- Maintain studio equipment and facilities (if applicable)

College Service
- Participate in Faculty Assembly
- Serve on at least one committee
- Participate in recruitment activities
- Participate in SEO installation
- Participate in pedagogy workshops
- Participate in College-wide assessment efforts
- Attend commencements
- Participate in Strategic Planning activities
- Participate in Self Study/Reaccreditation

Professional Practice
- Publish (if applicable)
- Exhibit (if applicable)
- Consult (if applicable)
- Community engagement
- Offer programs, workshops, new courses, etc.
- Otherwise demonstrate continual professional activity and growth
# Chair Responsibilities

<table>
<thead>
<tr>
<th>Department Administration</th>
<th>Course Administration</th>
<th>Full-Time Faculty Duties</th>
<th>Student Engagement</th>
<th>Program Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Reports</td>
<td>Course Scheduling</td>
<td>Course Creation and Presentation</td>
<td>Student Meetings/ Orientations</td>
<td>LUNA Uploads</td>
</tr>
<tr>
<td>Adjunct Faculty Evaluations</td>
<td>Syllabi Review</td>
<td>Department Service</td>
<td>Blackboard</td>
<td>Competitions</td>
</tr>
<tr>
<td>Full-Time Faculty Reviews</td>
<td>Sponsored Project/ Special Project Courses</td>
<td>College Service</td>
<td>Visiting Speakers</td>
<td>Exhibitions/ Portfolio Days</td>
</tr>
<tr>
<td>Department Administrator Evaluation</td>
<td>Faculty Hiring/ Mentoring</td>
<td>Professional Practice</td>
<td>Students Concerns</td>
<td>Social Media</td>
</tr>
<tr>
<td>Budget</td>
<td>Faculty Meeting Leadership</td>
<td>Curriculum Assessment and Development</td>
<td>Archive Development</td>
<td>Program Outreach and Development</td>
</tr>
<tr>
<td>Strategic Planning and Vision</td>
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<td>Alumni Relations</td>
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<tr>
<td>Facilities Management</td>
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<td>Department Administrator Responsibilities</td>
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<td><strong>Student Aid</strong></td>
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<tr>
<td>Answering Course Queries</td>
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<tr>
<td>College Protocol Advising</td>
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<tr>
<td>Scheduling Meetings With the Chair</td>
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<tr>
<td>Student Concerns</td>
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<tr>
<td>Placement Testing*</td>
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<tr>
<td><strong>Semester Preparation and Routine</strong></td>
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<tr>
<td>Course Tally Creation</td>
<td></td>
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<tr>
<td>Syllabi Coordination</td>
<td></td>
<td></td>
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<tr>
<td>Calendar Management</td>
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<tr>
<td>Blackboard/ Social Media Administration</td>
<td></td>
<td></td>
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<tr>
<td>Student List Creation</td>
<td></td>
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<tr>
<td>Mentor Assignment</td>
<td></td>
<td></td>
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<tr>
<td>Faculty Concerns</td>
<td></td>
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<tr>
<td><strong>HR Related Duties</strong></td>
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*as applicable
Appendix H
FALL 2014 (09/02/14 – 12/13/14)

April 2 - April 21
FALL 2014 Registration begins for:
Seniors, Graduate Students – 04/02/14
Juniors – 04/07/14
Sophomores – 04/14/14
Freshmen – 04/21/14

All outstanding balances must be paid in full, and all holds removed prior to registering.

$100 Commitment Fee due at the time of Registration

April 21 - September 10
Open registration for FALL 2014

August 18-23
International Student Orientation

August 24
New Student housing move-in

August 25
English Placement Exercise

August 26 – August 27
New Student Orientation

August 29
RETURNING STUDENT housing move-in
Graduate Student Orientation

September 2
FALL 2014 classes begin

September 10
LAST DAY TO MAKE ANY ADDITIONS OR SECTION CHANGES
TO FALL 2014 SCHEDULE

LAST DAY to register for classes

Last day for 100% refund/credit for dropped credits

Last day to adjust meal plan

September 15
Last day for 80% refund/credit for dropped credits (grade of W)

September 22
Last day for 60% refund/credit for dropped credits (grade of W)

September 29
Last day for 40% refund/credit for dropped credits (grade of W)

September 30
TUITION / HOUSING PAYMENT DUE (total balance)
FALL 2014 accounts not paid in full by this date are assessed a $25 late fee

Applications for December 2014 graduation due
($100.00 fee for Undergraduate Students, $150.00 for Graduate Students)
After this date the $25.00 late fee applies.

September 30
FULL CHARGES APPLY – no refunds (grade of WN begins)

October 22
Mid-term grades available through WebAdvisor

October 31
FALL 2014 accounts not paid in full by this date are assessed an additional $25 late fee

November
WINTER 2015 registration begins
Seniors, Graduate Students – 10/29/14
Juniors – 11/03/14
Sophomores – 11/10/14
Freshmen – 11/17/14

All outstanding balances must be paid in full, all holds removed prior to registering

CCS FALL 2014 SCHEDULE BOOK

11
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 31</td>
<td>Final deadline to apply for December 2014 graduation ($125 fee)</td>
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<tr>
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<td>No applications for December 2014 Graduation accepted after this date</td>
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<td>November 26</td>
<td>FALL 2014 accounts not paid in full by this date are assessed a $75 delinquency fee (in addition to $25 late fees as they apply)</td>
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<tr>
<td>November 27 - 29</td>
<td>NO CLASSES - Thanksgiving Break</td>
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<td>December 1 (Monday)</td>
<td>Classes resume</td>
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<td>LAST DAY TO WITHDRAW FROM FALL 2014 CLASSES</td>
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<td></td>
<td>ABSOLUTELY NO WITHDRAWALS AFTER THIS DATE</td>
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<td>Must have staff advisor’s signature on blue Drop/Add Form</td>
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<td>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</td>
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<td>November 17 - January 21</td>
<td>Open registration for WINTER 2015</td>
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<td>All outstanding balances must be paid in full, all holds removed in order to register</td>
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<tr>
<td>December 10</td>
<td>☀️ DECEMBER COMMENCEMENT CEREMONY ☀️</td>
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<tr>
<td>December 13</td>
<td>Last day of FALL 2014 semester</td>
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<td>December 15</td>
<td>Faculty – final grades are due through WebAdvisor</td>
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<tr>
<td>December 17</td>
<td>Students - Final grades available through WebAdvisor (to students without holds on their account or student records)</td>
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Appendix I
FORWARDING YOUR CCS E-MAIL TO ANOTHER ACCOUNT

All College email correspondence will be sent to your CCS email account, and you are expected to use CCS email for all electronic communication with students. Please make sure that your students are aware that you will only use their CCS email addresses. CCS email is easy to use; however, if you wish to have your CCS mail automatically forwarded to another email account, follow the steps below.

• Log into your CCS email with your user name and password by clicking on the “Campus Email” link on Blackboard or by navigating to https://mail.collegeforcreativestudies.edu

• Click on the “Preferences” tab at the top of the page

• On the left hand menu that opens, click on “Mail”

• Scroll down to the Receiving Messages section and in the section labeled “When a message arrives,” under “Forward a copy to,” add the complete forwarding address.

• To have your mail automatically deleted from your CCS account when it is forwarded, check the box next to “don’t keep a local copy of messages.” If this box is left unchecked, a copy of your messages will remain in your CCS email account.

• Click on “Save” at the top of the page to save your forwarding settings.
Appendix J
Zimbra Calendar Instructions

Creating calendars

One calendar is created for you. You can create additional calendars to keep track of different type of functions. For example, you can create one calendar for work, one for personal appointments, and one for company activities.

If you manage multiple calendars, you can group the calendars in a hierarchical display. For example, you could group all shared Calendars under a Calendar folder you call Shared. You can also move the calendar

• In the Calendar Overview pane, select a calendar and drag it to the calendar to be nested under.

• Alternately, right-click the calendar to move and select Move. In the Choose Folder dialog box select the calendar to move under.

Add a Calendar

1. Click the Calendar tab.
2. On the toolbar, select New>Calendar.
3. In the Name text box, type the name of the calendar.
4. Select a color for displaying the Calendar’s activities.
5. To prevent others from seeing your calendar when scheduling appointments, select Exclude this calendar when reporting free/busy times.
6. To synchronize this calendar with a remote calendar, select Synchronize appointments from remote calendar. Enter the URL for the remote iCal file.
7. Click OK. The new calendar displays in the Calendar list.

Adding External Calendars

You can add your external Google or Yahoo CalDAV calendars and your iCal calendars subscriptions to your Calendars list. Changes to your external calendar are synced to the CalDAV calendar you added.

Note: Only CalDAV calendars that have SSL enabled and use port 443 can are able to sync calendar events to your account.

1. In the Calendar Overview pane, click the gear icon and select Add External Calendar.
2. Select the calendar type to add and click Next.
3. Select the type of calendar to add, either CalDAV account or an iCal Subscription.
4. Enter your email address and password for this account.
5. Click Next.
6. In the Name text box, type the name for this calendar and select a color.
7. If you want to exclude this calendar from reporting your free/busy time, select Exclude this calendar when reporting free/busy times.
8. Click OK.

The calendar is added and meetings on the external calendar are synced to the calendar you added.

**Scheduling an appointment**

You can create an appointment from the Calendar tab.

1. On the Calendar header, click New Appointment.
2. If the From field displays above the Subject line, you created more than one persona for your account. Select the identity to use when creating this appointment.
3. In the Subject text box, add a brief description of the meeting. The text added here becomes the description in the calendar.
4. Define the start and end day and time. If the appointment is recurring, in Repeat, select the how often this appointment should be scheduled. Select All day event to make this appointment all day.
5. In the Attendees text box, type the email addresses, separating addresses by a semicolon (;). As you enter names, the Scheduler opens and the attendees' free/busy information is displayed.

To help you find a time when all attendees are available, click Suggest Time. A calendar displays with the availability. As you enter attendee names, the scheduling tool begins to suggest times that all the attendees are available. Note: If an attendee has set a preference to allow only certain users to see free/busy information and you are excluded from the list, you cannot view the free/busy schedule If some attendees are not required to be at the meeting, but you want to invite them, select Show Optional and type email address in the field. You can also do this in the Scheduler. Click the icon next to the name and select Optional Attendee. When the invite is sent, their names are listed as optional.

6. In the Location text box enter where the meeting is. If the location is in the company directory, when you start to type, locations that match are listed. You can also click Suggest a location to see a list of available locations in your company.
7. Click Show Equipment if you want to reserve equipment resources that have been identified in your company’s directory.
8. In the Display, select the Free/Busy option for this appointment, which calendar the appointment should be added to, and whether this appointment should be marked as Private.
9. In the Reminder drop-down menu, set an alarm notification to remind of the appointment.
10. To receive a notification of this meeting, check the appropriate box, Email or SMS. If you have not configured a notification method, click Configure to go to the Preference>Notifications page to set this up.
11. In the text box below Scheduler, type an email message that is included in the appointment invitation. To add attachments, click the paperclip icon on the toolbar.
12. The default is to ask the attendees to reply to your invitation. If you do not want a response from the attendees, in the Calendar toolbar, click Options>Request Response to remove the check mark.
13. If you do not want to send the invite out at this time, click Save. Otherwise click Send.

Sharing your calendar with others

You can share your calendars with internal and external users. Sharing our calendar is a way to let others see or handle your schedule. You can choose to make the calendar view-only or allow someone to create meetings and manage invites.

When you share your calendars with internal users, you can select the type of access the internal users can have:

- Manager gives full access to view and modify the calendar.
- Administrator gives full access to view, modify, share, and revoke calendar shares.
- Viewer gives read-only access. External guests and the public have read-only access

Users with manager or administrator access can create meeting invitations and send them on your behalf, and accept and decline meeting invitations on your behalf. When the user sends an email response to a meeting, the return message header shows the From as the user’s address and an On Behalf of address as your address.

The calendar you share shows your private appointment time as busy but does not show details about the appointment. When you create the share, you can select to allow internal users or groups and external guests to see your private appointment details.

Sharing Private Appointment Details

When you share your calendar you can select the check box Allow user(s) to see my private appointments to allow internal users or groups and external guests to see your private appointments. They will be able to see details of appointments that are marked private. If you do not check the box, the calendar shows only that your are busy during a private appointment time.

To share your Calendar

1. Right-click on the calendar to share and select Share Calendar.
2. On the Share Properties dialog select whom to share with.
   - Internal Users or Groups
   - External guests
   - Public
**Editing or revoking permission**

You can edit or revoke permissions to access your calendar at any time.

1. Right-click on the shared calendar.
2. Click Edit Properties. Users sharing the folder are listed.
3. Click Edit to change permissions, or Click Revoke to remove permissions.
4. Select whether a message describing the change should be sent.
5. Click OK.

Alternately, you can edit or revoke permissions from your Preferences>Sharing page.

**Display Your Free/Busy Information**

The free/busy feature allows others to see meeting times scheduled on your calendars. The free/busy feature is on by default, but you can turn it off or limit who can see the information.

1. Go to the Preferences>Calendar page.
2. Scroll to the Permissions section, select the Free/Busy option that you want to set for this calendar. If you select Allow only the following internal users to see my free/busy information, in the text field enter the email address of the internal users.
3. (Optional) In the Invites section, specify who can invite you to meetings. If you select Allow only the following internal users to see my free/busy information, in the text field, enter their internal user names or full email address.
4. If you limit who can invite you to meetings, you might want to select Send to send an auto-reply to users who are denied from inviting me.
5. Click Save.

Note: These settings do not affect calendars that you have configured to not display free/busy information.
Appendix K
GETTING STARTED WITH BLACKBOARD

Training documentation to help you get started in Blackboard is available in the Academic Technologies Resources Organization on Blackboard and will also be distributed to you at New Faculty Orientation. For additional help, to make an appointment for training, or for a copy of our full training schedule, please call Lynne Standley at extension 1500 or Laurie Evans at extension 1501.

Blackboard Edit Mode

To use any of the Blackboard functions, open your Blackboard course site and be sure that you have set the Edit button located at the top right of the page to “Edit On.” When you have “Edit Mode Off”, your page will display links and content in a view mode (this is what your student see).

With “Edit Mode On” selected, simply scroll over any link or menu item to select it for editing. Items may be re-positioned by drag and drop or selected (clicked) to edit a content item. You will not see the positioning arrows or the edit drop down list until you mouse over the item you want to change.

Edit and re-positioning functions are not available in “Edit Mode Off.”

Contents

Creating and Managing an Announcement

Adding Instructor Contact Information

Managing your Course Menu

Adding Content to your Course

Making your Course Available

Special Features and Advanced Features in Blackboard
CREATING AND MANAGING AN ANNOUNCEMENT

Sending out an announcement is an easy and effective way to inform users about upcoming events, schedule changes, course assignments, or other things of interest.

Open your course and click on the "Announcements" link from the course menu. Make certain that the Edit Mode is clicked "On". Click on the "Create Announcement" button.
Your Announcement must contain a Subject.

You may select to have your announcement emailed to your students as well as posting it on Blackboard.

Check the "Not Date Restricted" box if the announcement is not date sensitive.

You may select to have your announcement emailed to your students as well as posting it on Blackboard.

Link directly to a file in your course, i.e. the course syllabus.

Click "Submit" to post your announcement.
You can also easily re-order your announcements with Blackboard’s drag and drop capability. With the Edit Mode "On", just click and hold the announcement you wish to move and drag it up or down and release.

That’s it. If you have any additional questions or are experiencing any type of error, contact Lynne Standley at 313-664-1500 or Laurie Evans at 313-664-1501.
ADDING INSTRUCTOR CONTACT INFORMATION

Instructors have the ability to introduce themselves prior to class as well as adding contact information, office hours, class schedule, and a personal website link.

• Select your course from the “My Courses” module. Make certain that the “Edit Mode” is on.

• Click on the menu link for “Contact.” On the page that opens, click on the button for “Create Contact.”

• On the page that opens, do the following:
That's it. If you have any additional questions or are experiencing any type of error, contact Lynne Standley at 313-664-1500 or Laurie Evans at 313-664-1501.
MANAGING YOUR COURSE MENU

Your Blackboard course site is created with 6 default menu areas: Announcements, Syllabus, Contact, Grades, Email Class and Attendance Roster. You may add more areas, re-order your menu and, with the exception of the Attendance Roster, re-name or remove existing areas. Please note, however, that all CCS faculty are expected to post a class syllabus, communicate through announcements and/or email, provide contact information, and keep an online grade book.

Log into Blackboard and select the course that you want to work in.

Be sure that the edit button in the upper right part of the page is set to “Edit On.”

To add a new page link to your course menu, click on the "+" symbol located in the upper left portion of the menu area.

Select "Create Content Area"

On the window that opens, give the area a name. The name given is the name that will appear on the course menu.

Make the area available to be viewed by users. Click “Submit” to save your changes.

Note that any area that does not contain content will not be viewable to your users until content has been added. In this way, students will not be able to access an “empty” page.

- To edit a menu name, run your mouse over the menu item until you see a drop down arrow appear to the right of the link name. Click on this arrow and select “rename link.” Type in the new name and then click on the green check mark to the right to register your change.
• To delete a menu item, run your mouse over the menu item until you see a drop down arrow appear to the right of the link name. Click on this arrow and select “delete.”

• To re-order your menu items, run your mouse over the menu item that you want to move until you see a 2-way arrow to the left of the link name. Click and hold your mouse on this arrow and drag the link to your desired location on the menu.

• To further organize your menu items, you now have the option of creating subheaders or inserting dividing lines.

Questions? Contact Lynne Standley at 313.664.1500 or Laurie Evans at 313.664.1501
ADDING CONTENT TO YOUR COURSE

Blackboard allows instructors to add a number of different types of documents to the Blackboard system for students to download. Instructors can add syllabi, assignments, offline content, surveys, and much, much more. For purposes of the steps below, “content” refers to the wide variety of file types that instructors can upload into Blackboard. Word documents, PowerPoint presentations, PDFs, and even audio/video files can be broadly interpreted as “content”.

All course content for your course should be uploaded to the “My Content” area of the Blackboard Content Collection. You will then create links in the appropriate areas of your course. Because we purge course content on a regular basis at CCS, maintaining your content from the Content Collection insures that you will not lose any of your material. It also makes it easy to copy content into new courses, update/edit content across courses, and manage your material from one location rather than from various course sites.

Before uploading your Content, be sure that your file names are clear and specific. The file name is what will display within your Blackboard course.

Upload your Course Content to “My Content”

• Log into Blackboard and click on the tab for “Content Collection” near the top of your screen

  ![Content Collection Tab]

• Select “My Content” from the menu list on the left side of the page that opens

  ![My Content Menu Option]
Click on the button for “Upload” and select “Upload Files”

- Use the browse button to browse to the file(s) that you want to upload; select your options, and click “Submit” at the bottom of the page.

Upload all of your course content in this way. You may also create folders for each course and upload content into folders. It is also possible to upload multiple files at once by clicking on the “Multiple Files” link in the upper right corner of the screen.

Create Links to Course Content in your Course Site

- Enter your course site, and make sure that you are in “Edit Mode.”

Make certain that Edit Mode is set to "On".
Click on the menu link for the page to which you want to add content; the blank page should open. At the top of this page, click on “Build Content” and select “create file” from the drop down list. (You may select create file, item, audio, video, image, or web link if you are loading a specific type of content.)

On the screen that opens:

• Give your content item a name. Choose a display color if you want something other than black.

• Click on “Browse Content Collection”
  ○ Select “My Content”
  ○ Select the file that you want to upload
  ○ Click submit

• Set your options

• Click “Submit” at the top or the bottom of the page

That’s it. If you have any additional questions or are experiencing any type of error, contact Lynne Standley at 313-664-1500 or Laurie Evans at 313-664-1501.
MAKING YOUR COURSE AVAILABLE

By default, all Blackboard courses are initially "unavailable" to students. This allows the instructor the time needed to set up the course and upload the necessary documentation.

You will need to make your course available to students when you are ready for them to have access.

Log into Blackboard: http://bb.collegeforcreativestudies.edu

Inside of the "My Courses" module, click on the link for the course you wish to make available. Notice that it is labeled "unavailable".
Click on the Control Panel, located on the left side of the screen. Click on "Customization" and select "Properties".
Under the "Set Availability" there is a "Make Course Available" option that is currently set to "No"; change that to "Yes" and click submit to save your changes.

That’s it. If you have any additional questions or are experiencing any type of error, contact Lynne Standlley at 313-664-1500 or Laurie Evans at 313-664-1501.
Setting up your Blackboard Grade Center

This guide will help you set up and use your Blackboard Grade Book to record and calculate your course grades. The guide covers the following topics:

• Establish your grading scheme

• Establish Grade Center categories

• Add columns to your Grade Center

• Arrange or organize your columns

• Add a Calculated Column to your Grade Center

• Input student grade information

• Create a Report and Save your Grade Book

You can also create a rubric for any assignment and link the rubric to each student’s grade record. For more information on this feature, contact Academic Technologies at 313.664.1500
Establish your Grading Scheme

Before you can set up your Grade Book in Blackboard, you need to establish how you want your grades to be calculated. Most instructors grade by category and weight each category according to the percentage of the final grade that the category is worth. Examples of categories would be: papers, journals, critiques, or presentations. Individual assignments are placed into a category and a student’s grade is calculated appropriately.

An example of grade weighting for a course would be:
- Papers: 20%
- Journals: 15%
- Critiques: 45%
- Presentations: 25%

For each category, determine the percentage of the final grade that the category will be worth in your class. Percentages must add up to 100%.

If you are using a grading scheme other than grading by category, please contact Academic Technologies for help with setting up your Grade Center.

Establish Grade Center Categories

Access your Blackboard Grade Center through the Control Panel for your course:

Control Panel > Grade Center > Full Grade Center

1. Select Manage > Categories from the buttons at the top of the Grade Center page

2. On the page that opens, click “Create Category”; give your category a name. Provide a description if you want.
3. Click Submit at the bottom of the page. Repeat for each category that you want to add.
Add Columns to your Grade Center

1. Access your full Grade Center as indicated above

2. Select “Create Column” from the buttons at the top of the Grade Center page.

On the page that opens:

3. In section 1:
   - Enter a column name. You do not need to enter a display name or description if you do not want to.
   - Select the primary way that you want the grades to display. You may also select a secondary display. For example, a grade can display as 85% (B). **NOTE:** Students will only see the Primary Display.
   - Select a category. You must select a category for the item if you want it to be included in your final grade calculations.
   - Enter the number of points that the assignment is worth. Each graded item must be worth a number of points and you will enter grades as points. Blackboard will then convert the points to a percentage or a letter grade or other display option that you may have chosen.

4. Complete sections 2 and 3 at your discretion.

5. Click Submit at the bottom of the page

6. Repeat this for each individual assignment in your course. You may do this at any time during the semester; you do not need to enter all of your columns at once.

7. Click Submit at the bottom right of the page.
Arrange or Organize your Columns

1. Select *Manage > Column Organization* from the buttons at the top of the Grade Center page.

1. Scroll to the bottom section of the page where your columns are listed.

2. Position your cursor over the gray crosshair icon to bring up the small hand icon

3. Click on the hand icon and hold down your mouse button and drag the row to the desired location

4. You may also show/hide columns from students, change categories for assignments and perform other functions from this page.
Add a Calculated Column to your Grade Center

The *Calculated Column* is the column that will perform your grade calculations for you. This function will calculate a student’s current and final grade according to a formula that you set up. Using a calculated column means that a student can track his/her grade throughout the semester and means that you will not have to calculate midterm or final grades.

1. Select Add *Create Calculated Column* > *Weighted Column* from the buttons at the top of the Grade Center page.

On the page that opens,

**In section 1:**
- Enter a column name. You do not need to enter a display name or description if you do not want to.
- Select the primary way that you want the grades to display. You may also select a secondary display. For example, a grade can display as 85% (B). **NOTE:** Students will only see the Primary Display.

You may leave **Section 2** blank.

**In Section 3 (See image on following page):**
- Highlight the categories that you want to include in your grade calculations (hold the shift key while selecting categories to select more than one at a time).
- Move the selected categories to the *Selected Columns* area by clicking on the arrow to move.
- Enter the weight/percentage for each category. The total must add up to 100%. Hit *enter* or *return* after your last item to make sure that all items are included and that the weight equals 100%.
- Click *Yes* to calculate as a running total. This is very important to insure that students see accurate grades.
- Click *Submit* at the bottom of the page.
Input Student Grade Information

Grades are entered on the main Grade Center page by typing the point value into the appropriate cell and then hitting `enter` or `return` on your keyboard.

To change a grade, highlight it and either type the new information in (change) or hit `delete` (remove). Hit `enter` or `return` to record the change.

Use the pull down menu next to the individual grade to view grade information, to add a comment for the student, to add a private comment for yourself, or to exempt the specific grade from calculation.

Use the pull down menu next to the column name to view or edit column information or to hide the column from student view.
Create a Report and Save Your Grade book at the End of each Semester

We strongly recommend saving an offline copy of your grade book at the end of each semester. To save a report with all of your Grade Center information:

- Select *Reports > Create Report* from the buttons at the top of the Grade Center page
- On the page that opens, fill in the information for what you want to include in your report
- Click on “*Preview*” to view your report
- Click on “*Submit*” to download and save your report
**Course-to-Course or Organization-to-Organization Navigation**

When moving to a new area or page, only the material in the content frame changes. The tabs and header frame remain static so that they are always available for quick access to navigation features. When you want to navigate between your courses, you can use the course-to-course navigation feature.

Access all your courses by clicking on the Action Link next to the course title and select another course from the dropdown menu. For example, if you are viewing the Announcements page in one course and select another course from the dropdown menu, you are taken to that course's Announcements page. You can easily go from one course's Grade Center to another to begin your grading tasks.

If you are in an Organization, you can navigate to other Organizations in which you are enrolled in the same way,

**Customizing your Course Design**

Course themes add a background image to your course and changes the color of the menu, buttons, controls, and so on. Use the scrollable list to select a course theme from the thumbnail sample images. It is possible to change the theme again at any time. Themes do not affect course content or a chosen course structure. Choose a different theme for each course!
You can change course themes from anywhere in your course using the Change Course Theme function. Point to the ( ) icon to view a drop-down list showing all the available course themes, and click one to select it. Scroll through the theme preview box and select a theme.

Menu and Course Design Options

On your course control panel, under “Customization > Teaching Style,” scroll down to option 4, “Select Menu Style,” to choose buttons or text for your course menu design.

From the “Teaching Style” page, you may also change your course entry point, select a course theme, or add a banner to your course.

Advanced Features Available to You

Blackboard offers several other features that you can use in your teaching and to enhance your class. For training materials on these features, visit the “Academic Technologies Resources” Organization on Blackboard or call Frank Parker (ext. 1500) or Laurie Evans (ext. 1501) to schedule a time to come in for more information or individual training.

- Online Gradebook feature
- Student Groups sites for team projects
- Interactive features: discussion board, wiki, blog, journal, chat room, conferencing
- File sharing and content management
Appendix L
I. **Course Catalog Description**
   Click here to enter text.

II. **Course Prerequisites**
   Click here to enter text.

III. **Course Overview**
   Click here to enter text.

IV. **Course Learning Outcomes**
    Upon completion of this course, students will be able to:
    Click here to enter text.

V. **Required Texts/Materials/Supplies**
   Click here to enter text.

VI. **Recommended Texts/Materials/Supplies**
   Click here to enter text.

VII. **Basis for Final Grade**
    a. **Assessments/Weighting**
       Click here to enter text.
    
    b. **Grading Scale**
Assignment descriptions and grading rubrics are posted on Blackboard.

c. “Incomplete” Grades
Incomplete grades are only available if there are extenuating circumstances and cannot be assigned at midterm. Please reference the College Catalog for a full policy description.

VIII. Grade Dissemination
During the semester, assignment grades will be posted on Blackboard under My Grades. Midterm and final grades are posted in Web Advisor and are available 48 hours after final submission. See the CCS academic calendar for specific dates.

IX. Course Guidelines Pertaining to Grades
a. Late Work
Click here to enter text.

b. Extra Credit (if applicable)
Click here to enter text.

c. Rewrite/Project (or Process) Redevelopment
Click here to enter text.

d. Group Work (if applicable)
Click here to enter text.

e. Participation Expectation
Click here to enter text.

See also Attendance and Academic Honesty (Plagiarism) Policies under Institution Policies Pertaining to Student Expectations

X. Policies Pertaining to Technology and Media
a. Blackboard
The dissemination of course information is managed through Blackboard; students are required to check their Blackboard course site regularly as assignments, grades, and announcements will be posted.

b. CCS Email
Students are required to check their CCS email regularly as this is how the department and College will communicate important information. It is also the method in which faculty will contact students individually.

c. Professionalism
Cell phones must be turned off or set to vibrate during class time. Email, text messaging, and social networks may not be accessed during class time without the express permission of the instructor.

XI. Important Dates to Remember

Click here to enter text.

XII. Schedule

This schedule is subject to change. All changes will be posted on Blackboard. It is the student’s responsibility to stay informed of all assignments/deliverables and deadlines.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topics Covered</th>
<th>Assignment/Deliverable Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>15</td>
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</tr>
</tbody>
</table>

WRITTEN PROJECT ASSIGNMENT EXPLANATIONS ARE AVAILABLE ON THE COURSE BLACKBOARD SITE

XIII. Institutional Policies Pertaining to Student Expectations
a. Disability Access/Learning Challenges

CCS provides accommodations for students with documented learning challenges and/or physical disabilities. Please reference the College Catalog for a full policy description.

b. Attendance

Arrive to class on time; do not miss classes; if an absence or tardy occurs, give the instructor forewarning when possible and an explanation always. Three tardies (20 minutes or more) will equal one absence; three unexcused absences will equal a reduction of one letter grade from the final grade; four unexcused absences will result in failure of the course. Please reference the College Catalog for a full policy description.

c. Academic Honesty (Plagiarism)

The College condones no form of plagiarism. Students who violate the standards of academic honesty face serious disciplinary consequences, including letters documenting the incident in their permanent record, immediate course failure and/or dismissal from the College. Please reference the College Catalog for a full policy description.

d. Deletion/Destruction of Student Work

The deletion or destruction of digital files, another student’s artwork, or College property will result in serious disciplinary consequences. Please reference the College Catalog for a full policy description.

XIV. Health and Safety Policies

Students should exercise due care and be conscious of the health risks involved in handling materials and equipment required in many of the College’s courses.

If a student is pregnant, planning on getting pregnant, or has a pre-existing or chronic health problem, it is the student’s responsibility to seek permission from their doctor before using required class materials.

If a student notices skin or breathing discomfort when using an art material, use should halt immediately and the instructor should be notified.

a. Tool Use

Students should receive proper training before using power or hand tools. It is the student’s responsibility to ask for help from their instructor if needed. Full safety instructions are available for each of the College’s shops at Blackboard>Campus Offices>Academic Facilities.

b. Solvent/Filler/Paint Use

Solvents, body fillers, and paints should only be used in well-ventilated and designated (spray booth) areas. Always read the safety and cautionary statements on the labels before using any product. A cartridge type respirator is necessary when using body fillers, paints, and some adhesives. Full safety instructions are available for each of the College’s shops at Blackboard>Campus Offices>Academic Facilities.

c. X-Acto Knives

X-Acto knives are a common tool used daily by students in many departments. These knives are very sharp and should always be handled with extreme care. Always use a sharp blade and never force the blade or knife; repeated light cuts will do the job. Work on a proper
cutting surface and use a non-slip, metal straight edge such as the cork back ruler. Pay close attention to the position and location of the hands as the cutting begins.

XV. Department Policies
Click here to enter text.

XVI. Student Services Contact Information

Advising – 313-664-7672
Career Services – 313-664-7878
Counseling – 313-664-7852
Financial Aid – 313-664-7495
Mentoring – (input Department Administrator number)
Nurse – 313-664-7982
Student Ombudsman – 313-664-7675
Student Success – 313-664-7860
Creating a CCS Syllabus

Last Revised: May 5, 2014

It is necessary that syllabi are developed using a consistent format so that the College’s students have ready and immediate access to needed information quickly. This consistency also allows the College’s staff to find information quickly when developing reports for accreditation.

Please follow the below guidelines during syllabus creation.

I. **Course Catalog Description**
   Insert the course description as found in the most recent edition of the College Catalog. The College Catalog may be accessed at Blackboard>Campus Offices>Academic Advising & Registration>Undergraduate Course Catalog. This information must appear as published in the catalog and may not be changed.

II. **Course Prerequisites**
   Insert the course prerequisites (if applicable) as found in below the course description in the most recent edition of the College Catalog. The College Catalog may be accessed at Blackboard>Campus Offices>Academic Advising & Registration>Undergraduate Course Catalog.

III. **Course Overview**
   The instructor’s description of the course in 250 words or less

IV. **Course Learning Outcomes**
   Learning outcomes are an articulation of what the instructor expects the student to have learned by the end of the course. There must be at least three learning outcomes listed, but no more than eight. Learning outcomes should be presented as bullet points. Please consult Bloom’s Taxonomy (see page 4 of this document) when creating learning outcomes.

V. **Required Texts/Materials/Supplies**
   If texts are listed, the name, edition, publisher, and ISBN must be included. If possible, required items should be available at the CCS Bookstore. If not, vendor information should be provided.

VI. **Recommended Texts/Materials/Supplies**
   If texts are listed, the name, edition, publisher, and ISBN must be included. If possible, required items should be available at the CCS Bookstore. If not, vendor information should be provided.

VII. **Basis for Final Grade**
   a. Assessments/Weighting
Offer a description of assessments and their weighting leading to 100% of final grade. For example:

- 30% studio projects
- 10% weekly quizzes
- 30% midterm review
- 30% final review

100% final grade

b. Grading Scale
A standard College grading scale is provided; it may not be changed.

c. “Incomplete” Grades
A standard College statement is provided; it may not be changed.

VIII. Grade Dissemination
A standard College statement is provided; it may not be changed.

IX. Course Guidelines Pertaining to Grades
a. Late Work
Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

b. Extra Credit
This may not be applicable to all classes; if it is not applicable, please write “not applicable” in the space provided. Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

c. Rewrite/Project (or Process) Redevelopment
Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

d. Group Work
This may not be applicable to all classes; if it is not applicable, please write “not applicable” in the space provided. Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

e. Participation Expectation
State clearly what is expected of students in terms of participation both in class and online (through Blackboard, emails, blog postings, etc.).

X. Policies Pertaining to Technology and Media
a. Blackboard
A standard College statement is provided; it may not be changed.

b. CCS Email
A standard College statement is provided; it may not be changed.

c. Professionalism
A standard College statement is provided; it may not be changed.

XI. Important Dates to Remember
List important dates affecting class time – spring break, holidays, review week, client interaction for sponsored projects, etc. An academic calendar with some of these dates can be found on Blackboard under Quick Links.

XII. Schedule
Provide a weekly schedule in the table provided. Create separate project assignment explanations for each project and have them available on the course’s Blackboard site prior to project start date.

XIII. Institutional Policies Pertaining to Student Expectations
All sections - A standard College statement is provided; it may not be changed.

XIV. Health and Safety Policies
All sections - A standard College statement is provided; it may not be changed.

XV. Student Services Contact Information
Input department phone number under mentoring, all other needed numbers are provided.
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.

*Note that the top two levels are essentially exchanged from the traditional to the new version.*

<table>
<thead>
<tr>
<th>New Version</th>
<th>Old Version</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering:</strong> can the student recall or remember the information?</td>
<td><strong>Remembering:</strong> can the student recall or remember the information?</td>
</tr>
<tr>
<td><strong>Understanding:</strong> can the student explain ideas or concepts?</td>
<td><strong>Understanding:</strong> can the student list, memorize, recall, repeat, reproduce state</td>
</tr>
<tr>
<td><strong>Applying:</strong> can the student use the information in a new way?</td>
<td><strong>Applying:</strong> can the student classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
</tr>
<tr>
<td><strong>Analyzing:</strong> can the student distinguish between the different parts?</td>
<td><strong>Analyzing:</strong> can the student appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</td>
</tr>
<tr>
<td><strong>Evaluating:</strong> can the student justify a stand or decision?</td>
<td><strong>Evaluating:</strong> can the student appraise, argue, defend, judge, select, support, value, evaluate</td>
</tr>
<tr>
<td><strong>Creating:</strong> can the student create a new product or point of view?</td>
<td><strong>Creating:</strong> can the student assemble, construct, create, design, develop, formulate, write.</td>
</tr>
</tbody>
</table>

**Bloom's Taxonomy**
Appendix M
ASSIGNMENT > 4 “Bizarre Visual and Headline”

OBJECTIVE
Really push past your comfort zone into uncharted territory.

OVERVIEW
Getting a viewer’s attention is a main part of an ad’s job. Show how a bizarre visual or headline can make people stop and look and read and act.
The assignment also represents a significant strategic challenge. This is not necessarily about people donating money, but rather, how do you get people engaged and involved? And give more than money.

READ  See required reading schedule and papers on Blackboard

AD JOURNAL
• Find ten (10) examples of ads that use bizarre visuals and headlines.
• Art Directors find ads using a bizarre visual as main visual; Copywriters a bizarre headline as main visual.
• Pin copies to your wall at the start of the project.

DELIVERABLES: Part 1
• From the list for this project, choose a donor registration service to advertise.
• Analyze the brand’s benefits … functional or emotional…and define the call to action. Choose ONE benefit and call to action to communicate.
• Typeset the benefit and call to action BIG on 11” X 8.5”

DELIVERABLES: Part 2
• Develop multiple thumbnails and scripts that use bizarre visuals and headlines to represent your benefit.
• Create TWO spread ads utilizing the following techniques:
  A. Bent Visual/Straight Headline: Visually demonstrate the message through bizarre imagery to convey your concept. Headline should reinforce the brand’s message without “competing” with the visual. The “cause” is shown as a clean logo, call to action and URL.
  B. Bent Headline/Straight Visual: The bizarre headline becomes the main visual that communicates the need in a unique way. Therefore, the design of typography is very important. The “cause” is shown as a clean logo, call to action and URL.

• ART DIRECTION EXECUTIONAL DIRECTIVE: You must work within the design schemes from this list:
  • Macro image with micro type
  • Micro image with macro type
  • Symmetrical
  • Asymmetrical
  • Repetition
  • Charts & Diagrams

• COPYWRITING: Short body copy and benefit-driven call to action lines are also to be included in the ads. Include the sign-off (which includes the product name, logo and URL).
• Final Comps: TRIM 17” x 11” Spread, LIVE AREA 16.5” X 10.5, BLEED .125 ALL FOUR SIDES
• Prints mounted per course specs. Copy presented in department template.
• Packaged InDesign file, JPEG and PDF of comps and scripts placed in course content collection on Blackboard.
• Process Book: Printed and bound with a PDF (ONLY) in course content collection on Blackboard.

SCHEDULE See master schedule in syllabus available to download on Blackboard
DKMS aims to build awareness around its efforts to match blood cancer patients in need of transplants with donors. The organization describes itself as the largest bone marrow donor center in the world.

OUR MISSION

We lead the fight to defeat blood cancer by empowering people to take action, give bone marrow and save lives. DKMS is the largest bone marrow donor center in the world.

Our Story

Katharina Harf’s life changed forever when her mother, Mechtild, was diagnosed with acute leukemia in 1990. Her family was told that a bone marrow transplant could save her mother if she could find a matching donor. The search seemed hopeless, however, because at the time there were only 3,000 potential donors available in Germany, where they lived. Katharina’s father, Peter Harf, was desperate to find his wife a donor and with the help of family, friends and volunteers, worked tirelessly to recruit 68,000 donors in only one year.

Recognizing the importance of finding suitable donors for all patients in need, Peter Harf and his wife’s physician, Professor Dr. Gerhard Ehninger, founded DKMS Deutsche Knochenmarkspenderdatei gGmbH (German Bone Marrow Donor Center in English) in Germany in 1991. Sadly, that same year, Mechtild lost her battle to blood cancer. Katharina was only fourteen.

Katharina’s mother’s death shaped her life in many significant ways. It motivates her to continue the lifesaving work that her father began in 1990. Katharina’s goal in life is to help other blood cancer patients, so that no family has to endure the pain they suffered.

In 2004, Katharina led the expansion of DKMS into the U.S. Through this effort, DKMS has been able to establish a donor recruitment program and national campaigns throughout the U.S. to raise awareness and increase the diversity of the donor registry.

Worldwide, DKMS donors have provided marrow and peripheral blood stem cells (PBSC) for more than 31,000 transplants. DKMS now has over 3.6 million registered bone marrow donors. Please join us in the fight against blood cancer.

www.dkmsamericas.org/about
The mission of Forgotten Harvest is to relieve hunger in the Detroit metropolitan community by rescuing surplus, prepared and perishable food and donating it to emergency food providers.

Forgotten Harvest was formed in 1990 to fight two problems: hunger and waste.
Save the Children is the leading independent organization creating lasting change in the lives of children in need in the United States and around the world. Recognized for our commitment to accountability, innovation and collaboration, our work takes us into the heart of communities, where we help children and families help themselves. We work with other organizations, governments, non-profits and a variety of local partners while maintaining our own independence without political agenda or religious orientation.

When disaster strikes around the world, Save the Children is there to save lives with food, medical care and education and remains to help communities rebuild through long-term recovery programs. As quickly and as effectively as Save the Children responds to tsunamis and civil conflict, it works to resolve the ongoing struggles children face every day — poverty, hunger, illiteracy and disease — and replaces them with hope for the future.
Doctors Without Borders/Médecins Sans Frontières (MSF) is an international medical humanitarian organization created by doctors and journalists in France in 1971.

Today, MSF provides independent, impartial assistance in more than 60 countries to people whose survival is threatened by violence, neglect, or catastrophe, primarily due to armed conflict, epidemics, malnutrition, exclusion from health care, or natural disasters. MSF provides independent, impartial assistance to those most in need. MSF also reserves the right to speak out to bring attention to neglected crises, challenge inadequacies or abuse of the aid system, and to advocate for improved medical treatments and protocols.

In 1999, MSF received the Nobel Peace Prize.
The Michigan Eye-Bank is a subsidiary of Midwest Eye-Banks, a charitable, not-for-profit organization dedicated to the restoration of sight. We recover, evaluate and distribute human eye tissue for transplantation.

As part of our mission, we support preliminary research into the causes and cures of blinding eye conditions. Through public and professional education programs, we encourage people to learn about eye, organ and tissue donation. We believe education is the key to making an informed decision about donation, and is also an important way for us to secure funding for the community services we provide.

We also provide humanitarian aid to those unable to afford transplantation procedures, both at home and abroad, by waiving our service fees when a charitable need exists.
## Rubric

### Cognition: Thinking Behind the Work

<table>
<thead>
<tr>
<th>Weight</th>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Expected</th>
<th>Good</th>
<th>Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.00%</td>
<td>0 to 59 % Research of product attributes and benefits was not thorough nor completely conducted. The work lacked fresh insight and understanding of the intended target. The message is not clear resulting in a poor advertising idea.</td>
<td></td>
<td></td>
<td>60 to 69 %</td>
<td>70 to 79 % Research of product attributes and benefits resulted in a basic understanding of the intended target. The message is not clear nor evident and resulted in a fair advertising idea.</td>
<td>80 to 89 % Research of product attributes and benefits resulted in a solid insight and understanding of the intended target. The message is ordinary and resulted in a common advertising idea.</td>
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<td>70 to 79 %</td>
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<td>80 to 89 %</td>
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<td>90 to 100 %</td>
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### Creativity: Concept, Process and Ideation

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<tr>
<th>Weight</th>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Expected</th>
<th>Good</th>
<th>Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.00%</td>
<td>0 to 59 % Disregarded the required teamwork and process steps of the project. This includes minimal amount of thumbnails, layouts, headlines, and copywriting and lack of revisions.</td>
<td></td>
<td></td>
<td>60 to 69 %</td>
<td>70 to 79 % Utilized the process skills required throughout the project, but never went above and beyond the requirement. Teamwork was not as strong a needed and resulting solutions are average. This</td>
<td>80 to 89 % Solid understanding of the teamwork and process skills required and concept exploration required for good work. Did more than was asked for and achieved good results. The final creation solution has a</td>
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<td>70 to 79 %</td>
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</table>

**Name**: Copy of DAD234 Grading Rubric Master

**Description**: 

**Rubric Detail**
<table>
<thead>
<tr>
<th>Rubric</th>
<th>amount of thumbnails, layouts, headlines, and copywriting and lack of revisions.</th>
<th>includes thumbnails, layouts, headlines, and copywriting and only “asked for” revisions.</th>
<th>solid idea and communicates the product benefit. This includes thumbnails, layouts, headlines, and copywriting and required revisions.</th>
<th>The final creative solution has an extremely unique idea consistent with the insight and communicates the product benefit. This includes thumbnails, layouts, headlines, and copywriting and extensive revisions.</th>
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<tr>
<td><strong>Craftsmanship:</strong> Technical, Design and Copywriting</td>
<td>0 to 59 %</td>
<td>60 to 69 %</td>
<td>70 to 79 %</td>
<td>80 to 89 %</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
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<td>25.00%</td>
</tr>
<tr>
<td><strong>Craftsmanship: Technical, Design and Copywriting</strong></td>
<td>0 to 59 % The intended idea is not executed properly. The design, typography and copy is not completed and lack any attention to detail. The work is unacceptable in spelling, grammar, digital skills, photography, illustration, typography, retouching, use of materials, cutting, trimming, and mounting.</td>
<td>60 to 69 % The execution of the idea is unresolved and unsettling. Design, typographic and copy issues have not been resolved and more work is needed. The work has many imperfections in spelling, grammar, digital skills, photography, illustration, typography, retouching, use of materials, cutting, trimming, and mounting.</td>
<td>70 to 79 % The execution of the idea is average. Design, typographic and copy issues should have been further explored. The work has minor imperfections in spelling, grammar, digital skills, photography, illustration, typography, retouching, use of materials, cutting, trimming, and mounting.</td>
<td>80 to 89 % The execution of the idea is appropriate, but not completely unique. Design, typographic and copy issues were explored and appropriate solutions applied, however the execution could be pushed further with more attention to finish quality and details. The work is well crafted including spelling, grammar, digital skills, photography, illustration, typography, retouching, use of materials, cutting, trimming, and mounting.</td>
</tr>
</tbody>
</table>
### Presentation and Documentation

<table>
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<tr>
<th>Weight</th>
<th>25.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 59 %</td>
<td>The assignment presentation was not completed and unacceptable. Missed deadlines, was not engaged in class discussions and critiques, and did not deliver was asked for. Is an extremely difficult team member, not open to criticism and did not apply comments or resolve issues. Process book was not completed or is unacceptable. Required files are not saved to course content collection on Blackboard.</td>
</tr>
<tr>
<td>60 to 69 %</td>
<td>The assignment presentation needs work. Missed deadlines, was not engaged in class discussions and critiques, and delivered part of what was asked for. Is a difficult team member, not open to criticism and did not apply comments or resolve issues. All materials are compiled into a passable process book, however there are major design issues. Most, but not all, required files are saved to course content collection on Blackboard.</td>
</tr>
<tr>
<td>70 to 79 %</td>
<td>The assignment is presented in an ordinary way. Met most deadlines, engaged in most class discussions and critiques, and delivered more than what was asked for. Is a competent team member, takes criticism in a professional manner and but did not always apply comments or resolve issues. All materials are compiled into a passable process book, however there are major inconsistency issues. Most, but not all, required files are saved to course content collection on Blackboard.</td>
</tr>
<tr>
<td>80 to 89 %</td>
<td>The assignment is presented in an effective way. Met the deadline, engaged in class discussions and critiques, and delivered more than what was asked for. Is a good team member, takes criticism in a professional manner and made positive changes to the work. All materials are compiled into a well-designed and organized process book, however there are minor inconsistency issues. All required files are saved to course content collection on Blackboard.</td>
</tr>
<tr>
<td>90 to 100 %</td>
<td>The assignment is presented in an entertaining and effective way. Met all deadlines, attended all required meetings, engaged in class discussions and critiques, and delivered more than what was asked for. Is an effective team member, takes criticism in a professional manner and made positive changes to the work. All materials are compiled into an extremely well designed and organized process book. All required files are saved to course content collection on Blackboard.</td>
</tr>
</tbody>
</table>

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**View Associated Items**
Appendix N
Academic Advising and Registration

We supply everything you need to know from class rosters to entering grades into WebAdvisor, attendance policy, and form information.
# Table of Contents

ACADEMIC ADVISING

THE ACADEMIC ADVISING AND REGISTRATION OFFICE

ADVISOR DIRECTORY

ADVISOR / ADVISEE RESPONSIBILITIES

FACULTY MENTORING

DEPARTMENT DIRECTORY

CURRICULUM REQUIREMENTS

ACADEMIC PROGRESS

ATTENDANCE POLICY

ADDITIONAL SUPPORT SERVICES

PRELIMINARY CLASS ROSTERS AND CLASS ROSTERS

DROPS/WITHDRAWALS/ADDITIONS

CLASSES DROPPED BETWEEN THE 9TH AND 12TH WEEKS OF THE SEMESTER

MID-TERM GRADES

FINAL GRADES

GRADE CHANGE FORMS

DEAN’S LIST

TRANSCRIPTS

GRADUATION

DEFINITIONS

FERPA (PRIVACY) RIGHTS

ACADEMIC ADVISING .................................................. 3
THE ACADEMIC ADVISING AND REGISTRATION OFFICE .................................................. 3
ADVISOR DIRECTORY .................................................. 4
ADVISOR / ADVISEE RESPONSIBILITIES .................................................. 5
FACULTY MENTORING .................................................. 5
DEPARTMENT DIRECTORY .................................................. 7
CURRICULUM REQUIREMENTS .................................................. 8
ACADEMIC PROGRESS .................................................. 9
ATTENDANCE POLICY .................................................. 9
ADDITIONAL SUPPORT SERVICES .................................................. 10
PRELIMINARY CLASS ROSTERS AND CLASS ROSTERS .................................................. Error! Bookmark not defined.
DROPS/WITHDRAWALS/ADDITIONS .................................................. 13
CLASSES DROPPED BETWEEN THE 9TH AND 12TH WEEKS OF THE SEMESTER .................................................. 13
MID-TERM GRADES .................................................. 13
FINAL GRADES .................................................. 14
GRADE CHANGE FORMS .................................................. 14
DEAN’S LIST .................................................. Error! Bookmark not defined.
TRANSCRIPTS .................................................. 14
GRADUATION .................................................. 15
DEFINITIONS .................................................. 15
FERPA (PRIVACY) RIGHTS .................................................. 17
Academic Advising
The College for Creative Studies believes that academic advising is a developmental process that assists students in the clarification of life and career goals. It also provides direction in the development of educational plans for the realization of these goals.

Advising is an ongoing, multi-faceted, planning and communication process designed to clarify and maximize students’ full educational potential. The advising relationship consists of the following characteristics:

- **a caring human relationship** where shared responsibility for continuous, interactive communication occurs between the student and advisor
- **a source of accurate and up-to-date information** about educational options, curriculum requirements, scheduling and interpretation of CCS policies and procedures
- **a resource for referrals** in order to direct students to campus services and/or community resources needed to meet the students’ individual educational needs
- **a focus on human growth** which underscores the developmental approach that is used to help students clarify their values and goals for a better understanding of themselves
- **a resource for continual monitoring** and evaluation of the student’s educational progress

The Academic Advising and Registration Office
Students are assigned to staff advisors according to major, who are located in the Academic Advising and Registration Office (AARO). Staff advisors provide a range of academic advising services, which include assistance with course selection, providing course equivalency guides for local colleges, resolving transfer credit issues, etc. Students are encouraged to meet with a staff advisor each semester, especially for course selection in preparation for registration. Advisors want to make sure that students are taking courses that are required for graduation and that meet their educational goals.

Students considering a complete withdrawal from college, have questions about CCS credit or transfer credit, need information about transferring to a different department, etc., should call 313.664.7672 to make an appointment to see a staff advisor. Walk-ins are also welcome. Staff advisors are available to provide advising services year round.

How it all works…

Each semester, staff advisors in the AARO will review the Academic Evaluations of all registered students. If it is determined that the student is not making progress toward his/her degree in a satisfactory manner or appears to be “off track” with meeting course requirements, an academic advising hold will be placed on the student’s record. The student will receive a letter from the advisor indicating that they must schedule an appointment to meet with the advisor in order to resolve the issue(s). The advising hold is released from the student’s record once they have met with the advisor and the issue(s) have been resolved. **Students are not permitted to register for the upcoming semester until the matter is settled.**

The following page contains a list of the Academic Advisors and their respective majors, phone numbers and emails. Please feel free to contact the appropriate advisor if you would like to discuss attendance or student progress.
## Department Advisor Phone Number

<table>
<thead>
<tr>
<th>Department</th>
<th>Advisor</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Design</td>
<td>Cliff Harris</td>
<td>(313) 664-7403</td>
<td><a href="mailto:charris@collegeforcreativestudies.edu">charris@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Dir. of Multicultural Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td>Andrea Rotter</td>
<td>(313) 664-7832</td>
<td><a href="mailto:arotter@collegeforcreativestudies.edu">arotter@collegeforcreativestudies.edu</a></td>
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<tr>
<td></td>
<td>Academic Advisor</td>
<td></td>
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</tr>
<tr>
<td>Entertainment Arts</td>
<td>Toady Nalls</td>
<td>(313) 664-7875</td>
<td><a href="mailto:tnalls@collegeforcreativestudies.edu">tnalls@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Academic Advisor</td>
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</tr>
<tr>
<td>Fine Arts</td>
<td>Toady Nalls</td>
<td>(313) 664-7875</td>
<td><a href="mailto:tnalls@collegeforcreativestudies.edu">tnalls@collegeforcreativestudies.edu</a></td>
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<td>Academic Advisor</td>
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<tr>
<td>Graphic Design</td>
<td>Toady Nalls</td>
<td>(313) 664-7875</td>
<td><a href="mailto:tnalls@collegeforcreativestudies.edu">tnalls@collegeforcreativestudies.edu</a></td>
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<tr>
<td></td>
<td>Academic Advisor</td>
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<td></td>
</tr>
<tr>
<td>Illustration</td>
<td>Tanecia Nunlee</td>
<td>(313) 664-7405</td>
<td><a href="mailto:tnunlee@collegeforcreativestudies.edu">tnunlee@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>Tanecia Nunlee</td>
<td>(313) 664-7405</td>
<td><a href="mailto:tnunlee@collegeforcreativestudies.edu">tnunlee@collegeforcreativestudies.edu</a></td>
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<td></td>
<td>Academic Advisor</td>
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</tr>
<tr>
<td>Photography</td>
<td>Tanecia Nunlee</td>
<td>(313) 664-7405</td>
<td><a href="mailto:tnunlee@collegeforcreativestudies.edu">tnunlee@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Academic Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Design</td>
<td>Andrea Rotter</td>
<td>(313) 664-7832</td>
<td><a href="mailto:arotter@collegeforcreativestudies.edu">arotter@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Academic Advisor</td>
<td></td>
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</tr>
<tr>
<td>Transportation Design</td>
<td>Andrea Rotter</td>
<td>(313) 664-7832</td>
<td><a href="mailto:arotter@collegeforcreativestudies.edu">arotter@collegeforcreativestudies.edu</a></td>
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<tr>
<td></td>
<td>Academic Advisor</td>
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<td></td>
</tr>
<tr>
<td>Undeclared</td>
<td>Nadine Ashton</td>
<td>(313) 664-7673</td>
<td><a href="mailto:nashton@collegeforcreativestudies.edu">nashton@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Dir. of Advising &amp; Registrar</td>
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<td>Cliff Harris</td>
<td>(313) 664-7403</td>
<td><a href="mailto:charris@collegeforcreativestudies.edu">charris@collegeforcreativestudies.edu</a></td>
</tr>
<tr>
<td></td>
<td>Dir. of Multicultural Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Important Numbers in Academic Advising and Registration

- Karen LaDucer                | (313) 664-7671 | kladucer@collegeforcreativestudies.edu       |
- Lauren Rossi                 | (313) 664-7674 | lrossi2@collegeforcreativestudies.edu        |
- Gail Urban                   | (313) 664-7672 | gurban@collegeforcreativestudies.edu         |

**Office Number:** (313) 664-7672  
**Fax Number:** (313) 664-7499
**Advisor Responsibilities**
- Enforce CCS policies, procedures and guidelines
- Accurately document student progress toward meeting their educational goals.
- Inform students of their progress level every semester.
- Assist students with options for achieving their educational goals, when asked.
- Maintain confidentiality
- Provide accurate information and rationale regarding curriculum, resources and requirements
- Provide guidance with decision making, but not make decisions for the student.
- Help students develop an academic plan that is geared toward their interests, goals, abilities and values, yet following the guidelines of the curriculum.
- Assist students in choosing appropriate majors/minors and concentrations
- Refer students to their department mentor, faculty or Department Chair when appropriate.
- Be available during office hours by appointment and via email.
- Inform students of special services available to them for academic assistance, tutoring, personal counseling, and other support services.
- Develop a caring relationship with advisees.

**Advisee Responsibilities**
- Check CCS email often for updates related to academics, career and CCS community.
- Read all Advising or Registration related materials sent via email or standard mail.
- Discuss academic plans with their advisor
- Become aware of the CCS Policies, requirements, procedures and resources
- Follow-up on referrals and communicate the outcome with their advisor
- Know how to access their degree audit (academic evaluation) and curriculum chart online.
- Know their FERPA (privacy) rights
- Keep all documents provided by their academic advisor, organized and available to access for future appointments or registration purposes.
- Accept responsibility for their decisions.
- Be on time for appointments.
- Access the academic calendar for upcoming dates and deadlines!
- Check midterm and final grades online
- Complete all Advising/Registration forms with accurate information (name, student ID, course codes, etc.)
- Establish communication, meet and build relationships with instructors, faculty mentors and department chairs.
- Inform their advisor and faculty of life situations that may affect their class schedule and/or academic plans: work load, job/family responsibilities, learning or physical challenges, etc.

**Faculty Mentoring**
Merriam Webster's Collegiate Dictionary, 10th Edition, defines a mentor as “a trusted counselor or guide”. The purpose of providing mentoring services for CCS students is to enhance the educational experience and provide direction in regard to artistic development and growth.

Department Chairpersons and Faculty serve as mentors to students. The role of the mentor is to provide information regarding the curriculum, career guidance and industry trends, review the quality and/or progress of students’ art work, discuss personal issues and needs, refer students to campus services as needed, and review portfolios.
Students are expected to meet with their assigned mentor at least twice per semester. If you meet with your mentor in a one-to-one meeting, you should receive a copy of the Record of Mentoring Meeting form. (As with advising, please play close attention to any recommendations made by your mentor and make sure you follow up with them.)

Because the academic departments vary in size, some mentoring activities may take place in group settings. It is recommended that you participate in these sessions, as the information provided will be of benefit to you and your success as a CCS student.

**Mentor Responsibilities**

In order for mentors to be effective, they must:

- Have a working knowledge of their own department’s curriculum
- Be knowledgeable of Foundation courses as related to degree requirements
- Be knowledgeable of Liberal Arts requirements
- Have a working knowledge of industry trends and career options
- Have a basic knowledge of CCS student services and resources
- Be caring individuals who are genuinely concerned about the success of students

In addition, mentors should be able to:

- Help students define and develop realistic educational career plans and assist them in identifying career opportunities
- Assist students in planning and provide direction consistent with their abilities and interests
- Inform students of the nature of the mentoring relationship
- Discuss and reinforce the linkage and relationships between the instructional program and occupational/career goals
- Develop a caring relationship with their “mentees”

**“Mentee” Responsibilities**

The following are responsibilities of students in regard to mentorship:

- Make sure your mentor has your current address, phone number and/or e-mail address.
- Show up for scheduled appointments. If you cannot keep a scheduled appointment, as a courtesy, please call your mentor or Department Administrator and let him/her know that you will need to reschedule your appointment.
- Communicate issues or concerns with your mentor. He or she may be able to help resolve the matter, or refer you to someone else who can.
- Don’t be afraid to ask for help when you need it.

**Mentor Assignments**

Department Chairpersons and Administrators determine mentor assignments. If for some reason, you are unhappy with your assigned mentor, you have the right make a request to be reassigned to a different faculty person.
DEPARTMENT DIRECTORY

Advertising Design, Taubman Center., 8th floor, Room 830
Mark Zapico – Chair, ph (313) 664-1667
Kreed Lile – Department Administrator, ph: (313) 664-1665

Entertainment Arts, Walter B. Ford Bldg., 3rd floor, Room 300
Joshua Harrell– Interim Chair, ph (313) 664-7699
Dayna Davis – Department Administrator, ph: (313) 664-7698

Art Education, Kresge-Ford Bldg., 2nd floor
Nancy Lausch – Chair, ph. (313) 664-7484
Barbara Lemaux– Department Administrator, ph: (313) 664-7419

Crafts, Kresge-Ford Bldg., 2nd floor
Tom Madden – Chair, ph: (313) 664-7627
Sara Abbate – Department Administrator, ph: (313) 664-7446

Fine Arts, Kresge-Ford Bldg., 2nd floor, Room B209
Gilda Snowden – Interim Chair, ph: (313) 664-7488
Lisa Rigstad – Department Administrator, ph: (313) 664-7655

Foundations, Walter B. Ford Bldg., 2nd floor, Room W206
Robert Schefman – Chair, ph: (313) 664-7694
Susan Puzniak, ph: (313) 664-7695

Graduate Studies, Taubman Center, 9th floor, Room 902
Joanne Healy– Director, ph: (313) 664-1474
Jill Davis– Coordinator, ph: (313) 664-1472
Sherry Fredericks–Department Administrator, ph: (313) 664-1475

Graphic Design, Taubman Center., 8th floor, Room 830
Doug Kisor – Chair, ph: (313) 664-1646
Kristin Koch – Department Administrator, ph: (313) 664-1645

Illustration, Walter B. Ford Bldg., 3rd Floor, Room 304
Don Kilpatrick – Chair, ph: (313) 664-7603
Terry Neubacher – Department Administrator, ph: (313) 664-7602

Interior Design, Taubman Center, 10th floor, Room 1025
Sandra Olave – Chair, ph: (313) 664-1636
Karen Heining– Department Administrator, ph: (313) 664-1600

Liberal Arts, Kresge-Ford Bldg., 2nd floor, Room C207a
Lisa Catani– Interim Chair, ph: (313) 664-7635
Barbara Lemaux– Department Administrator, ph: (313) 664-7640

Photography, Kresge-Ford Bldg., 2nd Level
Bruce Feldman – Chair, ph: (313) 664-7829
Lisa Rigstad – Department Administrator, ph: (313) 664-7655

Product Design, Taubman Center, 10th floor, Room 1025
Vincenzo Iavicoli – Chair, Product Design, ph: (313) 664-1621
Colleen Gillies-Golden – Department Administrator, ph: (313) 664-1626

Transportation Design, Taubman Center, 10th floor, Room 1025
Tom Roney– Interim Chair, Transportation Design, ph: (313) 664-1601
Karen Heining – Department Administrator, ph: (313) 664-1600
CURRICULUM REQUIREMENTS

All undergraduate students are required to complete a minimum of 126-127 credits for the Bachelor of Fine Arts degree. Course requirements vary for each major. The curriculum is made up of 1 orientation credit, 18 credits of Foundation courses, 42 credits of Liberal Arts courses, 60 credits of studio courses, and 6 credits of general electives (depending on your major, this number may vary). An outline of the general curriculum is as follows:

A. CCS First Year Experience course (1 credit hour)

B. Foundation courses (18 credits total)
   1) Courses begin with a DFN prefix

C. Liberal Arts courses (42 credits total*)
   1) DAS – General Liberal Arts courses
   2) DAH – Art History
   3) DEN – English
   4) DFS – Freshmen Seminar
   5) DHS – History
   6) DLE – Liberal Arts Elective
   7) DNS – Natural Science
   8) DPL – Philosophy
   9) DSS – Social Science
  10) DVC – Visual Culture

D. Studio courses (60 credits total*)
   1) Advertising Design: DAD
   2) Art Education: DAE
   3) Automotive Design: DAU
   4) Entertainment Arts: DMA
   5) Crafts: DAF (art furniture), DCE (ceramics), DFD (fiber design), DGL (glass), DME (metals and jewelry), DWD (wood), DCR (Interdisciplinary)
   6) Fine Arts: DFA
   7) Foundation: DFN - Foundation courses
   8) Graduate: DGR, GRD – Graduate Design, GRT - Graduate Transportation
   9) Graphic Design: DGD
  10) Illustration: DIL
  11) Interior Design: DIN
  12) Photography: DPH
  13) Product Design: DPR
  14) Transportation Design: DTR

E. Electives: (6 credits total*)
   - An elective course can be one offered in your department, but not required for your major. You can also take Liberal Arts courses or courses from other majors as electives. You may have to obtain permission from other departments in order to take a course as an elective.
   - Note: Permission slips are needed in order to register for restricted courses. They are located in the Registration office and in the Academic Advising and Counseling Center.
Minors
Students may minor in any department. The number of credits required for a minor is 18 to 24, depending on the department. In Liberal Arts, a student may minor in Art History (18 credits), Art Therapy (18 credits), Critical Theory (18 credits) or Visual Culture Studies (18 credits). Please contact the Liberal Arts Department at (313) 664-7640 regarding minors in these areas.

In order to declare a minor, students must complete the Declaration of a Minor Form and meet with the Department Chairperson. During this meeting, the student and the Department Chairperson will determine courses planned for the minor. The completed Declaration of a Minor Form must be forwarded to the Academic Advising and Registration Office for processing.

AICAD Mobility Program
Junior and senior level students with at least a cumulative GPA of 2.70, can apply for a semester of study at one of the participating AICAD Mobility Program colleges across the country, including the New York Studio Residency Program. (NOTE: Seniors cannot participate in the Mobility program during their final semester of study.) Students may obtain information about this program in the Academic Advising and Registration Office. Students should plan to begin the application process by March 1st and October 1st. The completed application deadline for enrollment during the Fall semester is March 26th; October 20th for the Winter semester. There are no exceptions to these deadlines.

Study Abroad Program
Study abroad opportunities are available through International Student Services. Students are encouraged to participate in the Study Abroad Program during their junior year or first semester of senior year. This program allows students to experience life and learning in other countries. Students who are interested should contact the International Student Advisor at (313) 664-7428.

A FEW IMPORTANT POLICIES…

SATISFACTORY ACADEMIC PROGRESS / PROBATION / SUSPENSION / READMISSION
To be considered making satisfactory academic progress toward a degree, a student must maintain a cumulative minimum grade point average (2.0) and a minimum cumulative course completion rate (2/3). Progress will be evaluated at the end of each semester. Students who fail to make satisfactory academic progress will be placed on academic warning. If a student fails to make satisfactory academic progress the following semester, that student is suspended. Students suspended from the College may apply for re-admission after completing the equivalent of one full time semester (12 credits) with a minimum C (2.0) average at another accredited college. The student should contact a staff advisor regarding recommendations for transfer credit. The applicant must submit an official transcript and a new portfolio to the Admissions Office to be considered for re-admission.

ATTENDANCE POLICY
Students are expected to attend every class. Attendance is taken at the beginning of each class. Students arriving 5 to 20 minutes late for any class are considered tardy. Three tardies equal one unexcused absence.

Arriving more than 20 minutes late or missing an entire class is considered an absence. This applies to all classes, regardless of class length, whether they are a 1.5 hour, 3 hour or 6 hour session.

Students who arrive late, do not return to class after break, or who leave early without the instructor's permission may be counted absent.

Three unexcused absences may result in the reduction of one whole grade from the earned grade. Four unexcused absences may equal failure in the course.
An absence may be excused if there is a medical reason, family emergency or extenuating circumstances beyond the student's control. Students seeking an excused absence may take their documentation to the Academic Advising and Registration Office (AARO). The AARO will send a written notice to the student's instructor(s) and department administrator notifying them that the documentation is on file. The final determination of whether an absence(s) will be excused is left to the discretion of the student's instructor(s).

ADDITIONAL STUDENT SUPPORT SERVICES

Academic Affairs Office
Taubman Center, Room 902
Vince Carducci, Dean of Undergraduate Studies, ext. 1488
Sooshin Choi, Provost, ext. 1486
Katie Pasciolla – Executive Assistant, ext. 7410
Sharon Procter, Associate Provost of the College, ext. 1487

Academic Assistance - The Student Success Center
Kresge-Ford Building, Room B204, ext. 7680
Arlene Lecours, Director
Rebecca Moore, Assistant Director
Katherine Naini, Learning Center Specialist

The Student Success Center (SSC) is a free resource for all students and provides academic assistance; computer facilities and study space. One-on-one tutoring is available for virtually all classes – all majors, Liberal Arts, and Foundations. The SSC is staffed by three full-time higher education specialists and by peer tutors who are upper-level students (Junior and Senior experts in their majors).

One of the major areas of assistance is writing support and is available for all types of materials from research papers, short stories and essays to artist statements, reviews and resumes. In addition, the Writing Studio brings CCS English faculty together with students during lunchtime.

The SSC also serves as the advocacy resource for students with disabilities. Once students identify and document their disabilities, our Learning Specialist will meet with them to help develop plans to manage their new college responsibilities. Students with disabilities may use the SSC as an alternative location for test-taking.

Throughout the semester, the SSC provides workshops which focus on various student-centered academic issues like time-management, reading comprehension, study skills, note-taking, and plagiarism. These workshops are generally scheduled at lunchtime for all students to participate.

Faculty is encouraged to refer students. Appointments are encouraged if students want to meet with one of the full-time staff. General hours for the SSC are 9AM-5PM Monday through Friday.
Financial Aid Office
Yamasaki Bldg., 1st floor
Financial Aid, grant and scholarship information, loans, work study program

Dorin Campbell – Financial Aid Counselor, ext. 7497
Cozette Walker-Richardson – Financial Aid Counselor, ext. 7493
Kristin Moskovitz – Director, ext. 7496

Career Services
Yamasaki Bldg, 2nd Floor, ext. 7690
Terese Nehra, Director, ext. 7677
Kirsten Huff, Assistant Director, ext. 7878

Career Services is available to support students in their search for full-time, part-time, freelance and summer positions. Career Services promotes professional development through a variety of workshops and on-campus recruiting efforts. These efforts help prepare students for careers and give them the opportunity to interview with prospective employers. The director and assistant director of Career Services work closely with the academic departments to coordinate and administer the Internship program. Students participating in an internship for which they register earn college credit while gaining invaluable industry experience. For additional information, call 313.664.7690.

International Student Services
Yamasaki Bldg, 2nd Floor, ext. 7428
Jennifer Dickey, Director, International Student Services, ext. 7428
Denise Dooley, Academic Advisor for International Students and Graduate Students, ext. 7448

Students needing assistance with issues of immigration, curriculum or practical training, and Study Abroad programs can contact the International Student Advisor at 313.664.7428.

Personal Counseling Services and Student Support Groups
Office of Student Affairs
Yamasaki Bldg, 2nd Floor
Melanie Martin, Personal Counselor, X7838
Valerie Weiss, Personal Counselor, X7852

Personal counseling services and student support groups are other resources available to students in the Office of Student Affairs. Master’s level, licensed, professional counselors are available to provide counseling services to students. Walk-ins are accepted, but appointments are preferred. Students who require services that are more involved may be referred to off campus resources.

Students interested in connecting with other students dealing with personal, social or artistic issues are encouraged to join or start a student support group to share their frustrations, concerns or interests. A member of the counseling staff can facilitate the support groups or students can run them exclusively.

Multicultural Affairs Office
Yamasaki Building, 1st Floor, ext. 7403
Cliff Harris, Director

The Multicultural Affairs Office is located in the Academic Advising and Counseling Center. Student guidance, mentorship, and supplemental advising support services are available for all students. The Director serves as a student supporter, mentor, and offers advice on all aspects of adjusting to and succeeding at CCS. The Director also serves as the staff advisor for student organizations including B.A.R.T. (Black Artists Researching Trends) and M.S.C. (Multicultural Student Collective), as well as coordinates student, staff and faculty events, study workshops, and drawing clinics.
TAKING ATTENDANCE

Attendance is required at the College for Creative Studies. Entering your attendance roster electronically via WebAdvisor is mandatory and should be completed by the assigned deadline each semester. Follow the below process to enter your attendance roster electronically.

- Attendance is required weekly through WebAdvisor, https://helena.collegeforcreativestudies.edu
- Log in with your username and password, and then click on Faculty, then Attendance Roster.
- Select the name of the course you are instructing.
- Select the date of the class period that you are taking attendance for.
- Enter attendance accordingly for each student, for each class period:
  - P = Present
  - T = Tardy
  - A = Absence
  - E = Excused Absence
- Hint: At the bottom of the page, you can click “all present” to mark everyone as present and then go back up to mark the few that are Tardy or Absent.
- Click the submit button to enter the attendance.
- Once you have submitted the attendance record, you may click on the date to “hide” that particular date so that you do not re-enter attendance information for that day. You may re-display hidden dates should you wish to go back and see hidden dates by clicking the “redisplay hidden dates” box at the bottom of the screen.
- For any official CCS holidays such as Thanksgiving, Spring Break, or MLK Jr. Day attendance is not required. Leave those days blank.
- For a six hour studio, if a student misses half the course please mark absent, then write comments in the comment section (eg. Student attended half the class).

CLASS ROSTER

- Class rosters may be viewed through WebAdvisor. The class roster keeps a running tally of attendance. You will see a total of how many “Present” or “Absent” classes students had by roster.
- Log in with your username and password, and then click on Faculty, then Class Roster.
Please use WebAdvisor as your official record of attendance. For the Fall 2014 semester, a paper copy of the final attendance rosters will be run as a courtesy on Thursday, September 11, 2014. The paper copy will include all students officially registered in your class(es). Thereafter, you will receive weekly email reports of students who have officially dropped your class(es). No additions or section changes are allowed after Wednesday, September 10, 2014. Students may drop a class up until Monday, December 1, 2014.

Please call me with any questions at (313) 664-7673 or via email at nashton@collegeforcreativestudies.edu. Thank you for your cooperation in entering attendance on a weekly basis.

DROPS/WITHDRAWALS/ADDITIONS

Students may withdraw from a class, add a class or change a section by using the blue Drop/Add form. The student must complete the form and obtain the signature of their advisor on the form before dropping the course in the Academic Advising and Registration Office. Adding classes or changing sections is not permitted after the 1st week of class. Dropping/withdrawing from a class is permitted until the 12th week of class. Students may not withdraw from class after the 12th week of the semester. Students are not officially withdrawn from a class unless they come in person to the Academic Advising and Registration Office with the properly completed paperwork in order to complete the withdrawal procedure. A verbal notification to the instructor is not sufficient.

CLASSES DROPPED BETWEEN THE 9TH AND 12TH WEEKS OF THE SEMESTER

As indicated above, on the blue Drop/Add form, students must obtain the signatures of their advisor. After doing so, either the Academic Advisor may process the drop form or the Registration Coordinator. The student must bring the drop form to the Academic Advising and Registration Office before the end of the 12th week of classes. NO CLASS MAY BE DROPPED AFTER THE 12TH WEEK OF THE SEMESTER. See * below.

MID-TERM GRADES

The Academic Advising and Registration Office distribute mid-term grade reminder memos to the departments during the sixth (6th) week of the semester. The Department Administrators distribute the reminder memos to the instructors. Keep in mind that if you teach in more than one department you will have grade rosters in your mailbox in each department.

Mid-term grades are due online the Wednesday of the 8th week of classes. Mid-term grades are available to students through WebAdvisor at the end of the eighth (8th) week of classes.

Instructors are obligated to assign a mid-term grade to each student who is listed as still registered for their class. If a student is listed as anything other than “D” on your roster (under the A/D column of the roster), the student is still officially registered for your class and you MUST assign a grade.

Valid mid-term grades are: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

You may not assign the I or W grade at mid-term! We do not award A+ grades or F+, F-grades!

Mid-term grades are a progress report only; they do not affect a student’s grade point average. However, these grades are an essential component in the advising process. Immediately after mid-term grades are made available to students, the Academic Advising and Registration Office forwards provides the advisor a copy of their advisees’ mid-term grades, along with an updated credit evaluation and degree audit. Advisors then schedule advising appointments to discuss the student’s progress and to plan the student’s course selection for the upcoming semester.
**FINAL GRADES**

The Academic Advising and Registration Office will send out final grade reminders on the Monday of the 13th week of the semester (students are not permitted to withdraw after the 12th week of classes). The final grade reminders are distributed to the Department Administrators who distribute the reminders to the instructors. Again, keep in mind, if you teach in more than one department you will have grade reminders in your mailbox in each department.

Final grades are due on-line through WebAdvisor the Monday after the last day of classes for the semester. Final grades are made available to students on WebAdvisor the Wednesday after the last day of classes for the semester.

Instructors are obligated to assign a grade to each student who is still registered for their class. If a student is listed as anything other than “D” on your roster (under the A/D column of the roster), the student is still officially registered for your class and you MUST assign a grade.


*W grades are awarded when a student withdraws during the second through the fourth week of class

**When a student withdraws from a class after the 4th week of classes, the Academic Advising and Registration Office assigns the student a grade of WN.

**A grade of I (incomplete) should only be given rarely, when a student has encountered an unusual situation that prevented him/her from completing a SMALL portion of the semester’s work. Incomplete (“I”) grades should NOT be assigned to a student if a student has stopped coming to class or has missed several assignments. If you have given a grade of “I” to a student in your class, you must also submit an INCOMPLETE GRADE VERIFICATION FORM in addition to inputting an “I” grade in the WebAdvisor system. You and your department chair must sign this form before its submission. This form is available from your Department Administrator or from the Academic Advising and Registration Office. Grades of “I” automatically revert to “F” if the instructor has not submitted a grade change form by the end of the next full semester.

**GRADE CHANGE FORMS**

Instructors may change a student’s grade. The reason for this change may be due to completion of work from the previous semester (grade of “I” being changed to a letter grade) or a review of the student’s work which resulted in a different grade. Instructors, Department Administrators or the student may pick up this form from the Academic Advising and Registration Office. However, only the instructor may return the form to the Academic Advising and Registration Office. The instructor and department chair must sign the form. Instructors must provide complete and accurate information to insure quick processing.

**DEAN’S AND PRESIDENT’S LISTS**

Students who complete a minimum of 12 credits during any semester and who attain a grade point average of 3.50 to 3.799 are placed on the Dean’s List. Students who achieve a GPA of 3.80 or above are placed on the President’s List. A notation will be placed on the student’s transcript for each semester that Dean’s List status is achieved. Students on the Dean’s or President’s List for two consecutive semesters will receive a letter of acknowledgement from the Office of Academic Affairs.

**TRANSCRIPTS**

Students may request a copy of their transcripts by coming to the Academic Advising and Registration Office and completing a Transcript Request Form. No one other than the student may request that student’s transcript. The student’s signature must accompany each request. There is a $5.00 charge for each transcript.
GRADUATION

Commencement ceremonies are held in May and December. Students who complete their requirements by the end of the Summer or Fall semesters may participate in the December commencement ceremony or the May ceremony if they prefer. Students who complete their requirements at the end of the Winter semester may participate in the May ceremony.

Each Fall and Winter semester, students who expect to graduate must visit the Academic Advising and Registration Office to complete an Application for Graduation and pay a $100.00 fee to the cashier before the end of the 4th week of the semester. Applications for Graduation submitted after the 4th week but before the end of the 8th week of the semester must be submitted with a $125.00 fee. **No Application for Graduation will be accepted after the 8th week of the semester.** Students who expect to complete their graduation requirements by the end of the summer term must submit their Application for Graduation along with a $100.00 fee no later than the 4th week of the summer term.

DEFINITIONS

**Waived course** – a class may be waived by the department chair only. Waiving a course means only that the specific course is waived, not the credits attached to that course. The student must still plan to take a class to fill the credit deficiency.

**Academic Advisor** – each student is assigned an academic advisor by major through the Academic Advising and Registration Office. Advisors assist students in course selection and other academic planning. Advisors will document their meeting with the student after each meeting with an advisee. Students who are identified as not making satisfactory progress toward their degree will receive a letter from the Academic Advising and Registration Office indicating that an “advising hold” has been placed on their record and that they must make an appointment with their assigned advisor to address the issue(s). In addition, personal counseling is available to students for issues of a personal nature through the Student Affairs Office. The college also offers tutorial and other assistance through its Student Success Center. Students are, however, ultimately, responsible for tracking their own progress toward completion of degree requirements.

**Schedule Book** – each semester and summer term the Academic Advising and Registration Office produces the schedule book. The schedule book contains the academic calendar, registration, tuition/fees and financial policies and procedures as well as provides a listing of courses offered during that semester.

**Academic Evaluation**– is a computerized outline of a student’s course requirements for graduation. The academic evaluation displays grades, credits earned, credits in progress and credits yet to be taken. This is an excellent document for a student to determine progress towards graduation.

**Prerequisite** – a course which must be taken before taking another course.

**Concurrent course** – a course that must be taken at the same time as another course.

**Cross-listed course** – a course that is offered at the same day and time as another course and has been “tied” together so the instructor teaches it as one. For example a DFA 485 (Fine Arts) Special Projects course may be offered the same day and time as a DPH 485 (Photography) Special Projects course so that both Fine Arts and Photo students may take the same class.

**Restricted course** – a course which is restricted to Major (e.g., Crafts, Photography) and/or restricted to class (e.g., Junior, Senior).

**Satisfactory Academic Progress (SAP)** – to be considered making satisfactory academic progress toward a degree, a student must maintain a minimum grade point average (2.00), a minimum course completion rate (66% of credits taken in a semester) and satisfactorily pass their department review.
Additional information is available in the college catalog or from the Academic Advising and Registration Office.

**Forms** (most forms are available in the Academic Advising and Registration Office or on Blackboard)

**Registration Form** – a gold colored form which the student completes with directory/demographic information as well as course selection information. The student may complete this form and submit it to the Academic Advising and Registration Office for processing. Students may also register online via the WebAdvisor portal.

**Registration Permission Form** – a pink half-sheet form that requires the signature of the Department Chair or administrator, granting a student permission to register for a course which is filled or which has some restriction.

**Drop/Add Form** – a blue colored form that the student must complete in order to begin the process of dropping (withdrawing) or adding a course. The form requires the signature of both advisor and student. Withdrawals are not permitted after the 12th of class.

**Curriculum Change Form** – a form completed by the Department Chair to alter a student’s curriculum in some way. The completed form is submitted to the Academic Advising and Registration Office for processing.

**Department Declaration Form** – a form with which an Undeclared student declares their major. The accepting department chair must sign the form, indicating acceptance of the student’s portfolio into the department and placing studio credit. Upon receipt of this form, the Academic Advising and Registration Office will update the student’s record.

**Department Transfer Form** – a form with which a student may transfer from one department to another. The student must present their portfolio to the proposed new department for acceptance. The new department chair will sign and date the form, which indicates acceptance of the student into the major and confirm placement of studio credit.

**Declaration of Minor Form** – a form with which a student may declare a minor. Currently, students may minor in any of the other departments or in Art History, Art Therapy, Critical Theory, or Visual Culture Studies.

**Student Support Services Referrals** – a CONFIDENTIAL referral form completed by a student’s advisor, instructor or department chair. This form is available from the Academic Advising and Registration Office.

**Complete Withdrawal Form** – if a student intends a complete withdrawal from CCS for the semester they must meet with an advisor in the Academic Advising and Registration Office and then with a Financial Aid Officer for an exit interview. The Academic Advising and Registration Office completes the Complete Withdrawal Form and distributes it to all concerned departments.

Updated on 8/12/14
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):
QUICK AND DIRTY FACTS

- FERPA stands for Family Educational Rights and Privacy Act. It essentially means that student educational records are protected and that students have rights associated with the maintenance and disclosure of information in their records.

- FERPA covers privacy related to grades and includes test scores, comments, evaluations and similar assessments about a student, maintained by an instructor, counselor or any other school official.

- FERPA prohibits any person connected with the institution—including administrators and faculty—from improperly disclosing student information.

- Students may authorize the release of their educational records through written documentation—but only the student has the exclusive right to decide whether or not to authorize the release.

- Students must sign an authorization form, even when disclosing their educational record to their parents.

- Access and privacy of a student’s educational records continues even after they graduate or leave the institution.

The Family Educational Rights and Privacy Act Informational Guidelines

What is FERPA?
The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.
What rights does FERPA afford students with respect to their education records?

- 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 written requests to the Academic Advising and Registration Office and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained in the Academic Advising and Registration Office, the student will be notified of the correct official to whom the request should be addressed.

- The right to request an amendment to the student’s education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the Academic Advising and Registration Office, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of the hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university 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 name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Ave., SW
  Washington, D.C. 20202-5920

Who is protected under FERPA?

Students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency. Students who have applied but have not attended an institution and deceased students do not come under FERPA guidelines.

Parents of students termed as “dependent” for income tax purposes may have access to the student’s education records. A copy of the parent’s most recent Federal Income Tax return, where the parents declared the student as a dependent, must be submitted to the Office of Student Records to document “dependency.”
What are education records?
With certain exceptions, an education record is any record
(1) from which a student can be personally identified and
(2) maintained by the university. A student has the right of access to these records.
Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

What is not included in an education record?
- sole possession records or private notes held by school officials that are not accessible or released to other personnel,
- law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit,
- records relating to individuals who are employed by the institution (unless contingent upon attendance),
- records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment,
- records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution, i.e., alumni records.

What is directory information?
Institutions may disclose information on a student without violating FERPA if it has designated that information as “directory information.” At College for Creative Studies this includes a student’s:
- name,
- address and email address
- telephone number,
- major field of study,
- dates of attendance,
- class level,
- degree/certificates awarded
- schools or colleges attended

How does a student authorize release of their education record in the form of an academic transcript?
Students must authorize the release of their transcript by written request with signature or by completing and signing a transcript request form available in the Office of Registration. There is a $5.00 fee for transcripts. The receipt of a written request with signature to release an education record via fax is permissible.

Who may have access to student information?
- The student and any outside party who has the student’s written request.
- School officials (as defined by the University) who have “legitimate educational interests.”
- Parents of a dependent student as defined by the Internal Revenue Code.
- A person in response to a lawfully issued subpoena or court order.
- In response to a health or safety emergency that may jeopardize the health or safety of the student or other persons
When is the student’s consent not required to disclose information?

When the disclosure is:

- to school officials (defined in policy) who have a legitimate educational interest,
- to federal, state, and local authorities involving an audit or evaluation of compliance with educational programs,
- in connection with financial aid; this includes Veterans’ benefits,
- to organizations conducting studies for or on behalf of educational institutions,
- to accrediting organizations,
- to parents of a dependent student,
- to comply with a judicial order or subpoena
- in a health or safety emergency,
- releasing directory information,
- releasing the results of a disciplinary hearing to an alleged victim of a crime of violence.

How will increasing technology impact FERPA on our campus?

The use of computerized record-keeping systems is increasing at a fast pace. We can anticipate that the distribution of electronic data will eventually replace most paper documents and provide much information about students to school officials through desktop terminals. It is the responsibility of each school official to understand their legal responsibilities under FERPA. The same principles of confidentiality that apply to paper records also apply to electronic data.

According to the website: www.insidehighered.com The following are proposed changes to the Federal Education Rights and Privacy Act proposed by the U.S. Education Department:

- Educational institutions must disclose education records to the attorney general in response to an ex parte court order as part of an investigation or prosecution related to potential terrorism.

- The new regulations would permit campus officials to release information they received from a state community notification program about a student registered as a sex offender.

- The proposed rules would extend to contractors, consultants and others who work with a college or school the exception that allows educational institutions to disclose personally identifiable information about a student to school officials who have “legitimate educational interests in the information.”

- The rules would allow a school or college to share information about a student without his or her consent with officials at another institution in which the student has already enrolled.

- The department, citing concerns that “some institutions are under the mistaken impression that FERPA prevents them from providing parents with any information about a college student,” aims to clarify in the proposed regulations that current laws and rules allow colleges to make information available to parents of financially dependent students without their consent, and to any student (even if not he or she is not financially dependent on the parents) under several exceptions to the law.
• Reflecting changing technology, the rules would clarify that students who study online or otherwise are not physically present in the classroom are covered by FERPA. (Existing regulations extend the law to students studying via correspondence, but do not address those who are taught by electronic means.)

• The regulations would clarify that educational institutions can provide personally identifiable information to state auditors without prior consent without violating FERPA.

• The new rules would provide “objective standards” about when colleges and schools can release education records and other information without the consent of students when they have removed all “personally identifiable information.” The regulations, as proposed, would seem to allow for the release of significantly more information that has been redacted, as long as it is not seen as targeted to identify an individual student or does not, in combination with other information that might be requested, allow for students to be identified by name.

• The proposed regulations would bar a college or school from requiring a victim of an alleged sexual offense to agree not to disclose information he or she receives from the institution about the alleged perpetrator as part of a campus disciplinary proceeding. “Some postsecondary institutions have required the accuser to execute a non-disclosure agreement before they disclose the outcome of a disciplinary proceeding for an alleged sexual offense as required under the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act],” the department says in its guidance published today. “The proposed regulations would clarify that postsecondary institutions may not require the accuser to execute a non-disclosure agreement or otherwise interfere with the redisclosure or other use of information disclosed as required under the Clery Act.”

• The rules make clear that, as suggested by a 2002 Supreme Court decision in a case involving Gonzaga University, the department has the authority to investigate possible violations of FERPA even if a complaint by a parent has been withdrawn or no complaint has ever been filed. “[T]he department needs to establish in its regulations that the Office may investigate allegations of non-compliance provided by a school official or some other party who is not a parent or eligible student because sometimes parents and students are not aware of an ongoing FERPA problem that needs to be addressed.”

Source: www.insidehighered.com
Appendix O
CCS Faculty: What can the Student Success Center do for you?
The Student Success Center provides academic support for all students. Hopefully, our services add to making your class a better learning environment. SSC services are free and offer the possibility to:

- boost classroom performance
- develop better learning strategies
- hone study, writing and time management skills

Tutorial help
We offer one-on-one tutorial assistance that is tailored to each individual’s learning style and academic needs. In addition to the three full-time higher education professionals, we hire 20-30 junior and senior “experts” in their majors.

Computer lab
Students have access to PCs and Macs with software specific to their majors.

International students
If a student in your class needs help with English communication, you may recommend that this student meet with us.

Testing space
We can provide an alternate setting for students to take tests privately if they request it or if you believe they may require it for optimum achievement. If you are allowing a student to make up a test, we can work with you to provide time for that student to come and take the test in the Student Success Center.

Workshops to go
We offer a variety of workshops throughout the year for students, including Time Management, Procrastination and Plagiarism. If you would like a specific skill-building workshop for your students, please let us know and we will deliver a short, relevant session to meet your needs.

Struggling students
Students come to the SSC on a voluntary basis, but may be encouraged by faculty to utilize this resource. If a student is having difficulties in your class, contact the SSC or refer the student directly. Use the form available on Blackboard or just email/phone to discuss. The SSC works closely with Academic Advising and other Student Affairs departments to build a network of support for students. Communication between these various parties aids significantly in a student’s success.

Students with disabilities
The SSC’s Learning Specialist serves as the Student Disability Advocate for CCS and manages accommodations for students with disabilities in compliance with federal guidelines. Students bring documentation to the Success Center and you are informed of any accommodations needed for that student to be successful in your class. If a student shares with you that they have a disability, please direct them to our Learning Specialist/ Disability Advocate (313.664.7858).

Student Success Center, C204  Kresge-Ford Building
313.664.7860/313.664.7680
**Students with Disabilities**

The Americans with Disabilities Act 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.

- Do not ask if the student has a disability or share information about a student’s disability with others.
- Ideally, students will disclose before classes begin and contact the Disability Advocate. This is the student’s responsibility.
- The Disability Advocate will notify you via a confidential e-mail of the student’s requested accommodations. By law, this does not include a disclosure of the disability, it only includes the accommodations.
- The student can choose who they disclose to and when. It may be only a few teachers and anytime during the year.
- Accommodations are not retroactive.
- A disability does not mean that a student can’t learn, but that the student does not learn best in the traditional way.
- The accommodations should allow students to perform to the best of their ability. This is different than giving students advantages over others.
- Accommodations do not always mean that the student will be successful, but that they are given the same opportunity to succeed or fail.
- Students must be able to meet technical and academic standards of the program regardless of a disability.
- Disability status does not excuse violation of unacceptable behavior in regard to Student Code of Conduct.
- If any student seems like he/she is struggling in your class, make a referral to the SSC. This may not lead to a disclosure of a disability but it is a first step to additional support.

Remember that strategies that help students with disabilities typically benefit *ALL* of the students in your class.

Questions can be directed to:
Katherine Naini
Student Disability Advocate
313.664.7858 knaini@collegeforcreativestudies.edu
Room C204, Kresge-Ford Building
STUDENT SUCCESS CENTER
FACULTY REFERRAL

Student’s Name: _____________________________________________________________

Class: ___________________________________________________________________

Faculty Member Referring: ________________________________________________

Email or phone #: _________________________________________________________

Department: __________________________________________________________________

Date: ________________________________

Reason for referral:

☐ Content difficulty
☐ Completion of assignments
☐ Quality of work
☐ Comprehension issues
☐ Non-native English speaker
☐ Class Attendance/Tardiness
☐ Test performance
☐ Other _____________________________________________________________

______ I have spoken with student and referred him/her to the SSC.

______ I have not spoken with the student.

Briefly explain your concern(s) about this student:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please return this form to:
Arlene Lecours, Director (alecours@collegeforcreativestudies.edu)
313.664.7680
Student Success Center
C204 Kresge Ford
Universal Design for Learning

**Definition**

Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. Universal design provides equal access to learning, not simply equal access to information. Universal Design allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods.

Although this design enables the student to be self-sufficient, the teacher is responsible for imparting knowledge and facilitating the learning process. It should be noted that Universal Design does not remove academic challenges; it removes barriers to access. Simply stated, Universal Design is just good teaching.

**Who Benefits**

- Students who speak English as a second language
- International students
- Older students
- Students with disabilities
- A teacher whose teaching style is inconsistent with the student’s preferred learning style
- All students

**Principles**

(compiled from The University of Minnesota’s Curriculum Transformation and Disability grant)

- Identify the essential course content
- Clearly express the essential content and any feedback given to the student
- Integrate natural supports for learning (i.e. using resources already found in the environment such as study buddy).
- Use a variety of instructional methods when presenting material
- Allow for multiple methods of demonstrating understanding of essential course content
- Use technology to increase accessibility
- Invite students to meet/contact the course instructor with any questions/concerns

The entire Fast Facts series is available at: http://ada.osu.edu/resources/fastfacts/
## Common Teaching Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Strengths</th>
<th>Limitations</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong></td>
<td>◆ Ensures dissemination of specific facts</td>
<td>◆ Little, if any, student participation</td>
<td>◆ Information to be learned needs to be clearly indicated</td>
</tr>
<tr>
<td></td>
<td>◆ Class size is not an issue</td>
<td>◆ Only learn from one source</td>
<td>◆ Course instructor should allot adequate time for content to be presented</td>
</tr>
<tr>
<td><strong>Class Discussion</strong></td>
<td>◆ Information and ideas drawn from multiple people</td>
<td>◆ Only practical with small classroom</td>
<td>◆ Course instructor needs to guide discussion and keep group from going &quot;off-track&quot;</td>
</tr>
<tr>
<td></td>
<td>◆ Student’s attention easily maintained</td>
<td>◆ Some students will monopolize the conversation while others will not engage in discussion</td>
<td>◆ Discussion topics/questions should be prepared before class</td>
</tr>
<tr>
<td><strong>Role Playing</strong></td>
<td>◆ Can be very impacting</td>
<td>◆ Students may feel &quot;put on the spot&quot;</td>
<td>◆ Course instructor needs to identify rules, situation and roles</td>
</tr>
<tr>
<td></td>
<td>◆ Students are able to test concepts and techniques presented in class</td>
<td>◆ Only practical for small classroom</td>
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<tr>
<td><strong>Guest Speaker</strong></td>
<td>◆ Provides a real-life example</td>
<td>◆ Quality of the speaker may be poor</td>
<td>◆ Identify and schedule appropriate speakers</td>
</tr>
<tr>
<td></td>
<td>◆ Gives students contacts in the field</td>
<td></td>
<td>◆ Provide introduction and background of speaker</td>
</tr>
<tr>
<td><strong>Panel of Experts</strong></td>
<td>◆ Allows for multiple expert opinions and ideas on a topic</td>
<td>◆ Speakers may be poor quality</td>
<td>◆ Identify and schedule experts</td>
</tr>
<tr>
<td></td>
<td>◆ May capture more students’ attention</td>
<td>◆ Competition among experts</td>
<td>◆ Provide introduction and background of experts</td>
</tr>
<tr>
<td><strong>Videotapes</strong></td>
<td>◆ Allows for alternate means of representation</td>
<td>◆ Students do not have to actively participate</td>
<td>◆ Required to operate equipment</td>
</tr>
<tr>
<td></td>
<td>◆ Keeps students’ attention</td>
<td>◆ Unable to control what students learn from video</td>
<td>◆ Prepare questions for discussion after video</td>
</tr>
</tbody>
</table>

* The Ohio State University Partnership grant strongly recommends that all videotapes be captioned.
Implementation

◆ Put course content on-line allowing students to "pick up" material that might have been missed in lecture

◆ Use peer mentoring, group discussions, and cooperative learning situations rather than strictly lecture

◆ Using guided notes enables students to listen for essential concepts without copying notes off of overhead

◆ Update course materials based on current events and student demands

◆ Provide comprehensive syllabus with clearly identified course requirements, accommodation statement, and due dates

◆ Fluctuate instructional methods, provide illustrations, handouts, auditory and visual aids

◆ Clarify any feedback or instructions, ask for questions, and use multiple examples

◆ Relate a new topic to one already learned or a real-life example

◆ Secure a note taker, allow the student to tape record lectures or provide him/her with a copy of your notes

◆ Allow the student to demonstrate knowledge of the subject through alternate means

◆ Permit and encourage the use of adaptive technology

◆ Develop study guides

◆ Give shorter exams more frequently

For a definition of bolded terms, please visit our web site at www.telr.osu.edu/dpg/glossary.html
Essential Qualities

Course content offers various methods of **Representation**

Universally designed course content provides alternative representations of essential concepts. Faculty should use various methods of representation to allow the student to learn the information in their preferred means.

*Example: Placing course notes on the web allows students to gain the information by lecture and text. Additionally, a student with a visual impairment could tape record the lecture to capture the notes in alternate format.*

Course content offers various methods of **Engagement**

Universally designed course content maintains varied skill levels, preferences, and interests by allowing for options. By having flexible teaching strategies and course content, students can choose methods that support their interest and skill levels.

*Example: When teaching a foreign language, students could choose from a variety of on-line options that would allow them to practice fluency and comprehension at a reading level that is appropriate for them.*

Course content offers various methods of **Expression**

Universally designed course content allows for alternate methods of expression. This allows the student multiple means of demonstrating mastery of the material.

*Example: Allowing the students to demonstrate knowledge on a subject by doing an oral presentation or writing a paper or taking a test. Students with a speech impediment may be unable to present the information orally while students with a fine motor disability may have difficulty taking a written exam.*

Resources


University of Minnesota’s Curriculum Transformation and Disability. Funded by the US Department of Education. Project #P333A990015. Ways to Incorporate Universal Instructional Design.


This publication is funded by the U.S. Department of Education under grant #P333A020033-03. For additional copies or more information, please contact: Margo Izzo, Ph. D., Phone: 614-292-9218, Email: izzo.1@osu.edu or visit our web site at [http://ada.osu.edu/resources/fastfacts/](http://ada.osu.edu/resources/fastfacts/)
Appendix P
Wellness + Counseling
Services

Wellness Center - Yamasaki, Second Floor
Hours: 8:30am-4:30pm
Val Weiss, Director of Wellness + Counseling - 313.664.7852
Melanie Martin, Personal Counselor – 313.664.7838
Fanny Gutierrez-Meyers, Personal Counselor – 313.664.7412

Mission

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

Services

Personal Counseling services, staffed by 3 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, contracted through University of Detroit Mercy McAuley Health Center. 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 Activities are offered throughout the year to students and include yoga, various topic-specific workshops and student-oriented activities and programming.

Staff and Faculty Consultations are welcomed and encouraged. If you find yourself concerned about a student, whether it be a sudden change in academic performance or attendance, overall disposition or mood in class, conflict in the classroom, suspected substance use, self-harm or something a student discloses to you please feel free to contact our office to discuss. It is our
intention to support you as their instructor and to assist in the problem-solving process. (See Referral Process for our referral procedure)

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

**Referring a Student**

To make a referral on behalf of a student please email the Director of Wellness + Counseling Services, Val Weiss, at: vweiss@collegeforcreativestudies.edu or counseling@collegeforcreativestudies.edu

In your email please include the following information:
- Name of student
- Nature of your concern
- Please indicate if you have spoken to the student directly about your concerns
- Remember that making a referral for a student means we need a reference point. Unless it’s related to safety of the student or campus, we will likely need to inform the student that you had a concern for their wellbeing (which they are usually just fine with that). Please indicate in the email if you have any hesitations with us referencing you.

Once a referral is made on behalf of a student we will make an outreach to them. Please remember our services are voluntary and under no circumstances is a student ever required to attend counseling. It’s important that students’ privacy and autonomy be respected, despite struggles they may be having.

To assist a student in making an appointment please contact the Wellness Center at 313.664.7852 or the Office of Student Affairs at 313.664.7879

You can also email us at: counseling@collegeforcreativestudies.edu

**Referral Follow Up**

Once the referral is made we will do our best to follow up with you on whether or not the student utilized our services. This is always done so with the permission of the student. If no follow-up is provided it is because confidentiality laws prohibit us from doing so. We thank you in advance for your understanding with these limitations.

**Urgent Situations**

If you feel the situation is of a more urgent nature and the student needs to be seen immediately (ie: panic or anxiety attack, traumatic event, excessive
emotional reaction, etc) please contact the Wellness Center directly at 313.664.7852 or 313.664.7879.

Crisis or Emergency Situations
If you find yourself with a student who is in crisis or needs emergency help (ie: self-harmed, heavily intoxicated, suicidal threat or ideation, threatening or aggressive behavior, etc.) please follow this protocol:
  o Contact CCS Campus Safety immediately at 313.664.7444 (they will then determine next steps
  o Contact Wayne State Police if after hours: 313-577-2222
  o Inform the Office of Student Affairs to determine further steps and staff involvement: 313.664.7879
  o Notify someone in your department, ideally the DA or Dept Chair. If not available at least another CCS staff member.

Support services on campus are available and willing to assist in any of the above situations. We appreciate your willingness to support our students and refer them out when it’s appropriate.
Appendix Q
Code of Student Conduct and Judicial System - Changes approved April 2011

The Code of Student Conduct is in place to ensure students are aware of the behavior expected of them as members of the CCS community. The purpose of this Code is to create an environment that fosters civility, personal responsibility, and mutual respect of others and their differences.

Any student who commits a violation of the Code of Student Conduct is subject to disciplinary sanction, up to and including dismissal from CCS. The following actions/behaviors shall constitute violations of the Code of Student Conduct:

1. Violating published CCS policies, rules, or regulations including, but not limited to, the policies on nondiscrimination, sexual harassment, smoking, drugs/controlled substance and alcohol.
2. Violating federal, state or local laws on CCS premises or while in attendance at CCS sponsored, approved, or supervised events/programs or committing off-campus violations of federal, state or local law that adversely affect CCS, the pursuit of its objectives and/or a CCS community member (defined as, but not limited to: administrators, faculty, staff, students, guests, visitors, vendors or contractors).
3. Committing acts of sexual assault (stranger, date, or acquaintance rape), or other forms of coerced sexual activity.
4. Engaging in acts of physical abuse and/or actions that intimidate, harass, threaten, coerce, or otherwise endanger the health and safety of one’s self or another.
5. Engaging in disorderly conduct or fighting, which is defined to include, but is not limited to, behaviors which are viewed as intoxicated, lewd, indecent, obscene, slanderous or threatening to others.
6. Interrupting or disturbing the day-to-day academic and operational functions of CCS or committing intentional acts that obstruct, disrupt, or physically interfere with the use of CCS premises, buildings, or passages.
7. Possessing, duplicating, or using keys/IDs to any CCS building or facility without authorization by appropriate CCS officials or committing an act of unauthorized entry into or use of CCS buildings or facilities by use of key, ID card or force.
8. Engaging or participating in acts of unauthorized possession, use, removal, defacing, tampering, damage, or destruction of CCS owned or leased property, equipment, computer programs, or materials, or that of any CCS community member.
9. Posting, affixing, or otherwise attaching unauthorized written or printed messages or materials, e.g. posters, signs, handbills, brochures, or pamphlets. Posting, affixing, or otherwise attaching authorized afore mentioned materials on or in unauthorized places including but not limited to trees, shrubbery, sidewalks, buildings, and lawn areas without permission from the appropriate CCS official.
10. Engaging or participating in unauthorized possession or use of explosives, firearms, dangerous weapons, or other hazardous objects or substances. Weapons, explosives, and other hazardous objects or substances covered by this regulation shall include, but not be limited to, the following:
   1. all handguns, rifles, and shotguns;
   2. all longbows, crossbows, and arrows;
   3. all knives having a blade length of three inches or more that are not solely used for the purpose of creating art or for the preparation and eating of meals;
4. all BB guns, pellet guns, air/CO2 guns, blow guns, paint guns, splat balls and altered toy guns;
5. all fireworks;
6. all explosives, laboratory chemicals, dangerous compounds, gunpowder, firearm ammunition, and flammable petroleum fuels;
7. any martial arts weapons, e.g., numb chucks and throwing stars;
8. any substance that is considered poisonous:
9. any item used as a weapon in the commission of a crime; and
10. any operative animal trap or other device that is used to ensnare animals.

11. Committing acts of arson, creating a fire hazard, or possessing or using, for purposes other than academic, inflammable materials or hazardous substances on CCS property, or failing to properly store, use, clean-up and dispose of hazardous substances that have been approved for academic use.

12. Committing acts that endanger the property of CCS (including but not limited to altering or misusing any fire fighting equipment, safety equipment, or emergency device).

13. Making false reports of a fire, bomb threat, or other dangerous condition; failing to report a fire, or interfering with the response of CCS or municipal officials to emergency calls.

14. Failing to comply with the directions of CCS officials acting in the performance of their duties and/or failing to positively identify oneself to a CCS official when requested to do so. The preferred form of identification shall be a current, valid CCS identification card.

15. Aiding and abetting another person in committing an act that violates the Code of Student Conduct.

16. Committing acts of dishonesty including but not limited to the following:
   1. engaging or participating in cheating, plagiarism, or other forms of academic dishonesty (students committing acts of academic dishonesty are also subject to academic sanctions).
   2. furnishing false information to any CCS official/office or outside source regarding CCS or a CCS community member.
   3. forging, altering, or misusing any CCS document, record, or instrument of identification.
   4. tampering with the election of any CCS-recognized student organization.
   5. attempting to represent CCS, any recognized student organization, or any official CCS group without the explicit prior consent of the officials of that group.

17. Gambling on CCS property or engaging in unauthorized canvassing or solicitation.

18. Engaging in acts of theft, misuse or abuse of the CCS computer network, including but not limited to:
   1. unauthorized entry into a file, to use, read, or change its contents.
   2. unauthorized transfer, deletion or storage of a file(s).
   3. unauthorized use of another person's login/password.
   4. use of computing facilities/networks to interfere with the work of another.
   5. use of computing facilities/networks to send inappropriate or obscene messages.
   6. use of computing facilities/networks to interfere with the normal operation of CCS.

19. Possessing, distributing or being under the influence of a drug or any State or Federal controlled substance except as expressly permitted by law. This includes prescription medications and
over-the-counter substances used for purposes other than their intended use and for possessing an item determined to be drug paraphernalia, including hookahs.

20. Possessing, distributing or being under the influence alcohol except as expressly permitted by law and CCS policy.

21. Engaging or participating in abuse of the campus judicial system, including but not limited to:
   1. falsifying or misrepresenting information before a CCS official.
   2. disrupting or interfering with the orderly conduct of a judicial proceeding.
   3. instituting a judicial complaint knowingly without cause.
   4. attempting to discourage an individual's proper participation in, or use of, the judicial proceeding.
   5. attempting to influence the impartiality of a CCS official prior to, during, and/or after a judicial proceeding.
   6. harassing (verbal or physical) and/or intimidating a CCS official prior to, during, and/or after a judicial proceeding.
   7. failing to comply with the sanction(s) imposed under the Code of Student Conduct.
   8. influencing or attempting to influence another person to commit an abuse of the campus judicial system.

22. Planning, directing, or committing acts of hazing, defined as any activity which willfully or recklessly endangers the physical or mental health of an individual or subjects an individual to ridicule, embarrassment, or unlawful activity for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, an officially or unofficially recognized group or organization.

Changes approved April 2011