



COURSE 07:080:101 THE CREATIVE PROCESS

**Rutgers, The State University of New Jersey
Mason Gross School of the Arts
Rutgers Arts Online**

Spring/2021

Modality: Online

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Email (Please use Canvas email)

Course Description:

This visual art course will encourage risk taking and exploration in the pursuit of a personal creative process. Students will work from a written assignment and they will produce research material, and sketch book work undertaken using a range of processes and a variety of materials. This development work will lead to exciting original final outcomes in the form of a personal portfolio of artwork.

Learning Goal:

The goal will be to produce a rich and exciting portfolio of original work to include textual and visual research, developmental artwork, informed and inspired by the research process, and finally artwork outcomes of an original personal nature which show rigor and skill in both concepts and execution.

Course Objectives:

After participating in Rutgers “

“Discovering the Creative process”

The course objectives will be to

1. Demonstrate understanding of both historical and contemporary art design and popular culture in relation to a set theme. This will be explored through written and visual research
2. Undertake wide ranging experimentation with traditional and more unusual materials and processes identifying and evaluating the limitations and potential of these for creating ideas and developing solutions in support of discovering the creative process
3. Produce a personal body of artwork upon which the student will verbally and textually reflect and evaluate what they have achieved.

Learning Outcomes:

After participating in this course, the student will produce

1. Visual research supporting the creative process which references historical and contemporary art and design and popular culture.
2. Evidence that they have used a range of art materials processes techniques and technology and demonstrated how these can be applied to advance their own creative process appropriately by taking conceptual and technical risks.
3. Personal artwork which references research and development and indicates the student's understanding of the creative process.
A well-presented coherent document of their entire output for this course which shows logical developmental skills learned when discovering the creative process with a written evaluation of their achievements and a portfolio of final outcomes artwork.

Required Textbook/ Course Materials:

Materials required for this course will be a range of drawing material and an A3 sketch book (White pages). As the course progresses students will need other art materials dependant on how their work progresses and direction they are taking conceptually. Initial reading material will be provided and as the course progresses students will need reading material of a personal nature dependent on their lines of investigation and this will be discussed at personal tutorials and during class discussions.

Grading:

Attendance 20%

Research and Development 50%

Final Outcomes 30%

Attendance:

Attendance, part preparation, and active participation are required; attendance will be taken at each class meeting and will be a factor in the final grade. **You are allowed one absence before penalties accrue.** Please discuss any extenuating circumstances (e.g. illness) with the director. Tutorials **begins at the scheduled time.** Two late arrivals will count as one unexcused absence.

Active participation and part preparation include coming to class meetings with all necessary preparation in terms of what is required for each lesson. Please be courteous to and supportive of one another. If you are disruptive or inattentive when others are speaking or presenting, this will be reflected in your participation grade.

Students will take part in the scheduled lessons by paying attention to the presentation, small group discussions, and whole group seminars.

Points	Assignment
30	Assignment # 1 – Produce visual research in support of the creative process
30	Assignment # 2 – Personal written Research supported by images of the artists' work Presented To The Group
30	Assignment # 3- Mark Making using a range of materials which are analyzed and compared to artists work previously studied Presented To The Group
30	Assignment # 4 –Developing ideas through drawing using a range of mediums and making personal research on given theme.
30	Assignment # 5 - Development generating ideas using an appropriate range of processes -visual notes
50	Assignment # 6 t: Development of ideas through experimentation with media and processes.
100	Assignment #7: Further Development through experimentation with media and processes towards final outcomes. Assignment # 8. Produce a body of art work using visual language to communicate the creative process and a written evaluation of own work and creative process. Presented To The Group
TOTAL	300

All assignments and projects must be in on time or the points for that assignment/project will be reduced by __10 points

Rutgers Grades:

Points	Grade	Description
90-100	A	Excellent, superior achievement
85-89	B+	Very good exceeding all requirement
80-84	B	Good, exceeding all requirements
75-79	C+	Good meeting all requirements
70-74	C	Average, satisfactorily meeting all requirements
60-69	D	Poor , unsatisfactory
59 or lower	F	Failing or withdrawal while doing failing work

Assignment Description:

Research

Information gathering in the creative arts and, evaluation and selection underpin understanding, ideas and personal development. Students will be encouraged to research historical and contemporary cultural contexts and begin to relate their own emerging practice to the work of others. This will introduce the learners to the approaches attitudes and processes that will enable them to nurture their own creativity and engage in self-reliant learning. Recording this research process through text and image will develop skills in observing, notating and interpreting what they have discovered, in response to what they see, hear, think and feel, and to work with this information to push it forward into new and unfamiliar areas. In particular, candidates will learn to recognize the importance and functions of communicating visually for their development as creative practitioners, through critically reviewing how it feeds the creative process

Development

By studying the ways in which creative practitioners develop their work and visually explore a range of possibilities and directions their work might take, students will learn from this and undertake their own creative journey using a range of experimental processes. The choice of materials influences appreciation of forms and structures within the environment and the wider world and students will explore how their own ideas, development, and practice can be influenced by the ways in which characteristics and properties of chosen media and materials can be exploited. Students will be encouraged to explore media and techniques appropriate to their concepts, and they must show understanding when selecting and applying methods and approaches to meet their identified objectives. Developing personal ideas will require further visual research individually sourced with guidance and discussion with both instructor and fellow students. This discourse and exchange of views will enrich and sustain the developmental process.

Final Outcomes

By using all the information and experience gathered during the research and development stages the final outcomes should be a body of work rich in content, and specific in terms of visually describing an original idea undertaken by using appropriate materials and processes. Time and attention should be paid to the presentation of the final outcomes, which will vary depending on the path each student has taken. Organizing and appropriately displaying the work outcomes is of paramount importance, as is a written evaluation and reflection not only throughout the project but also in conclusion with indication of what has been learned and achieved and how discovering the creative process will benefit the learner going forward.

Assessment Rubrics:

Objective Students will demonstrate understanding of both historical and contemporary art design and popular culture in relation to a set theme. This will be explored through written and visual research.

Assessment Method(s): Continuous assessment:

Students will be required to:

Produce written research supported with imagery to which they respond with visual developmental art work which indicates focus and commitment to their concepts.

1. Addresses Learning Outcomes:

1: Visual research supporting the creative process which references historical and contemporary art and design and popular culture.

Grade Range	Criteria
A	<ul style="list-style-type: none"> • Full attendance and participation • In-depth rich and rigorous visual and textual research • Very good use of appropriate language visual textual and oral • Very high-quality presentation of documents • Full participation in one to one and group tutorials.
B-B+	<ul style="list-style-type: none"> • Mostly full attendance and participation • In-depth visual and textual research • Good use of appropriate language visual textual and oral • Good quality presentation of documents • Full participation in one to one and group tutorials.
C-C+	<ul style="list-style-type: none"> • Mostly full attendance and participation • Satisfactory visual and textual research • Satisfactory use of appropriate language visual textual and oral • Satisfactory quality presentation of documents • Attendance at most i one to one and group tutorials.
D	<ul style="list-style-type: none"> • Attendance very poor and similarly participation • Unsatisfactory visual and textual research • Unsatisfactory use of appropriate language visual textual and oral • Unsatisfactory quality presentation of documents • Attended few one to one and group tutorials.
F	<ul style="list-style-type: none"> • Attendance> fails to attend the majority of the classes and similarly

	participation <ul style="list-style-type: none"> • Very unsatisfactory visual and textual research • Very unsatisfactory use of appropriate language visual textual and oral • Very unsatisfactory quality presentation of documents • Withdrawal from the course
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Objective: Undertake wide ranging experimentation with traditional and more unusual materials and processes identifying and evaluating the limitations and potential of these for creating ideas and developing solutions in support of discovering the creative process

Assessment Method(s): Continuous assessment

Students will be required to:

Show a wide range of strategies, and experimentation with materials and processes with the development of ideas at all times driving their practice.

2. Addresses Learning Outcomes:

2: Evidence that you have used a range of art materials, processes, techniques and technology and demonstrated how these can be applied to advance a personal creative process appropriately by taking conceptual and technical risks.

Grade Range	Criteria
A	<ul style="list-style-type: none"> • Attendance and participation in all class meetings handing in assignments on time, • Produced artwork of an experimental nature of excellent quality using a wide range of materials, processes and approaches appropriately • Rising to challenges and recognizing opportunities • Very good participation and very articulate and informed when discussing ideas • Very good evaluative skills and able to objectively judge own work and the work of others and make very appropriate suggestions regarding how to further develop both conceptually and practically
B-B+	<ul style="list-style-type: none"> • Attendance and participation in most class meetings handing in assignments on time, • Produced artwork of an experimental nature of good quality using a wide range of materials, processes and approaches appropriately • Rising to challenges and mostly recognizing opportunities • Good participation and articulate and informed when discussing ideas • Good evaluative skills and able to objectively judge own work and the work of others and make appropriate suggestions regarding how to further develop both conceptually and practically

C-C+	<ul style="list-style-type: none"> • Attendance and participation in class meetings handing in assignments mostly on time, • Produced artwork of an experimental nature of satisfactory quality using a satisfactory range of materials, processes and approaches appropriately • Mostly rising to challenges and mostly recognizing opportunities • Satisfactory participation and fairly articulate and informed when discussing ideas • Satisfactory evaluative skills and able to be mostly objectively when judging own work and the work of others making satisfactory suggestions regarding how to further develop both conceptually and practically
D	<ul style="list-style-type: none"> • Does not attend sufficient in class meetings nor hand in assignments on time, • Does not produce sufficient artwork of an experimental nature or of satisfactory quality using a satisfactory range of materials, processes and approaches appropriately • Does not rising to challenges and mostly does not recognizing opportunities • Does not sufficiently participation nor is articulate and informed when discussing ideas • Unsatisfactory evaluative skills and not able to be objectively when judging own work and the work of others making unsatisfactory suggestions regarding how to further develop both conceptually and practically
F	<ul style="list-style-type: none"> • Does not attend any in class meetings nor hand in assignments on time, • Does not produce any artwork of an experimental nature or of satisfactory quality using a satisfactory range of materials, processes and approaches appropriately • Does not rising to challenges and mostly does not recognizing opportunities • Does not participate nor is articulate and informed when discussing ideas • Very unsatisfactory evaluative skills and not able to be objective when judging own work and the work of others and not able to offer suggestions regarding how to further develop both conceptually and practically

Objective: Students will produce a personal body of artwork upon which they will verbally and textually reflect and evaluate what they have achieved.

Assessment Method(s): Continuous assessment

Students will be required to:

Show originality and skill when producing personal artwork which references research and development which indicates an understanding of the creative process. Continual self-evaluation and analysis of outcomes will further be required to add vigor and depth to the personal body of work produced.

3. Addresses Learning Outcomes:

3: Personal artwork which references research and development and indicates the students understands of the creative process.

A well-presented coherent document of their entire output for this course which shows logical developmental skills learned when discovering the creative process with a written evaluation of their achievements and a portfolio of final outcomes artwork.

Grade Range	Criteria
A	<ul style="list-style-type: none"> • Full attendance and participation in all class meetings one to one tutorials and group seminars fully contributing in group discussions and seminars making extremely valuable contributions backed up with appropriate visual references • Very high Standard of artwork produced demonstrating originality and depth showing strong ability both conceptually and practically • Very strong evidence of an understanding of how theory contributes to practice and how skills analysis and evaluation contribute to the development of ideas • Evidence of intelligent selection and organization skills when presenting artwork and preparing a portfolio in a highly professional manner.
B-B+	<ul style="list-style-type: none"> • Mostly attends and participates in class meetings one to one tutorials and group seminars mostly contributing in group discussions and seminars making valuable contributions usually backed up with appropriate visual references • Good Standard of artwork produced demonstrating originality and depth showing good ability both conceptually and practically • Evidence of an understanding of how theory contributes to practice and how skills analysis and evaluation contribute to the development of ideas • Evidence of intelligent selection and organization skills when presenting artwork and preparing a portfolio in a professional manner.
C-C+	<ul style="list-style-type: none"> • Satisfactory attendance and participation in class meetings one to one tutorials and group seminars satisfactorily contributing in group

	<p>discussions and seminars making satisfactory contributions occasionally backed up with appropriate visual references</p> <ul style="list-style-type: none"> • Satisfactory standard of artwork produced demonstrating some originality and depth showing satisfactory ability both conceptually and practically • Some evidence of an understanding of how theory contributes to practice and how skills analysis and evaluation contribute to the development of ideas • Some evidence of intelligent selection and organization skills when presenting artwork and preparing a portfolio in a professional manner.
D	<ul style="list-style-type: none"> • Unsatisfactory attendance and participation in class meetings one to one tutorials and group seminars unsatisfactorily contributing in group discussions and seminars making unsatisfactory contributions very occasionally backed up with appropriate visual references • Unsatisfactory standard of artwork produced demonstrating little originality and depth showing satisfactory ability both conceptually and practically • Unsatisfactory evidence of an understanding of how theory contributes to practice and of how skills analysis and evaluation contribute to the development of ideas • Little evidence of intelligent selection and organization skills when presenting art work and preparing a portfolio. .
F	<ul style="list-style-type: none"> • Very unsatisfactory attendance and participation in class meetings one to one tutorials and group seminars unsatisfactorily contributing in group discussions and seminars making unsatisfactory contributions very occasionally backed up with appropriate visual references • Very unsatisfactory standard of artwork produced demonstrating little originality and depth showing satisfactory ability both conceptually and practically • Very unsatisfactory evidence of an understanding of how theory contributes to practice and of how skills analysis and evaluation contribute to the development of ideas • Very little evidence of intelligent selection and organization skills when presenting artwork and preparing a portfolio

Weekly Schedule:

Week	Assignment	Points
1-3	<p>Introduction</p> <p>Fine art processes historical contemporary informed by culture through time...</p> <p>Discussions and debates.</p> <p>Assignment # 1 – Produce visual research in support of the creative process</p>	
4-5	<p>Artists discussed analyzed debated</p> <p>Weeks assignments discussed Assignment # 1</p> <p>Assignment # 2 – Personal written Research supported by images of the artists' work Presented To The Group</p>	
	Assessment for Assignment # 1	30
6	<p>The different creative processes artists use and how we can learn from them.</p> <p>Small group discussions re previous assignment.</p> <p>Assignment # 3- Mark Making using a range of materials which are analyzed and compared to artists work previously studied Presented To The Group</p>	
	Assessment for week 6 discussion and assignment # 2	30
7	<p>The different creative processes artists use and how we can learn from them.</p> <p>Small group discussions re previous assignment.</p> <p>Assignment # 4 –Developing ideas through drawing using a range of mediums and making personal research on given theme.</p>	
	Assessment for Assignment # 3	30
8-10	Examples of experimental work and how this relates to our theme and how to become inspired by and reference the work of others.	

	Small group discussion re previous assignment Assignment # 5 - Development generating ideas using an appropriate range of processes -visual notes	
	Assessment for discussions week 7 and Assignment # 4	30
11	Students present their work so far and discuss with the group their ideas and influences. Assignment # 6 set: Development of ideas through experimentation with media and processes.	
	Assessment for Assignment # 5	30
12	Students present their work showing developments from week 11 and discuss with the group how they will further proceed. Assignment #7: Further Development through experimentation with media and processes towards final outcomes.	
	Assessment of presentations Week 12 and Assignment # 6	50
13	Students present their work with revisions and adjustments discussed the previous weeks. Students shown how to present work to fully complement and enhance the content. Assignment # 8. Produce a body of artwork using visual language to communicate the creative process and a written evaluation of own work and creative process. Presented to The Group	
14	Final outcomes discussed and analyzed by the student group.	
	Assessment for Assignments # 7 & 8	100
	TOTAL	300

Rutgers University Disability Policy:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In accordance with 504/ADA guidelines and in order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Academic Honesty:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by Rutgers or a course instructor to fulfill academic requirements.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. The student should review Rutgers guidelines at <http://academicintegrity.rutgers.edu/>

Rutgers Arts Online courses may use Turnitin and Proctortrack software to authenticate student work.

Self-Reporting Absence Application:

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <https://scheduling.rutgers.edu/scheduling/academic-calendar>.

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://newbrunswick.rutgers.edu/about/operating-status>.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to the instructor.

Self-reporting will not be accepted as an excuse in the case of missed submission deadlines for assignments. In this case, you must contact the instructor.

Student Responsibility:

A responsible student is a successful student. At Rutgers, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their instructors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at Rutgers, the State University of New Jersey <http://www.rutgers.edu/academics/catalogs>.

Requirements

Online courses require students to be motivated, self-directed learners who manage time efficiently. Students should expect to invest three to five hours per week reading, listening to music, engaging in threaded discussions, sharing with peers and instructors online, and completing assignments. To do so, students must have access to the internet and a functional email account they can access frequently.

Because this is an online course, there is no equivalent to in-class absence. Students are expected to login regularly and may do so twenty-four hours a day. There is no requirement to be online at specific times except during exam periods, and then the student may take the exam any time within the prescribed window. Coursework must be completed by the dates listed; there are no exceptions. Students should plan their weekly schedules accordingly to accommodate the workload.

To succeed in this course the student must:

- Assignments are expected to be turned in by the assigned due date. *The instructor reserves the right to accept or not accept any late submission.*
- Technology failures may not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to alert the instructor of a technology issue immediately so that the instructor can identify alternative ways to complete or submit an assignment.
- If there is an emergency which prevents the timely submission of an assignment, the student should contact the instructor directly, preferably before the due date. *Do not include information of a private, personal nature. The instructor will provide instructions how to get documentation supporting the event.*
- To prepare for the assessments and written assignments, the student must complete all of the readings. The student must listen to/view all of the media materials if media materials are included as part of the content of the course.
- The content of presentations must adhere to the specific questions and guidelines posed by the instructor or to the thesis developed by the student and approved by the instructor. Written assignments/presentations must utilize media materials (graphic, audio, and video) if required by the instructor.

Students are responsible for all information included in the course. Failure to read all the course documents Academic Honesty Guidelines, Technical Requirements, the Rutgers Disability Policy, and Schedule of Assessment Due Dates, will not excuse anyone from requirements or policies related to the completion of the course.

Rutgers Distance Education:

At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* defines a Distance Education course as an "educational process in

which all or the majority of the instruction occurs with the instructor and student in different locations.”

A course is considered to be offered by Distance Education (DE) if students receive more than ½ of the instruction (50%) at a different location than the instructor. A Distance Education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. At Rutgers Arts Online, our distance education courses are offered outside the traditional classroom setting on campus and asynchronously online. Students receive all of their instruction (100%) online. <https://www.msche.org/>

Technology Requirements:

This course uses a learning management system called Canvas to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. Although Canvas supports the use of mobile devices, the student should intermittently log on to the course using a desktop or laptop computer to be sure that course materials are properly displaying and/or working.

General information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#)
Net ID retrieval/activation at <http://NetID.rutgers.edu>

Support Services:

Student assistance and general information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#) or the addresses given below

Website: [Canvas Support Center](#)

Email: help@canvas.rutgers.edu

Phone: 877-361-1134 (Available 24/7)

Live Chat: [Live Chat](#)

If you cannot purchase or download the suggested software programs, utilize the Rutgers Computing Labs for available computers <https://oit-nb.rutgers.edu/labs>. There are multiple Computing Labs at Rutgers, for locations and times visit <https://oit-nb.rutgers.edu/labs>. Software or hardware can be purchased at through the University Software Portal website <https://oit-nb.rutgers.edu/service/university-software-portal>.

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc.) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);

7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Tutorials may be found at:

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>

Online Student Etiquette:

This course may host synchronous or asynchronous online meetings. During those meetings consider the following:

- *Keep chats on topic.* Avoid inappropriate conversations that may distract others from the course topic or objective.
- *Avoid strong/loud language. Be polite. Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.*
- *Respect privacy of peers.* Do not post someone's personal information online without their expressed permission.
- *Use appropriate dress code on camera.* During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- *Be mindful of background noise and scene/location. Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.*
- *Be helpful.* Assist fellow classmates in understanding course materials.

Student Wellness Services:

[Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

17 Senior Street, New Brunswick, NJ 08901

(848) 932-7884

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a

variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

Lucy Stone Hall, Suite A145, Livingston Campus,

54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 Tel (848) 445-6800

<https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations.

Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.