

MARYLAND INSTITUTE COLLEGE OF ART

COURSE SYLLABUS GUIDELINES

Canvas is MICA's learning management system (LMS): You are required to post your syllabus to your course site in [Canvas](#).

Submittal: It is the responsibility of each faculty member to submit digital files of their syllabi to the College by the end of the first week of the semester in which the courses are being taught.

Please save documents like so: "**LastName_FirstName_CourseTitle**" (e.g. Smith_Jane_IntroToPhoto) and attach as **a Word file or PDF** in an email, with a subject of the semester and course, e.g. Spring 2021 Syllabus Intro to Photo, to the appropriate undergraduate department administrative coordinator or assistant, the Administrative Assistant for Graduate Studies, or the Open Studies Director, Graduate Programs.

NOTE: Some information herein may not apply to all programs, such as those in Open Studies. Additional guidance will be shared with Open Studies faculty at the beginning of January 2021.

Syllabi should contain:

The course title as it appears in the Academic Catalog, number, semester offered, credits, course type (seminar, studio, etc.), prerequisite(s).

Course meeting time(s) and locations/modality, e.g. [Zoom](#).

Faculty name, contact information (work phone number and email address), office location, and office hours.

Course description as it appears in the Catalog. Faculty may add semester-specific comments and show how they fit with and elaborate on the catalog course description.

Course Learning Outcomes. CLOs explain the habits and behaviors students will develop as well as what they will be able to know and do as a result of taking the course. They also communicate which aspects of the course the instructor considers most important. CLOs should be reflected in the ways in which student growth and learning are assessed.

Anticipated costs: required text(s), supplies, [field trips](#) (during normal operations; no field trips Spring 2021), technology, or protective equipment, etc. When students register for courses, they will be notified of any texts and materials pre-ordered for the course through the College

Store. Additional required purchases must be identified in the syllabus. Please do your best to estimate the total amount students will spend in your class. If the work you assign requires students to have specific hardware or software, please state this clearly and provide a venue for students to *privately* discuss with you support they may need if they are unable to access optimal personal equipment.

An overview of the expectations for the course, including attendance, types of assignments or projects, and field trips or site visits (*during AY21* the latter are only permitted for graduate field-based programs).

- a. AY2021: Faculty are obligated to design and indicate on the syllabus their class engagements (synchronous and asynchronous activities including Zoom meetings, discussion board participation, student-to-student interaction outside of a class meeting format, student individual or group meetings with the instructor, viewing of recorded lectures or demos, etc.); how these engagements support the work of the class; and how they will be appraised as part of class attendance and participation. Synchronous Zoom class sessions must be held during the time the course is officially scheduled and **SHALL NOT exceed 120 continuous minutes**. (90 minutes or shorter is recommended for unique synchronous meetings.) Meeting for more than 120 total minutes during your class period is acceptable. Some students prefer more contact and it works well for some groups to break up their videoconferencing into shorter encounters over a longer window. But it is not best practice to Zoom, whether lecturing or discussing, for more than two hours at a clip. While it is not recommended that any class operate entirely asynchronously, faculty need to create asynchronous opportunities for engagement/work and permit students to successfully participate in their course even if there are bandwidth problems and other challenges to synchronous participation. Students who miss 20% or more of the total engagement/work of the course (beyond discrete deliverable assignments) are at risk of earning a failing grade, and this should be clearly explained in the syllabus shared on or before the first day of class.

(Typical on-campus MICA operations, suspended for AY21: Students are expected to attend all meetings of each class in which they are enrolled and engage in the work of the course in its entirety. They are expected to be ready to start work at the opening of class and to remain for the entire class session. Generally, students who miss more than 20% of the semester's engagements (or the equivalent 3 out of 15 standard class meetings) will earn a failing grade. Faculty should be aware that international students are required to attend class consistently as part of visa compliance. Faculty are expected to document attendance.

- i. Faculty members may fail any student who is absent for a significant portion of class time. Excessive absence is defined as missing more than 20% of class meetings. After missing 20% of a class, a student will be

required to meet with their academic advisor to discuss continuing in the course.)

- b. Graduate students enrolled in undergraduate courses (level 200-400) are expected to work with the instructor to align coursework with their primary area of inquiry (degree program) and demonstrate substantial investment in pursuing connections between course content and their program focus. In undergraduate liberal arts courses, graduate students are expected to meet three (or more) of [five graduate-specific CLOs](#).
- c. Faculty teaching in MFA programs should distinguish if and how course expectations differ for first and second year graduate students within a single course.
- d. Faculty teaching in graduate courses include a statement as to whether students will be assessed using pass/fail or letter grades. (Note the grading policy in Academic Policy Statements, below, must be included on all graduate syllabi.)
- e. All required academic field trips or site visits must be clearly identified in the course syllabus at the beginning of the semester, discussed with students during the first class session, and take place during class meeting times. Optional field trips or site visits may also be incorporated into the course syllabus at the beginning of the semester. In the event that unforeseen field trip or site visit opportunities arise later in the semester, those trips do not have to be included in the course syllabus, but they cannot be required of all students.

Grade evaluation breakdown/outcomes assessment

- a. Faculty should provide students with a clear explanation of evaluation and grading practices so that students can understand what constitutes success in the course.
- b. Graduate Grading System
All MFA and some MA grades are on a pass/fail system. Graduate (5000) Liberal Arts courses are graded on a Pass/Fail system.

The following graduate programs are letter graded: Teaching (MAT), Business of Art & Design (MPS), Information Visualization (MPS), UX Design (MPS), Art Education (Online/Low Residency MA) and Design Leadership (MA/MBA).

Earning Graduate Credit in Letter Graded Courses

All MFA and MA students enrolling in letter-graded graduate or undergraduate courses must earn a "B" or better in order to receive graduate credit for the course. As all MFA grades are earned on a Pass (P)/Fail (F) system, all posted grades of B- or below will automatically be changed to an "F" on graduate student transcripts at the end of each semester.

Weekly course outline. Indicate the subjects you will be covering each week, in-class meeting times and/or scheduled online interactions, readings and assignments, visiting artist/speaker

schedule, field trips or site visits, timeframes, and deadlines – understanding of course that the outline may be subject to some change as the semester progresses.

Scheduling of student course evaluations. Faculty are required to set aside time in class for students to complete the electronic course evaluations.

Reference to MICA's full set of [Academic Policies](#) and procedures, and full statements of the following policies pasted into the syllabus or shared in a separate document:

Academic Disability Accommodations

MICA makes reasonable academic accommodations for qualified students with disabilities. All academic accommodations must be approved through the Learning Resource Center (LRC). Students requesting accommodation should schedule an appointment at the LRC (410-225-2416 or e-mail LRC@mica.edu), located in Bunting 110. It is the student's responsibility to make an accommodation request in a timely manner. Academic accommodations are not retroactive.

Environmental Health and Safety (EHS): Students are responsible to follow health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Operations Plan and attend EHS training. Students are required to purchase personal protection equipment appropriate for their major or class. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection are in place. ***Fall 2020: Students are expected to abide by the MICA Social Contract for Students to help prevent the spread of COVID-19.*

Plagiarism

Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the responsibility to become familiar with such processes and to carefully follow their use in developing original work.

Policy

MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgement. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism in the student's department. In addition, students may not submit the same work for credit in more than one course without the explicit approval of all of the instructors of the courses involved.

Consequences

When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair or program director. Depending on the circumstances of the case, the department chair or program director may then report the student to the appropriate dean or provost, who may choose to impose further penalties, including expulsion.

Appeal Process

Students who are penalized by an instructor or department for committing plagiarism have the right to appeal the charge and penalties that ensue. Within three weeks of institutional action, the student must submit a letter of appeal to the department chairperson or program director, or relevant dean or provost

related to the course for which actions were taken. The academic officer will assign three members of the relevant department/division to serve on a review panel. The panel will meet with the student and the instructor of record and will review all relevant and available materials. The panel will determine whether or not to confirm the charge and penalties. The findings of the panel are final. The panel will notify the instructor, the chairperson, division, the student, and the Office of Academic Affairs of their findings and any recommendations for change in penalties.

Title IX Notification

Maryland Institute College of Art seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. [There are multiple ways to report sexual harassment/misconduct/assault and reports are encouraged.](#) Students requiring academic adjustments due to an incident involving sexual harassment or discrimination should contact Student Affairs at 410.225.2422 or Human Resources at 410.225.2363. Keeping with institutional commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of gender based discrimination made to them by students. However, nothing in this policy shall abridge academic freedom or MICA's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements, or written materials that are relevant and appropriately related to course subject matter or academic discussion.

Students with Extended Illness or Absence

***This includes quarantine for Spring 2021.*

In the case of extended illness or other absences that may keep the student from attending a class for more than three meetings, undergraduate students must contact the Student Development Specialist in the Division of Student Affairs or have an official disability accommodation letter issued by the Learning Resource Center that specifically addresses class absences.

For students who have not been approved for academic disability accommodations, the Student Development Specialist will work with the student to determine the cause and appropriateness of the absences and subsequently notify instructors as necessary. Graduate students must contact the instructor, director, and Associate Dean of Graduate Studies. Students in professional studies programs must contact the Associate Dean for Open Studies. The appropriate administrator will facilitate a conversation with relevant faculty to determine whether the student can achieve satisfactory academic progress, which is ultimately at the sole discretion of the faculty member.