

## UNDERGRADUATE, GRADUATE, AND OPEN STUDIES FACULTY COURSE SYLLABUS GUIDELINES

*It is the responsibility of each faculty member to prepare, distribute, and review with students a current syllabus at the beginning of each course each semester, as per sections 3.8.2 and 3.8.4 of the Faculty Handbook. To help facilitate this process, here are some useful guidelines for designing, posting, and submitting your syllabus.*

**ONLINE LEARNING:** You are required to post a copy of your syllabus to your course site in Canvas. Canvas can be accessed here: <http://mica.instructure.com> using your MICA ID and password. Faculty who need training can contact the Teaching Technology Center at [acadtech@mica.edu](mailto:acadtech@mica.edu), 410.225.2506. All Open Studies faculty who need to be trained on Canvas may contact the Director of Curriculum Design and Development. Faculty are expected to complete these trainings prior to their course development. The Open Studies faculty training also consists of Zoom and pedagogy training for online learning.

**SUBMITTAL:** It is also the responsibility of each faculty member to provide a current syllabus to the College. Faculty are expected to submit an electronic copy of each course syllabus to their undergraduate department administrative coordinator or assistant, the Assistant Director for Graduate Studies Andrew Lundholm, or the Open Studies student relations manager, depending upon the program(s) in which the course is being taught. Please save the syllabus document with the following formatted title:

"LastName\_FirstName\_CourseTitle" (e.g. Smith\_Jane\_IntroToPhoto). Attach the syllabus (Word document or PDF format) to an email sent to your undergraduate department administrative coordinator or assistant, the Assistant Director for Graduate Studies, or Open Studies and make the subject of the email "Fall 2019 Syllabus," followed by the course title (e.g. Fall 2019 Syllabus Intro to Photo).

**SUBMITTAL DEADLINE:** All course syllabi must be submitted by the end of the first week of the semester in which the course is being taught.

**FORMAT:** Syllabi should contain the following information:

- a. Course title as it appears in the Academic Catalog, number, semester offered, credits, course type (seminar, studio, etc.), prerequisite(s).**
- b. Faculty name, contact information (work phone number and email address), office location, and office hours.**
- c. Course description as it appears in the Catalog.** Faculty can add semester-specific comments and show how they fit with and elaborate on the catalog course description.
- d. Course Learning Outcomes.** The syllabus must identify Course Learning Outcomes (CLOs) for the course. CLOs are clear statements written for students to 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. These statements are also intended to communicate to the students which aspects of the course the faculty considers to be the most important. CLOs should align with the Program Learning Outcomes (PLOs) expected of students upon completion of their degree program. Further, CLOs should be reflected in the ways in which student growth and learning are assessed. However, please note: CLOs are specific to the course and are not the same as PLOs. Faculty with questions about how to

properly construct CLOs or about the relevant PLOs should refer to the examples of CLOs given below, or contact their Department Chair, Program Director, or Associate Dean.

- e. **Anticipated costs: required text(s), supplies, field trips, 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 such as supplies, field trips, technology, protective personal equipment, or supplemental texts, must be identified in the syllabus. Please do your best to estimate the total amount students will spend in your class.
- f. **An overview of the expectations for the course, including attendance, types of assignments or projects and field trips or site visits.**
  - i. Unless otherwise indicated by the instructor, students are expected to attend all meetings of each class in which they are enrolled. 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 3 classes in a 15 week course (or 20% of 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.
  - ii. Undergraduate instructors should indicate additional assignments and expectations for graduate students enrolled in undergraduate courses (level 200-400). Graduate students are expected to perform at a higher level and/or do additional work for graduate credit. Typically, one-fourth to one-third more work is required. Graduate students taking undergraduate courses must earn a B or better (3.0) for graduate credit.
  - iii. Faculty teaching in MFA programs should distinguish if and how course expectations differ for first and second year graduate students within a single course.
  - iv. 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.)
  - v. Faculty should indicate if and how course expectations differ for students enrolled in a single course but earning variable credits.
  - vi. 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.
- g. **Grade evaluation breakdown/learning objectives/outcomes assessment**
  - i. Faculty should provide students with a clear explanation of evaluation and grading practices so that students can understand what constitutes success in the course. Final grades are submitted to Enrollment Services at the end of each semester.
  - ii. Graduate Grading System  
All MFA and some MA grades are on a pass/fail system. The following graduate programs are graded on a Pass/Fail system: Community Arts, MFA; Curatorial Practice, MFA; Filmmaking, MFA; Graphic Design, MFA; Graphic Design, MA; Illustration Practice, MFA; Illustration, MA; LeRoy E. Hoffberger School of Painting, MFA; Mount Royal

Multidisciplinary MFA; Photographic & Electronic Media, MFA; Rinehart School of Sculpture, MFA; Studio Art (Summer Low Residency MFA); Social Design, MA.

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.

- h. 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.
- i. Scheduling of student course evaluations.** Faculty are required to set aside time in class for students to complete the electronic course evaluations on their laptops or other devices, or on a campus computer. Please include this in the weekly course outline on your syllabus.
- j. MICA's Academic Policy statements,** with reference to full academic policies and procedures (<https://www.mica.edu/mica-dna/policies-and-institutional-learning/policies/academic-policies-resources/>), including a definition of plagiarism, academic disability accommodations, and guidelines for students with extended illness or cause for legitimate absences. See below for current language.

REMINDER ABOUT ENVIRONMENTAL HEALTH AND SAFETY (EHS): Faculty must follow health and safety guidelines relevant to course activities and processes, and to review MICA's Emergency Operations Plan and attend EHS training. Without exception, it is each faculty member's responsibility to coordinate with the EHS Office to ensure that all risks associated with their class activities are identified and to assure that their respective classroom procedures mirror the EHS and Academic Department Guidelines. Most importantly, faculty are to maintain compliance with all safety and environmental regulations, state and federal, as employees of this college and are expected to act as examples of how to create art in a way to minimize risk, and reduce harm to themselves and the environment. Faculty must identify and require appropriate personal protective equipment for each art making process, for each student, in all of their classes, when applicable. EHS related training can be requested through MICA's EHS office (410.462.7593).

SOME GUIDELINES FOR CLOs: Course Learning Outcomes (CLOs) are clear statements written for students to explain the habits and behaviors students will develop as well as what they will be able to do following the completion of a particular class (in other words what they have learned). CLOs are constructed using action verbs followed by the demonstrable skills, abilities, or thinking gained through the coursework. The action verbs should be actions, e.g. create, construct, produce, render, employ, evaluate, define, classify,

distinguish, formulate, synthesize, document, etc., rather than more vague terms such as “know” or “understand.” The demonstrable skill, ability, or thinking should be something that is assessable. Your syllabus should have approximately five CLOs. CLOs must align with Program Learning Outcomes.

*For example:*

- Students will demonstrate the ability to accurately depict the human figure and anatomy using visual elements such as line, shape and value.
- Students will design appropriate typographic solutions for multilayered messages presented in two, three and four dimensions.
- Students will produce a body of images that demonstrates the effects of technical camera controls.
- Students will produce a body of images that expands on a concept or idea.
- Students will be able to distinguish and classify different architectural styles through written and oral assignments.
- Students will construct a research paper using properly documented sources.
- Students will contribute to the development of a learning community in which all voices are respected.
- Students will demonstrate the capacity to reflect upon and assess their own growth and learning.
- Students will demonstrate ownership of their creative process.
- Students will show evidence of research that informs the development of their work.

**ACADEMIC POLICY STATEMENTS:** Faculty are expected to use the following language for these standard policies. Feel free to simply copy and paste them into your syllabus, or provide them as a separate sheet. You may also consult MICA's website for current language, expanded explanations of MICA policies, and other pertinent information on student and instructor responsibilities. Please direct further questions regarding MICA policies to your chairperson, director, associate dean, or vice provost.

### **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](mailto: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.

### **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 ([www.mica.edu/equal\\_opportunity](http://www.mica.edu/equal_opportunity)). 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**

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, program director, and the Office 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.