*[NB. This template is intended as a guide to show what is required in syllabi, what is recommended, and what is optional. Everything in this template is, unless otherwise stated (i.e. marked as ‘optional’ or ‘recommended’) is required. Please feel free to customize the layout and design of this template syllabus, add images, add as much detail as you like, and any extra handouts, etc. for your course]. Please delete any text in BLUE, like this paragraph, prior to distributing to students.*

- The rest of this page is left intentionally blank -

# California State University, San Bernardino College/Department Course Number, Title, Section, Semester and Year

## Course and Instructor Information:

### Instructor:

### Office location:

### Telephone:

### Email:

### Office hours:

### Class Days/Time:

### Classroom:

## Prerequisite courses, prior knowledge and/or additional skills required:

*Please detail any courses that are prerequisites or co-requisites for this course. Also, detail any specific skills, knowledge or experience needed for a student to take this course. For information on this, please visit the Bulletin of Courses online:*

[*http://bulletin.csusb.edu/colleges-schools-departments/arts-letters/art/*](http://bulletin.csusb.edu/colleges-schools-departments/arts-letters/art/)

## Faculty Web Page (Optional):

*It is important to use descriptive links for all hyperlinks in your document, to assist any students with sight impairment who may be using a screen-reader. For example, instead of http://blackboard.csusb.edu, use* “Please visit the [California State University San Bernardino Blackboard](http://blackboard.csusb.edu) website.” *If you need to provide a link address for reference, please be sure to list it but disable the link, for example http://blackboard.csusb.edu*

## Course Description:

*Insert course description, catalog and/or departmental description here. For information on this, please visit the Bulletin of Courses online. But, also feel free to describe in detail the topic/s you will be teaching within this course, any contextual information that is relevant, and/or some detail about classroom activities and assignments as you feel is appropriate.*

## Learning Outcomes:

## Program Learning Outcomes (PLOs):

*Instructors should write the PLOs here. These can be found in the tables later in this document.*

*Each degree program that the Department of Art & Design now offers has their own specific Program Learning Outcomes that constitute the total learning experience for the entire program. Across each program, each learning outcome is ‘introduced’ (I), ‘developed’ (D), and ‘mastered’ (M) in the different courses that make up the curriculum for each program. Not all PLOs are required in every course in a program’s curriculum, but together all the different courses deliver opportunities for students to be introduced to, to develop, and then master each of the PLOs.*

*You will find the specific PLOs for your course(s) in the tables below. Please add them in this section of the syllabus.*

*You will also see how the PLOs for each degree our department offers relate to and are derived from the CSUSB Institutional Learning Outcomes (ILOs).*

## Course Learning Outcomes (CLOs) / Student Learning Outcomes (SLOs):

*Instructors should write the course learning outcomes (CLOs) – sometimes also known as student learning outcomes (SLOs) here. Below is a sample text. Please use this format for your list of course learning outcomes / student learning outcomes:*

Upon successful completion of this course, students will be able to:

Course Learning Outcome (CLO) 1…: *(e.g. do this or that … etc.)*

CLO 2…: *(e.g. understand this or that … etc.)*

CLO 3…: *(e.g. recognize this or that … etc.)*

CLO 4…: *(e.g. analyze this or that … etc.)*

*Etc.*

*[Please note: CLOs/SLOs must be derived from/related closely to the Program Learning Objectives (PLOs) above]. However, please feel free to use your own language to translate/derive your CLOs/SLOs*

## Required Texts/Readings:

### Required Readings -

*Please note: Whilst campus policy is to allow the use of textbooks for teaching courses, the Department of Art & Design discourages their use for two reasons: one, that it is a significant extra added burden of expense for students, and, secondly, that we believe textbooks to be a less effective teaching tool than using a range of reading materials by different authors.*

*List textbook and any other required reading materials here. For textbooks, chapters, essays, articles, and reviews please remember to include the full bibliographical citation details and ISBN numbers. Also, please make sure that any of these sources are available free to students in the Pfau Library, or in the VRC, or online. Please consult with the VRC Director for availability of books, etc. and advice and guidelines on copyright policies also.*

*Teodora Bozhilova, VRC Director: [Teodora.bozhilova@csusb.edu](mailto:Teodora.bozhilova@csusb.edu)*

*VRC website: <https://www.csusb.edu/visual-resource-center>*

*Stacey Magedanz, Art Librarian: magedanz@csusb.edu*

*Pfau Library Website: <https://www.csusb.edu/library>*

### Other Recommended Readings / Bibliography –

*Please note: The Department of Art & Design strongly encourages you to list at the very least a minimum of 5 other readings for your course. For art history courses, a minimum of 15 other published sources is required. These are not necessarily for use in class, but are aimed to give students further opportunity to learn on their own time and/or to give further context and depth to the required readings above and/or activities in classes for this course.*

*Please remember to include the full bibliographical citation details, with page numbers (as appropriate), and ISBN numbers.*

### Required or Recommended Web Sources -

*Please cite the URLs fully, and check that links are working at the time of distribution of this syllabus to the students.*

*Please note that faculty using non-university-supported resources must state in their syllabus that the university will not provide technical support for those resources and that the university does not endorse any products that may be advertised through those resources (see FAM 827.3*[*Distributed Learning Policy*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/FAM%20827.3%20Distributed%20Learning%20Policy_0.pdf)*).*

*Also, please see FAM 872.2*[*Policy on Course Materials*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FSD00-16%29Course_Material_0.pdf)*for specific requirements regarding materials authored or published by the instructor.*

## Assignments:

*Enumerate and briefly describe assignments for the course and indicate alignment with learning outcomes (i.e. tailor your assignments so that learning outcomes will be delivered, and explain this briefly in your description of assignments). Include information about due dates and assignment weighting for grading.*

*This should include types and descriptions of major assignments, including*[*Examinations*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FSD87-19.R1%29Final_Exams.pdf)*(FAM 832.4). Note that instructors are required to provide some kind of activity during the Final Exam period for each course. The* [*Final Exam Schedule*](http://academicscheduling.csusb.edu/documents/2168FinalsSchB.pdf) *can be found on the*[*Academic Scheduling*](http://academicscheduling.csusb.edu/)[*website*](https://www.csusb.edu/academic-scheduling)*, as are the T forms for Special Topics courses and the Request for a Change in Final Exams.*

*Be sure to include at least one ‘formative’ assessment point mid-way through the course (or more frequently as you feel appropriate), where students receive formal written feedback but are not graded, and at least one ‘summative’ assessment point, where students are graded and receive formal written feedback. If just one summative assessment point is selected, then this should be at the end of the semester.*

*Formative assessment points are typically points in the course where some formal evaluation is made of students’ work but no grade is given/recorded. Formative assessment is intended for supportive feedback to help guide the students towards success in the course.*

*Summative assessment is where a formal grade is, or points are, awarded to the students for an assignment, along with formal written feedback on their performance/attainment, which are recorded and contribute to the final grade awarded for the course.*

*For special assignments such as*[*field trips*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28Admin%29Field_Trips_0.pdf)*(FAM 836.1) or service-learning activities that are accomplished at off-campus locations, please see FAM 807.65*[*Policy on Attire for Students in On-Campus Simulation or Clinical Supervision Classes*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FSD98-12%29Student_Attire_1.pdf)*, Field Trip Forms (multiple) through Risk Management are found on the*[*Environmental Health and Safety website*](https://www.csusb.edu/ehs/forms)*.*

## Grading Policy:

*Specify grading policies including how grades are determined, what grades are possible, whether extra credits are available, what the penalty is for late or missed work, and what constitutes a passing grade for the course.*

*Include a grading rubric (often created in a tabulated format), so that students can see what it will take to get each grade). Remember to refer back to the learning outcomes so that students can evaluate what they need to learn and accomplish as well as to what standard.*

*Your grading rubric should give qualitative and quantitative (where appropriate) reasoning for the awarding of each grade according to each criterion you will be evaluating. Again, the criteria for grading should derive from and/or be closely related to the course learning objectives.*

*We have attached sample grading rubrics below as a guide.*

*For details on the basis for assigning a course grade, please see FAM 840.4*[*Policy on Grades*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/FAM%20840.4%20to%20post%20online.pdf)*and FAM 840.72*[*Student Grade Posting Policy*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FSD05-18%29Grade_Posting.pdf)*.*

## Class Schedule:

*Please list all classes, week by week, and include headings or brief topic and activity descriptions, to ensure students understand the progression of learning throughout the course. Note any formative and summative assessment points (i.e. classes in which grading or other forms of assessment, evaluation, or feedback will take place), and be sure to indicate very clearly if and when summative assessment will take place, as it contributes to the students’ recorded grades for the course.*

*(Note: subject to change with fair notice.) List the agenda for the quarter including when and where the final exam or other assessment method will be held, and dates for any mid-way assignments and the final projects/assignments to be submitted and/or presented.*

*[Note: please feel free to format the schedule of classes in any way you feel is appropriate].*

|  |  |
| --- | --- |
| **Date** | **Topics, Readings, Assignments and Deadline** |
| e.g. Week 1: September 22 to September 29 |  |
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## Safety Practices & Issues for the Course:

*Please list and clearly explain any safety considerations and issues that may be a necessary element of the course activities. Be sure to detail all safety procedures and training to be followed by the students, and list any PPE (Personal Protective Equipment) that should be worn during particular hazardous operations/activities in the VA workshops and studios.*

*Ensure that all students understand that they must undertake trainings (as appropriate) to use particular machines, equipment, materials, and techniques that may be necessary for this course. Create a completion sheet for students to sign for particular trainings that involve hazardous materials, processes, tools or equipment.*

*Faculty should note that there is an*[*Incident Report form*](https://cm.maxient.com/reportingform.php?CSUSanBernardino) *available on the CSUSB website for any safety or student concerns.*

## University Policies:

*Instructor(s) shall refer students to the “General Regulations and Procedures" in the CSUSB Bulletin of Courses for the university’s policies on course withdrawal, cheating, and plagiarism. Below are examples only.*

### Plagiarism and Cheating -

*Sample text:* Students are expected to be familiar with the University’s Policy on cheating and Plagiarism. Please review this at (CSUSB Bulletin, pages 51-52*). Quote here the university’s policy.* “Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.”

**Participation and Attendance -**

*Be sure to spell out clearly if lack of attendance will affect students’ grades, and how. Also, detail any other guidelines that students must follow, for example if and when students should inform you of absences, what are allowable absences, etc.*

*Be sure to give details of any provisions for the makeup of missed or late assignments, if any. See FAM 818.9*[*Missed Class Time and Makeup Policy*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FAM15-14%29MissedClass.pdf)*for information about extracurricular and co-curricular activities.*

### Classroom Protocol -

*Note expectations for participations, attendance, arrival times, behavior, safety, cell phone use, etc. Also, note FAM 818.8*[*Meeting, Dismissal and Conduct of Classes*](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28Admin%29Meeting_Dismissal_Conduct_Courses.pdf)*.*

*Also, for studio and workshop classes, please note appropriate dress for class – many of our activities are messy and/or dangerous (i.e. no untied long hair, tassels, hood laces scarves, etc. allowed near rotary machines).*

### Dropping and Adding –

*Sample text:* Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [(CSUSB Bulletin, pages 46-48).](http://sa.sjsu.edu/student_conduct)

**INCLUDE CENSUS DATE HERE**

## Campus Policy in Compliance with the American Disabilities Act

*CSUSB Syllabus Policy (2.g) states that at a minimum, each course syllabus must contain a statement of ADA compliance (below are the 2007-08 official statements for supporting students with disabilities), and the reminder that it is the student's responsibility to seek academic accommodations for a verified disability in a timely manner.*

## Support for Students with Disabilities

### Main Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909) 537-5238.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

### Palm Desert Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Rosie Garza in Services to Students with Disabilities at the Palm Desert Campus in RG-209, 760-341-2883 extension 78117, or at the San Bernardino Campus in UH-183, 909-537-5238, [ssd@csusb.edu](mailto:ssd@csusb.edu)

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

**Academic ('Grade') Grievances -**

Academic or grade grievances must be initiated by the student within 40 business days after grades are issued. Academic grievances can concern grades, non-admittance to a course, major or program and suspension or expulsion from the university. In general, this means that faculty must keep records for at least one semester (Fall or Spring) after the course has ended. For grade grievances, students file a report with the appropriate Dean's Office. The Department Chair then works together with the Dean's Office to collect pertinent information such as syllabi, grading rubrics, etc. Attempts are made to resolve the issue before the College Level Report is completed. If the student is dissatisfied with the College Level Report, the grievance moves to the Vice President of Student Affairs' office and the Academic Grievance committee for a final resolution.

* [Academic Grievance Policy](http://live-csusb.pantheonsite.io/sites/default/files/upload/file/%28FSD69-41.86.R10%29Academic_Grievance_0.pdf)

**Non-academic Grievances -**

Non-academic grievances are usually complaints of discrimination, harassment or inappropriate behavior. They may be filed by a student against another student, faculty, staff, or administrator. The grievance must filed within 20 work days after the end of the academic semester.

* [Non-Academic Grievance Policy](https://www.csusb.edu/policies/student-non-academic-grievance-policy-and-procedures)

## VRC – Visual Resources Center & Innovative Materials Collection:

*Please add the following text to your syllabus:*

All students taking Department of Art & Design courses should use the VRC as a resource to help with the study of art and design and to help with the making of art and design works.

The Visual Resource Center (VRC) at the Department of Art & Design provides the resources to facilitate students and faculty who use images and other visual media in their studies, teaching, research and creative projects in art, art history, design and other humanities disciplines.

It is home to an ever-growing online image database of over 20,000 digital images of works of art in addition to 1,500 art reference materials, books and journals, 400 films, and over 70,000 slides. The VRC develops and maintains the online image database that is used in classroom instructions, student presentations, and research.

The VRC has a growing collection of innovative materials samples for making art and design works. It has computers, iPad Pros, scanners, and other equipment for use by students and faculty. It conducts workshops on visual literacy, how to cite art works and text sources, plus a wide range of other topics.

The VRC is located in the Visual Arts Building on the second floor. It is open to all CSUSB students, faculty and staff for research and study from 8:00am – 5:00pm, Monday-Friday. The VRC is closed on University recognized holidays [(see the academic calendar for specific dates)](https://www.csusb.edu/academic-programs/academic-calendars).

For a full view of everything the VRC offers please visit the website:

<https://cal.csusb.edu/visual-resource-center>

From the [CAA Guidelines](https://www.collegeart.org/standards-and-guidelines/guidelines/bfa) for Baccalaureate Degrees in Art and Design:

*“No strong BA, BS, or BFA program in art/design can thrive without an adequate library, computer technology, appropriate access to high-quality visual resources, and exhibition spaces or opportunities to fit the scope of the department.”*

## Handouts:

*Where possible please provide handouts in PDF form (to reduce printing costs and to ensure we are helping with environmental sustainability) with your syllabus. Please also consider only distributing this syllabus plus any other course materials via electronic media (i.e. via email to your student and/or via Blackboard).*

*However, please either list or add all handouts to the end of your syllabus if available at the time of distribution of the syllabus to the students.*