

Office of Faculty
Development

**Resource Guide
for New Faculty
1:1 Orientation**

2020-2021





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2020-2021

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Dear New Faculty Member,

Welcome to ArtCenter College of Design. It is a pleasure to have you join our community of professional teachers, creatives, makers, and learners. As a new faculty member, we are committed to providing you with resources to ensure your success in the classroom and studio, from the first day through the duration of your time at ArtCenter. Before the term starts, you should have already had direct contact with your chair regarding syllabus and specific details pertaining to your teaching assignment, and with Human Resources regarding employment details.

New Faculty Orientation is a 1:1 process at ArtCenter and begins with a combination of outreach, electronic resources, and a meeting with the Office of the Provost and the Director of Faculty Development, in the Center for Innovative Teaching & Learning. We are the first resource for faculty with questions about teaching and learning or in need of support at ArtCenter. Depending on your experience teaching and familiarity with the College, the 1:1 orientation will cover pedagogy (Syllabus, Term Plan, Projects and Assignments, Critique, Rubrics, ELL support, etc), resources, an introduction to the College, and some required components of the on-boarding process to get you set up in the system and ready for Day One. Following the orientation, you will receive an email from the Digital Teaching & Learning department with information about their resources and services.

To begin, please visit the [Faculty Development page](#) on inside.artcenter. In the section titled New Faculty Orientation, please download the Resource Guide for New Faculty 1:1 Orientation. This will help you to become familiar with our expectations for teaching, navigate Inside.artcenter.edu (Inside), our online portal for classroom administration, and be ready for Day One in your classroom or studio. You will have access to the rest of Inside.artcenter when you receive an email from helpdesk@artcenter.edu with your ArtCenter email address, UserID, and temporary password.

As the term progresses, further support and opportunities for professional development around pedagogy, instruction, assessment, and technology will be offered through workshops, resources, coaching, and classroom observations. We will also have a social event in the Fall and Spring, so you will have a chance to meet other new faculty and members of the community. We are here to assist you as you transition your expertise into our challenging 14-week instructional environment. Please don't hesitate to reach out with questions or requests.

Welcome to the ArtCenter Community!

A handwritten signature in black ink, appearing to read "Ted Young".

Ted Young, PhD
Associate Provost,
Faculty Affairs

A handwritten signature in black ink, appearing to read "Samuel Holtzman".

Samuel Holtzman, PhD
Director, Faculty Development
Teaching & Learning



Contact Information for Offices & Departments
New Faculty Orientation

Office of the Provost & Associate Provost for Faculty Affairs

Karen Hofmann, Provost – karen.hofmann@artcenter.edu / Ext. 2303

Ted Young, Associate Provost, Faculty Affairs / ted.young@artcenter.edu / Ext. 4281

- Course Evaluations
- Performance Review
- Rank & Grid Placement
- Contracts and Letters of Appointment
- Issues and Concerns as a Faculty Member
- Student Conflicts
- Emergency Procedures

Center for Innovative Teaching & Learning (CITL)

Begun in 2014, The Center for Innovative Teaching & Learning (CITL) combines the offices of Faculty Development with Digital Teaching & Learning. We are located in Rm. 288 at the Hillside Campus, and there is a Digital Teaching & Learning maker space in 950 S. Raymond, Suite 204. All Faculty are always welcome to drop by the CITL with questions or for help, or to schedule a meeting with one of the Directors or support staff.

Sam Holtzman, Director, Faculty Development / sam.holtzman@artcenter.edu / Ext. 2479

Faculty Development Resources: <https://inside.artcenter.edu/pub/course/view.php?id=6>

Gayle Burns, Director, Educational Technology / gayle.burns@artcenter.edu / Ext. 2381

Digital Teaching & Learning Resources: <http://citl.artcenter.edu/dtl>

- New Faculty Orientation
- Drop-In Hours and 1:1 Coaching
- Syllabus, Weekly Plan, Grading and Evaluation (Rubrics)
- English Language Learner Support
- Critique Strategies
- Faculty Professional Development
- Support for Performance Review

- DotED (Online Course Management System)
- Classroom Management
- Drop-In Hours and 1:1 Education Technology Support
- DT&L South
 - o Online Learning
 - o Dedicated Maker Space
 - o Emerging Technology
 - o Instructional Design

James Lemont Fogg Memorial Library

The ArtCenter Library is primarily located at the Hillside campus with a satellite location in 950 South Raymond. The Library has an impressive physical collection, several rare books, multi-media content, and access to online databases and repositories for everything from academic research to streaming services for films. The liaison librarian program has a dedicated librarian for each department who can assist faculty members with collections, lib guides, research materials, and can also visit classes with materials and/or for information literacy sessions. Please see the handout or visit the link below for information about the liaison librarian program.

Mario Ascencio, College Librarian and Managing Director – mario.ascencio@artcenter.edu
Library Resources: <http://lib.artcenter.edu/faculty-services>

Center for Student Experience (CSE)

Please see the handout for information about the Center for Student Experience. The CSE supports students primarily, but overlaps with faculty members in many ways related to policies and student support. If you have a student with an accommodation they will provide a letter for you issued by the CSE. The College's mental health counselors are also a part of the CSE. The CSE also houses the international student office and student clubs and organizations.

You may be interested in reviewing the following areas of the student handbook
[Student Handbook 2015-2016](#)

- Chapter 1: Student Academic Policies
- Chapter 2: International Student Policies and Procedures (new)
- Chapter 3: College wide Policies and Procedures – this chapter includes the Academic and Creative Integrity Policy, and the Student Code of Conduct
- Chapter 11: Student Resources – this chapter explains the CSE, the Writing Center, CPD, Academic Advising, etc. (expanded)

ArtCenter Faculty Council (ACFC)

ArtCenter Faculty Council is one of the main shared governance groups on campus and is an advocacy group for faculty, comprised of full and part-time representatives from all academic departments within the college and public programs (ArtCenter at Night). Council meets every other week during the term and most meetings are open to faculty members with concerns or interest – see posters and emails for schedules and agendas. Faculty Council also has two grant opportunities for faculty members – see announcements for TAA and FPG (some requirements and restrictions).

Faculty Council Inside Page: <http://inside.artcenter.edu/go/acfc>

CARE Team (Communicate. Assess. Refer. Educate)

CARE is a team made up of Administration, Staff, and Faculty that helps provide outreach to students who are demonstrating signs of emotional, academic, and/or behavioral distress. Please see the CARE flier and card in your folder and also visit the CARE page on [inside.artcenter.edu](https://inside.artcenter.edu/cms/course/view.php?id=2) (<https://inside.artcenter.edu/cms/course/view.php?id=2>)

Writing Center

The Writing Center is the best resource for students who are struggling with written English communication. Feel free to refer students to the Writing Center if they need help with written assignments, preparing for presentations, or understanding the criteria and parameters of assignments (must have a written project brief or description). Please see the handout for hours and policies.

Openings and Events (Multiple Handouts)

Grad Show Preview
Williamson Gallery
Car Classic
Faculty Brunch
Formula - E

Inside.artcenter.edu (Reminders)

Inside.ArtCenter is the college's online portal for Faculty, Staff, and other employees. You will find information about your pay, the salary grid, links to offices and a campus directory, as well as the link for attendance, course evaluations, and final grade submission.

- Please let us know if you still don't have access to inside.artcenter.edu. This is necessary in order to access your attendance sheet, etc...
- Please take a few minutes to complete your Faculty Biography



New Faculty 1:1 Orientation
2020-2021

Every new faculty member should have a 1:1 orientation meeting prior to beginning teaching with the Director of Faculty Development. Topics to be covered depend on familiarity with the college and experience as an instructor.

About the College

- Professional Focus, Professional Standards
- 18 Undergraduate and Graduate Departments
- One College, Two Campuses
- Fa, Sp, Su: Three Terms, 14 Weeks
- Average Student Age 20.5

Planning your Course

- Syllabus
- Weekly Plan
- Rubrics & Tools for Grading
- Project Briefs and Major Assignments
- Adjacent Courses & Assessment in the Dept.
- Referral to Dept. Coordinator for classroom materials and supplies
 - o See Letter from Student Store
- Academic and College Policies, Title IX, and FERPA

Center for Innovative Teaching & Learning

Faculty Development

- Workshops, Coaching, and Classroom Observations
- ELL Support
- Students Receiving Accommodations
- Diversity
- Liaison Librarian Program
- Field Trip Form
- Faculty Professional Development

Digital Teaching & Learning

- DotEd
- Instructions for Classroom Management
- DTL South

Community and Support

- Faculty Council
 - o Bi-Weekly open meetings
 - o TAA and FPG
- Campus Events
- CARE
- Support for Food Insecurity - *New*
- Environmental Health & Safety (EHS)
- Helpdesk@artcenter.edu

Inside.ArtCenter.edu

- Attendance
- Academic Honesty - *New Online Referral System*
- Course Evaluations
- Performance Review
- LinkedIn Learning.com
- Grading
- Email Address
- Payroll Schedule
- Academic Calendars
- Campus Maps

Spring 2020 Important Dates

WEEK	DAY	DATE	
Break Week 5	Tue-Fri	Jan 14 - 17	New Student Orientation
	Fri	Jan 17	Last day to submit a LOA form for Spring 2020 without financial obligation to ArtCenter
	Sat	Jan 18	Spring 2020 classes begin
Week 1	Mon	Jan 20	Martin Luther King Jr Holiday
	Tues - Fri	Jan 21 - 24	100% Tuition Forgiveness with a \$500 Late Withdrawal Fee Add / Drop opens
Week 2	Mon	Jan 27	Add / Drop closes at 6:00 PM Last day to request an ArtCenter Lite for Spring 2020 Last day to submit a LOA form for Spring 2020
	Tue - Fri	Jan 28 - 31	80% Tuition Forgiveness Period
Week 3	Mon - Fri	Feb 3 - 7	60% Tuition Forgiveness Period
Week 4	Mon - Fri	Feb 10 - 14	40% Tuition Forgiveness Period
Week 5	Mon - Fri	Feb 17 - 21	20% Tuition Forgiveness Period
Week 6	Mon - Fri	Feb 24 - 28	0% Tuition Forgiveness Period Begins
Week 8	Thur - Fri	March 12 - 13	Suspension of Classes
Week 9	Mon - Fri	Mar 16 - 20	Suspension of Classes
	Fri	Mar 20	Last day to withdraw from a Spring 2020 class
Week 11	Sat	Mar 28	First day of Online Course Evaluations for the Spring 2020 semester
	Fri	Apr 3	Last day to submit the Application for Graduation for Summer 2020
Week 12	Mon	Apr 6	First day of online registration for Summer 2020
	Fri	Apr 10	Last day to Withdraw completely from the Spring 2020 semester
Week 13	Fri	Apr 17	Last day to submit the Application for an Independent Study for the Summer 2020 semester
Week 15	Fri	May 1	Last day to submit course work for Fall '19 Incompletes to faculty Last day to request an Incomplete for the Spring 2020 semester
	Sat	May 2	Last day of Spring 2020 classes
Break Week 1	Mon	May 4	Spring 2020 grades are due from Faculty
	Tue	May 5	Last day of Online Course Evaluations for the Spring 2020 semester
	Wed	May 6	Spring 2020 grades available on Inside ArtCenter

Holidays are subject to change

Summer 2020 Important Dates

WEEK	DAY	DATE	
Break Week 2	Tue-Fri	May 12 - 15	New Student Orientation
	Fri	May 15	Last day to submit a LOA form for Summer 2020 without financial obligation to ArtCenter
	Sat	May 16	Summer 2020 classes begin
Week 1	Mon - Fri	May 18 - 22	100% Tuition Forgiveness with a \$500 Late Withdrawal Fee Add / Drop opens
	Fri	May 22	Add / Drop closes at 6:00 PM Last day to request an ArtCenter Lite for Summer 2020 Last day to submit a LOA form for Summer 2020
Week 2	Mon	May 25	Memorial Day Holiday
	Tue - Fri	May 26 - 29	80% Tuition Forgiveness Period
Week 3	Mon - Fri	Jun 1 - 5	60% Tuition Forgiveness Period
Week 4	Mon - Fri	Jun 8 - 12	40% Tuition Forgiveness Period
Week 5	Mon - Fri	Jun 15 - 19	20% Tuition Forgiveness Period
Week 6	Mon - Fri	Jun 22 - 26	0% Tuition Forgiveness Period Begins
Week 7	Fri	Jul 3	Independence Day Holiday (observed)
	Sat	Jul 4	Independence Day Holiday
Week 9	Fri	Jul 17	Last day to withdraw from a Summer 2020 class
Week 11	Sat	Jul 25	First day of Online Course Evaluations for the Summer 2020 semester
	Fri	Jul 31	Last day to submit the Application for Graduation for Fall 2020
Week 12	Mon	Aug 3	First day of online registration for Fall 2020
	Fri	Aug 7	Last day to Withdraw completely from the Summer 2020 semester
Week 13	Fri	Aug 14	Last day to submit the Application for an Independent Study for the Fall 2020 semester
Week 14	Fri	Aug 21	Last day to submit course work for Spring '20 Incompletes to faculty Last day to request an Incomplete for the Summer 2020 semester
	Sat	Aug 22	Last day of Summer 2020 classes Commencement and Reception
Break Week 1	Mon	Aug 24	Summer 2020 grades are due from Faculty
	Tue	Aug 25	Last day of Online Course Evaluations for the Summer 2020 semester
	Wed	Aug 26	Summer 2020 grades available on Inside ArtCenter

Holidays are subject to change

SYLLABUS (TEMPLATE)

(DEPARTMENT)		● ArtCenter	
(course name)		(course #)	(section)
(building and rm. #)		(start and end times)	(term/yr.)
INSTRUCTOR	Name		
	Contact information		
	Availability		
COURSE DESCRIPTION			
<p>(This comes from the course catalogue, includes pre-requisites, and is provided by the Department. If the Course Description needs a major revision, please draft a recommended course description using the Catalog Course New/Drop/Change Request form and return to the department for review)</p>			
COURSE LEARNING OUTCOMES			
<p>(This space should be used to clearly identify the Course Learning Outcomes (CLOs), which are provided by the Department. If you are writing or updating them with departmental permission, please review the CLO_FAQ on the Inside.ArtCenter Faculty Development page for suggestions, examples, and appropriate language.)</p>			

SECTION DESCRIPTION	
<p>(A concise description of your section of the class. <i>Even if there's only one section, this is something different from the course description - see sample syllabus.</i>)</p>	
ANTICIPATED SCHEDULE (List major projects and assignments, not all weekly activities)	
1. (project / topic)	Weeks x - x
2. (project / topic)	Weeks x - x
3. (project / topic) (...press 'Tab' to add more rows as needed here to match your course)	Weeks x - x

GRADING
<p>(Clear explanation of how assignments (i.e.: weekly, midterm, final, etc.) will be graded, their percentages, and how they will be calculated into the final grade along with participation, etc. Make sure all grade percentages listed in this section sum to 100%. Include policy for late assignments and collaboration. Further details including specific criteria can be referenced in a Project or Course Grading Rubric.)</p>

ALIGNMENT CHART (Contact your Chair or Director if you don't have the CLOs for your course)									
	ALIGNMENT TO COURSE LEARNING OUTCOMES								
MAJOR ASSIGNMENTS (ie, midterm and final, only main projects, etc... Make sure to indicate which CLOs the Project directly addresses)	CLO X	CLO X	CLO X	CLO X	CLO 5 etc...				
1. (project)			(x)	(x)	(x)				
2. (project)	(x)		(x)		(x)				
3. (project)	(x)	(x)	(x)	(x)					
(...press 'Tab' to add more rows as needed here to match your course)									

COST INFORMATION			
REQUIRED MATERIALS:	xxxxx	ESTIMATED COST OF MATERIALS:	\$ xx.00
INSTRUCTION/HOMEWORK			
CLASS ACTIVITIES (all that apply during the term)	y/n	Lecture/Discussion	WEEKLY HOMEWORK: x – x hours
	y/n	Instruction/Demonstration	
	y/n	Critique	
	y/n	Studio time	
	y/n	Lab	

EXPECTATIONS FOR CLASSROOM CONDUCT
<p>ArtCenter is committed to maintaining a civil and safe learning environment, free from bias, coercion, and harassment for all. The classroom is a shared environment where all parties are accountable for behavior and contributions to a productive and supportive atmosphere. We understand that our members represent a rich variety of backgrounds and perspectives and are committed to providing a set of conditions for learning that respects diversity. While working together to build this community we ask all members to:</p> <ul style="list-style-type: none"> • Be open to the views of others • Honor the uniqueness of colleagues • Communicate in a respectful manner • Recognize differences in learning, language, approach and ability • Appreciate the opportunity that we have to learn from each other in this community • Respect the work and materials of others <p>All students are expected to abide by the ArtCenter Code of Conduct. All Faculty members, as Employees, are expected to abide by the Employee Standards of Conduct. The full statements of these policies can be found in the Student and Employee Handbooks. To report an incident, please see the Grievance and Complaint Policies and procedures listed in the Student Handbook, Faculty Handbook, and Employee Handbook. If you have any concerns or would like to discuss an incident, please contact your Instructor, your Department Chair, the Center for the Student Experience, or the Office of the Provost.</p>
POLICY AGAINST HARASSMENT
<p>The College is committed to providing an educational environment that is free of any kind of unlawful harassment. In keeping with this commitment, the College maintains a strict policy prohibiting unlawful harassment by any employee and by any third parties, such as contractors, visitors, students or vendors. Any harassment on the basis of race, color, religious creed, sex, ancestry, national origin, age, physical or mental disability, medical condition, genetic characteristic, marital status, veteran status, sexual orientation, gender identity, transgender identity or any other characteristic protected by federal, state or local law is strictly prohibited. Examples of such conduct that may violate this policy include verbal harassment, physical harassment or visual harassment. Verbal harassment may include, but is not limited to, epithets and derogatory comments or slurs on any of the bases listed above. Physical harassment may include, but is not limited to, assaulting, impeding or blocking movement, or physically interfering with the normal work or movement of another, when directed at that individual on any of the bases listed above. Visual harassment may include, but is not limited to, the display or possession of derogatory posters, cartoons, computer images or drawings on any of the bases listed above. Violation of the Policy Against Harassment may result in disciplinary action, up to and including suspension or dismissal. Please see the Student Handbook for additional guidelines on the above.</p>

Title IX Student Policy and Procedure

ArtCenter does not discriminate on the basis of sex, gender or sexual orientation in its education programs or activities. ArtCenter complies with Title IX of the Education Amendments of 1972, and certain other federal and state laws, which prohibit discrimination on the basis of sex, gender, or sexual orientation in employment, as well as all education programs and activities operated by the College (both on and off campus), and protect all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual violence. For more information, please see the [Notice of Non-Discrimination and Policy Statement](#). Further contact information, policies and procedures, complaint forms, and other resources can be found on the [Title IX Webpage on Inside.ArtCenter.edu](#).

ATTENDANCE POLICY

To complete a course successfully, students must attend all class sessions (unless they are engaged in research or location assignments that have been authorized in advance by the class instructor of the missed class). The instructor takes attendance at the beginning of each class. At the discretion of the instructor, three or more absences may result in a grade of F. Students who miss a class due to illness should discuss the absence with the instructor at the next class meeting. Students who are ill for a week or longer should inform their Department Chair's office of their absence. Please see the full Attendance Policy in the [Student Handbook](#) for more information.

DISABILITY STATEMENT

ArtCenter complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified individual with a disability shall be denied access to, or participation in the services, programs and activities of the College. The Center for the Student Experience has more information on Disability Services, policy and Resources for students. Please see the full Disability Statement in the [Student Handbook](#) for more information.

STATEMENT OF ACADEMIC AND CREATIVE INTEGRITY

Academic and creative integrity is essential to personal and educational growth of students, which all members of the ArtCenter community are expected to uphold. This value maintains the standards of excellence of the College and creates a meaningful learning environment. A violation of the Academic and Creative Integrity Policy is defined as misconduct including but not limited to plagiarism, creative dishonesty, multiple submission of the same work, cheating, unauthorized collaboration, misrepresentation of ability, sabotage, falsification of records, and complicity in any of the above. The full Academic Integrity Policy can be found in the [Student Handbook](#).

GRADE POINT DESCRIPTIONS

Grades are considered FINAL when submitted by the faculty and can only be changed to correct an error in grading or to change an official Incomplete grade to a final grade. Students CANNOT submit or redo work after the end of the term unless an official Incomplete has been approved. The deadline for changing an Incomplete grade is Friday of Week 14 of the term following the term when the course was taken. The deadline for changing an incorrect grade is Friday of Week 6 following the term when the course was taken. Please see the [Student Handbook](#) for the full statement on Grades and Grade Points. ArtCenter uses the following grading system:

A 4.00 points	C+ 2.50 points	D- 0.75 points	N 0.00 points (Non-attendance Failure)
A- 3.75 points	C 2.00 points	F 0.00 points (Fail)	U 0.00 points (Unsatisfactory)
B+ 3.50 points	C- 1.75 points	S 0.00 points (Satisfactory)	P 0.00 points (Pass)
B 3.00 points	D+ 1.50 points	I 0.00 points (Incomplete)	W 0.00 points (Withdrawal)
B- 2.75 points	D 1.00 points	M 0.00 points (Missing)	

WEEKLY PLAN

WEEKLY PLAN OF ACTIVITY			
Course Name:		Instructor:	
Term:		Meeting Location and Time:	
Week	Topic	Class Activities	Assignments
Week 1	Topic		
Week 2	Topic		
Week 3	Topic		
Week 4	Topic		
Week 5	Topic		
Week 6	Topic		
Week 7	Topic		
Week 8	Topic		
Week 9	Topic		
Week 10	Topic		
Week 11	Topic		
Week 12	Topic		
Week 13	Topic		
Week 14	Topic		

Syllabus Template Checklist

Please use this checklist to guide completion of the Syllabus Template

PREPARING THE SYLLABUS TEMPLATE / Department

- Insert Course Name, Course Number, Units, Term, and Meeting Times / Day(s) / Location
- Insert the Course Description from inside.artcenter.edu
- Title syllabus and send to faculty member to complete. Include department code, course code, instructor's last name, and term of instruction. For example: ENV_201_01_Ball_17SP
- If Course Learning Outcomes (CLOs) exist for the course, please insert them into the Course Learning Outcome box

COMPLETING THE SYLLABUS TEMPLATE / Faculty Member

- Add Instructor Contact and Availability (please use your ArtCenter email address here)
- Insert the Course Learning Outcomes (CLOs) in the Course Learning Outcome Box if they are not already there. Contact your department or the [Office of Faculty Development](#) if you have questions about the CLOs
- Write a section description if applicable in the Section Description Box. If there are multiple sections of a course, they will have the same Course Description, so this is used to differentiate the particular sections
- Major projects, assignments, central topics or themes are listed in the Anticipated Schedule box (a more complete description of what happens in the course each week goes into the Weekly Plan)
- Add explanation of grading. Note, Grade Percentages in the section on Grading should equal 100%
- Required Materials and Estimated Cost section is completed
- Alignment Chart is completed with Major Assignments Aligned to Course Learning Outcomes
- Weekly Plan is completed for all class meetings. Make sure to identify material covered each day (topics, content, references,...) and indicate assignments/projects given and due
- Syllabus is prepared for distribution to students, electronic preferred (via DotEd) or hard copy – please make sure to review the Syllabus with all students on the first day of instruction, and go over listed College policies
- Completed syllabus is returned to the Department

RECEIVING & STORING / Department

- Completed syllabus has been received and checked for completion by the Department
- Syllabi for the term have been collected and uploaded to digital management system (DMS) by Week 4 (managed by Center for Educational Effectiveness cee@artcenter.edu).

QUESTIONS?

Sam Holtzman, Director, Faculty Development, Teaching & Learning | sam.holtzman@artcenter.edu | ext. 2479

Leslie Johnson, Executive Director, Academic Affairs | leslie.johnson@artcenter.edu | ext. 4238



Grading System & Descriptions										Art Center College of Design			
4.0 scale	0		1			2			3			4	
single word description	N/A		Ineffective			Progressing			Effective			Highly Effective	
corresponding detailed descriptions	Did not demonstrate, either through absence and/or serious deficiencies, the described criteria.		Struggles to demonstrate practices described in the key grading criteria.			Performs within the described key grading criteria. Showing some improvement over time.			Consistently demonstrates competency regarding the practices described in the key grading criteria.			Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.	
corresponding accd point range and letter grade	0.00		0.75	1.0	1.5	1.75	2.0	2.5	2.75	3.0	3.5	3.75	4.0
	F		D-	D	D+	C-	C	C+	B-	B	B+	A-	A
corresponding 100 pt scale	0-59		60-69			70-79			80-89			90-100	
existing accd grade descriptions	An F is a failing grade, which is given to student who have been absent from class 3 or more times and/or have not produced the work required. The quality and quantity of the work in and out of class is unacceptable. The work does not qualify the student to progress to a more advanced level.		A D is a barely passing grade - the lowest grade possible for a delivered product. Although the student has met only the most basic requirements of the class, their work still qualifies them to progress to the next level of study/production. The work shows little understanding or connection with the material and is seriously flawed. At the discretion of the instructor, the D grade should be reserved for some extreme circumstance/disconnect from the standard grading matrix that allows a student to do so poorly and still pass the class.			A C+ is the minimum cumulative level of accomplishment required for graduation from the Undergraduate Program at Art Center. A C+ is an average grade, which demonstrates a satisfactory comprehension of the subject. C + work accomplishes the all of requirements with basic competency and momentary flashes of insight.			A B is an honor grade, which is given to students who demonstrate a solid understanding of the assignments given and have produced work of considerable achievement. The B student is an active listener, and accomplishes more than the minimum work required. The work is good; the focus is clear, however some areas though grasped, have not been used, developed or fully exploited. A B should be considered a high grade given to students of significant potential that have specific areas to be developed.			An A is a high honor grade, which is reserved for exceptional students who have excelled in the production required for the class in either visual or written form. The work leaves little or no room for improvement. The structure is complete; the content is clear and substantial. In addition the student has participated actively and helpfully in class critiques. The student sees many sides of an issue, integrates ideas previously learned and anticipates the next steps in the progression of ideas. The A student is an example for others to follow.	

Six Elements of a Professional Presentation
© Tony Luna 2016

● ArtCenter College of Design

Assessment Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria
Point of View: After experiencing the presentation do you have a clear concept of the presenter's comprehension of the subject and how they view the world relative to the subject matter?	- Complete lack of understanding of the topic	- Partial comprehension of subject - Lack of clarity	- Comprehension of topic - Generally clear delivery	- Competency - Clarity - Conviction	- Comprehension - Competency - Persuasive - Able to motivate the audience to embrace point of view
Continuity: Once the Point of View was stated did the ideas that followed move seamlessly, contiguously, or did the presenter wander off on a tangent?	- Lack of understanding of the topic - Lack of direction	- Lost sequential thinking and perspective - Prone to tangents	- Mostly on target but needed more focus	- On target with theme - Used the story line effectively	- On point throughout - Periodically reminded audience of POV - Provided closure linking beginning with conclusion
Professionalism: Were there any distractions due to the presenter's: Nervousness, Use of Vocabulary, Posture, Voice, Eye contact, Connection with the audience, Hand gestures...?	- Unable to complete the presentation due to lack of preparation - or overwhelming anxiety - or disrespect towards the audience	- Little connection established with audience due to anxiety, inappropriate vocabulary, distracting body language, lack of eye contact, inability to be heard, lack of technical preparedness	- Inconsistent connection with the audience caused by minor behavioral distractions (ex: inappropriate use of conjunctions, overuse of "um," "ah," and the like) and affectations	- Good rapport with the audience reinforced by appropriate use of voice, eye contact, body language, and hand gestures	- Excellent connection and interaction with the audience leading to a sense of empathy with the concerns of the audience
Take-Away: Were you able to sum up the main theme of the presentation in a simple sentence? In other words was there a clear and memorable idea that the audience was able to take-away from the experience?	- Complete absence of a sense of, and articulation of, the main theme	- Central message not well defined - Too many messages presented	- Message stated but needed refinement	- Well defined message which was clearly stated	- A message delivered so simply and clearly stated that it resonated with the audience and was memorable
Originality: Was the topic original or was it derivative? Did the presenter provide a novel or unique way of presenting the material?	- Unoriginal, possibly plagiarized	- Derivative - Showed a lack of thought or of effort	- Good seed of an idea but needed development	- An unique idea presented comprehensively	- A totally original idea causing the audience to rethink previous assumptions
Relevance: Did the presenter appear to take the time to research the needs of the audience beforehand, and did s/he meet or exceed the expectations of the audience?	- Did not reach the audience at all due to lack of interest or effort	- Lack of proper research into the expectations of the audience	- Properly researched but lacked any new conclusions	- Well researched - Had noteworthy conclusion	- Well researched - Original conclusion - Provided the audience with a call to action

PLO

Program Learning Objectives are defined by the department and used to align courses within the full curriculum.

CLO

Course Learning Objectives come from PLOs and are used to help instructors plan appropriate projects and assignments.

Syllabus

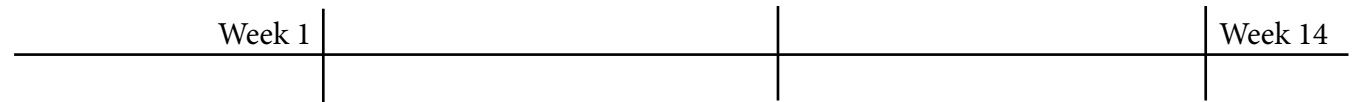
The syllabus is a teaching and learning agreement between the instructor, the students, and the department. A syllabus has a course description and CLOs (provided by the department), projects, grade percentages, and policies (generated by the instructor).

Make sure to provide the department coordinator with a copy of the syllabus and distribute and go over it with the students on the first day of the term.

Curriculum

The curriculum refers to course content such as readings, videos, site visits/field trips, research, assignments, quizzes, and tests - created or selected by the instructor to organize student learning. At Art Center, the curriculum is the intellectual property (IP) of the instructor.

Consider using a weekly plan to organize and share your curriculum. DotED (online course sites) also provides an excellent weekly structure for laying out curricular content and material so that students have anytime access for review.



Project

Use the CLOs to establish criteria and parameters for your projects. Clearly defined project briefs help students meet and exceed expectations.

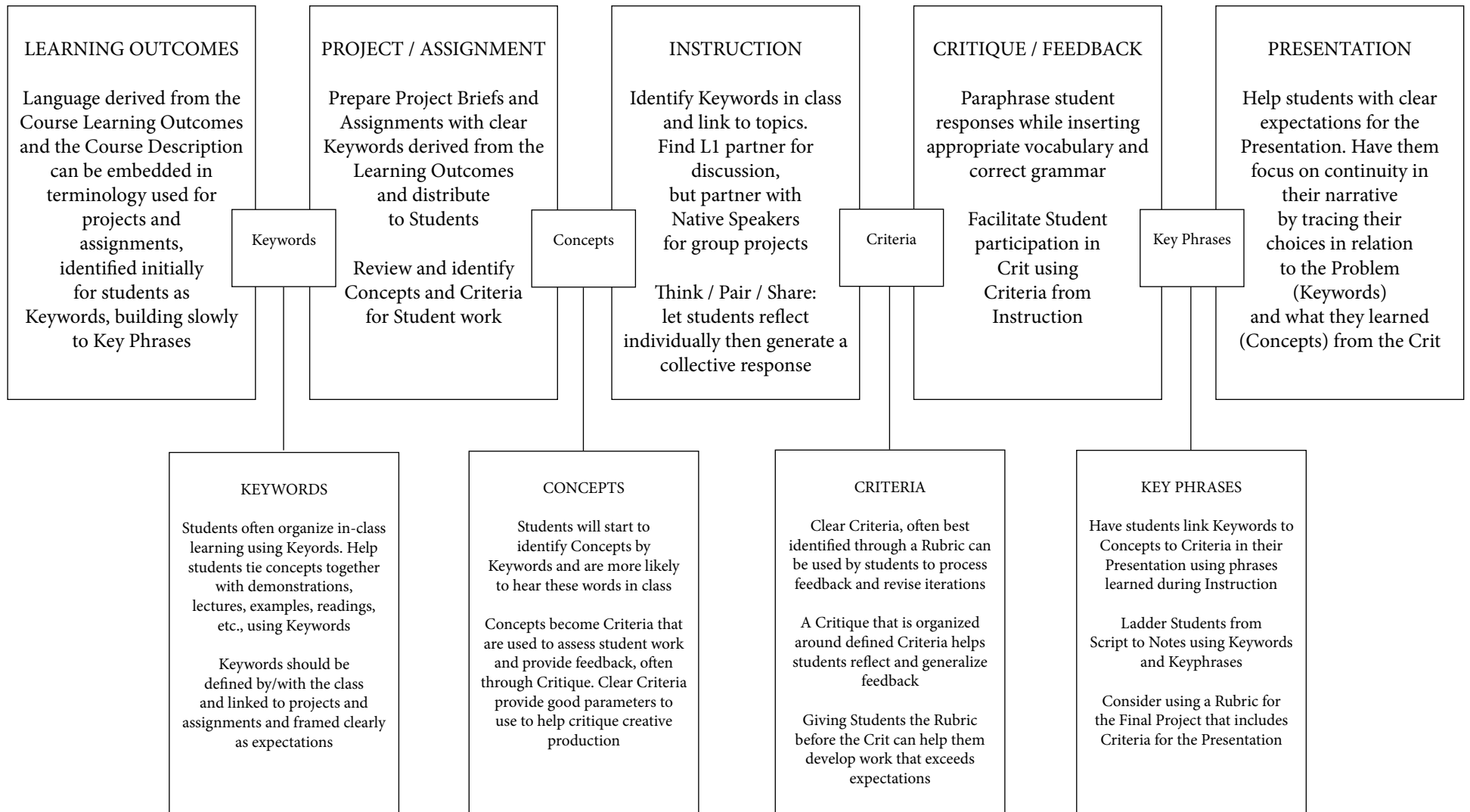
Critique

Referencing the criteria from the project brief in the crit helps students reflect on the choices they made in their work, and process / incorporate feedback.

Rubric

Rubrics are great tools to use for grading and feedback. Student work is assessed using criteria from the project brief, measured in degrees of quality. Criteria for the presentation can also be included.

Engaging English Language Learners Across the Term



Welcome to ArtCenter College of Design!

As you begin your teaching assignment, feel confident in the knowledge that there are many supports for your students that can supplement your instruction. One such support is the Writing Center.

At the Writing Center, we believe in helping students become confident and effective communicators within art and design. Our Writing Coaches provide individualized support and guidance in writing development. We are here to assist students of all proficiency levels from each of ArtCenter's disciplines through collaborative peer coaching. Writing Coaches help students generate and organize ideas, develop and revise written work, improve structural language and writing skills, and practice spoken English. Some specific examples of this support include:

- Strategies for brainstorming, pre-writing, and outlining
- Essay writing--structure, planning, and collaborative review
- Research planning and support
- Oral practice and preparation for critique or presentation
- Employment- and scholarship-application completion support

Writing Center sessions are 45-60 minutes long. Students can make appointments online on our Writing Center page found at inside.artcenter.edu. Or, students can walk into the center for assistance on a first-come, first-served basis.

All Writing Coaches are current ArtCenter students. Writing Coaches collaborate with students to improve written work, answer questions, and help them get started on projects. Students should come prepared with a hard copy of their work that has been checked for grammar through Turnitin.com (available through DotEd) or through an outside service such as Grammarly.com. Writing Coaches will not copy edit nor proofread for grammar exclusively. Rather, students are expected to proofread and correct their own writing while in dialogue and consultation with a Writing Coach.

There are two Writing Center locations. One on the Hillside Campus, Room 278. There is also Writing Center located on the South Campus, 1111 Building, Room 313. The Writing Center staff strives to maintain hours of operation from Monday through Saturday (see hours below). Please call 626-396-2461 for Writing Coach updates if the Writing Center isn't open as scheduled. Current hours at both locations for Fall 2019 (open through Week 13) are as follows:

Monday through Friday: 9:00 a.m. through 6:00 p.m.
Saturday: 10:00 a.m. through 3:00 p.m.
Sunday: CLOSED

We hope that you encourage your students to visit the Writing Center. We look forward to supporting your students.

Best Wishes,

Armando T. Zúñiga, Ed.D.
Faculty Director of English Language Learning
Assistant Professor, Humanities and Sciences
Director, Writing Center
armando.zuniga@artcenter.edu



WritingCenter



ArtCenter Library - Liaison Librarian Program

The Liaison Librarian Program is designed to deliver library services specifically tailored for your course and department. As faculty at ArtCenter, you have access to a subject specialist in the Library who can help you plan your class assignments related to the library, teach a library instruction class for your course, as well as help you with your own research. Contact one of our friendly Liaison Librarians below to get started!

Michelle Betty

Liaison Librarian & Reference Coordinator | michelle.betty@artcenter.edu

Humanities & Design Sciences
Integrated Studies
Transportation System & Design, Graduate

Photography and Imaging
Transportation Design, Undergraduate

Rachel Julius

Liaison Librarian & Instruction Coordinator | rachel.julius@artcenter.edu

Advertising
DesignMatters
Interaction Design

Graphic Design, Undergraduate
Media Design Practices, Graduate

Tanya Knipprath

Liaison Librarian & Outreach Coordinator | tanya.knipprath@artcenter.edu

Art, Graduate
Entertainment Design

Fine Art, Undergraduate
Illustration

Robert Lundquist

Liaison Librarian & Access Coordinator | robert.lundquist@artcenter.edu

Environmental Design
Film

Industrial Design, Graduate
Product Design

Everyone in the ArtCenter community from faculty, staff and students play an important role in identifying and supporting students in distress. You are encouraged to share information you have regarding a student of concern through a CARE referral and when appropriate, let that student know that you are making a referral on their behalf to support them.

As a reminder, CARE provides outreach to students who are demonstrating signs of emotional, academic and/or behavioral distress. CARE promotes the well-being of individual students and of the college community as a whole. Referred students will be connected to student services, advisement and off-campus resources, as needed.

For additional resources, contact information and the direct link to make a CARE referral go to:

<http://inside.artcenter.edu/go/care>

The CARE Team does not respond immediately to emergencies on campus; campus security should be notified in the case of a medical or safety emergency at 626-396-2211 or at each campus building's reception desk. A CARE referral should be made following an emergency involving a student to address any follow up with the student and the affected community members. Security will provide any information regarding any emergency as a member of the CARE team. A referral should also be made regarding a student of concern on a Study Away program and other College sponsored programs.

Please also refer to the handout, *Helping Students in Distress*, a guide to student support resources on campus. The guide provides information and contacts to support a wide range of student concerns.

Should you have questions about the CARE Team, process or other resources please contact the CARE team at care@artcenter.edu

CARE Team



New Instructor Checklist for Day One

Please Use This Checklist to Help You Prepare for Teaching, Manage your Classroom, and Troubleshoot Problems

PREPARING FOR THE CLASSROOM / STUDIO

- Syllabus and Weekly Plan completed and ready to distribute to students (**Required**)
 - Please send your department coordinator a copy
 - Visit the Faculty Development page on Inside.artcenter.edu (<https://inside.artcenter.edu/pub/course/view.php?id=6>) for the syllabus template and samples, or contact sam.holtzman@artcenter.edu
- Online course content and materials (including syllabus and weekly plan) uploaded to DotED (LMS)
 - Visit <http://citl.artcenter.edu/dtl/resources/> or contact gayle.burns@artcenter.edu
- Familiarize yourself with the library's services for faculty (liaison program, reserve course material, digitize content, etc.)
 - Visit <http://lib.artcenter.edu/faculty-services> or contact mario.ascencio@artcenter.edu

inside.artcenter.edu (College Portal)

- Access Inside.artcenter.edu using Art Center credentials (Contact helpdesk@artcenter.edu for help with log-in)
- Check course enrollment using the attendance sheet, accessible from the Inside Dashboard and used to take weekly attendance online (**Required**)
- Review course schedule, location, and meeting times on Inside Dashboard (Contact department coordinator for help with scheduling)

CLASSROOM SUPPLIES, PRINTING, AND COPYING

- Check with department coordinator for procedures and codes to use when charging items, printing and copying
 - Classroom materials can be purchased at the Student Store (Hillside Campus)
 - Copy Center staffed at Hillside and 950 (South Campus), copy machines are located at Hillside, 870, and 950
- Contact the Campus Student Store to order textbooks and student supplies (heather.basile@artcenter.edu)

CLASSROOM TECHNOLOGY AND SET-UP

- Audio / Visual Equipment Requests (<http://www.artcenter.edu/avrequest/>)
- Problems with Audio / Visual Technology (projector, mac mini, laptop connectivity, etc.)
 - Contact helpdesk@artcenter.edu | ext. 2390
- Problems with Classroom Set-up (chairs, tables, whiteboards, lights, etc.)
 - Contact facilitieshelpdesk@artcenter.edu | ext. 2307

FACULTY WORK SPACES / AMENITIES

- Faculty Lounges are located on Hillside and in 870 (South Campus)
- Faculty Dining Room (FDR) is open for breakfast, lunch, and dinner (Hillside)
- Coffee Cart is open from 8 am to 4 pm (Hillside)
- Grab and Go Food Options (950 Mezzanine) (1111, 6th Floor)
- Campus maps with locations identified ([inside.artcenter.edu / campus](http://inside.artcenter.edu/campus))

QUESTIONS?

Sam Holtzman, Director, Office of Faculty Development sam.holtzman@artcenter.edu | ext. 2479)
Megan Segota, Coordinator, Faculty Affairs megan.segota@artcenter.edu | ext. 4390)

Center for Innovative Teaching & Learning | Hillside Campus Rm. 288, M – F, 9:00 – 5:00



Office of Faculty Development
Topics for Workshops and Coaching | 2020

**New
Faculty
Orientation**

**1:1
Coaching**

**Classroom
& Studio
Observations**

**Syllabus
Tune-Up**

**Facilitation &
Visual Thinking
Strategies**

**Supporting Students
In Need**

with
Kendra Stanifer, CSE

**Engaging English
Language Learners**

**Crit Strategies
for Faculty**

**Faculty
Professional
Development
Fund**

**Tools for Teaching:
Rubrics**

**Teaching Advancement Award
and Faculty Project Grant
Support**

With Faculty Council

**Teaching for Diversity, Equity,
and Inclusion**

Pedagogy, Projects &
Assignments, Critique Practices,
and Content

Co-Teaching

Course, TDS, and
Sponsored Project
Planning

C.A.R.E. Team

Communicate, Assess,
Refer & Educate

**Faculty Performance
Review Prep**

with Ted Young,
Office of the Provost

If you are interested in learning more about any of the topics listed above, please contact sam.holtzman@artcenter.edu with questions or to schedule a 1:1 appointment. Guidance and mentoring from additional members of the community can also be arranged for specific topics.

Resources for most topics are available on the Faculty Development [inside.artcenter.edu](https://inside.artcenter.edu/pub/course/view.php?id=6) page: