

### ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

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### Programmatic Student Learning Outcomes/Mission

The **Master of Fine Arts in Photography** degree provides a rigorous exploration of image-making as a cultural force and as a mode of personal expression. The program nurtures intellectual and creative growth through the lively exchange of ideas from diverse sources and wide-ranging perspectives. The program supports aesthetic exploration in all forms of lens based and light based media and promotes academic inquiry through research recognizing the importance of critical analysis and writing to both comprehend and create a cohesive body of work. Brooks Institute prepares artists to make an important contribution to the expanding role of the visual experience in contemporary life.

### Upon Completion of the Master of Fine Arts Degree, students will be able to:

- Create a cohesive body of original work integrating a mastery of materials, methods, and concepts. (Visual Literacy, Adept)
  - Articulate an informed perspective that includes defining an aesthetic approach, reviewing methods and processes, and providing a broader cultural context in which to understand a body of work. (Communication, Global, Visual Literacy)
  - Synthesize knowledge obtained through various research activities exhibiting a standard of academic integrity and a graduate level of critical analysis. (Problem Solver, Visual Literacy)
  - Engage in creative collaboration as an effective member of a team. (Collaboration)
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**Course Title**            **Teaching Internship I**

**Course Code**            **ELE511**

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Credit Hours            2 Semester Credits

Prerequisites            PTT562

Course Type            Internship

Instructor            TBA

Email            TBA

Telephone            TBA

Term Start/End Date    TBA

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### Course Description

# Course Syllabus

This course connects a student with a Teacher/Mentor who supervises the student in a Teaching Assistantship (TA) within the undergraduate program at Brooks Institute or within a program at another institution approved by the Program Chair. The student is expected to work under the direct supervision of the Teacher/Mentor. A Coordinating Faculty Member, from the MFA in Photography Degree program, will evaluate the TA student's performance and stated learning.

## Learning Objectives

Upon completion of this course the student should be able to:

- Identify specific behaviors that indicate a shift in student engagement
- Review assignments and lecture information with sufficient detail when assisting students
- Analyze submitted student work to arrive at accurate assessment of the output
- Evaluate various strategies to take when helping students

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Required Textbook(s): Tools for Teaching, 2<sup>nd</sup> Edition, by Barbara Gross Davis. 978-0-7879-6567

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## Course Outline

Details to be decided by student, supervising faculty, and participating mentor. Student is required to submit a cover letter detailing the relevance of this independent study to their academic goals along with a final Course Outline. (Depending upon the class, activities will include grading, assisting students, conducting demonstrations and critiques, lecture, and assisting students in the digital lab). In order to enroll in this course, Internship forms must be signed and submitted along with a cover letter describing the significance of this independent course work to the student's academic program and career goals.

### Course Outline:

**Week 1:** Attend class, assist students and aid instructor as requested in addition to writing in journal

**Week 2:** Same in addition to sending supervising MFA faculty first week's journal entry

**Week 3:** Same in addition to sending supervising MFA faculty second week's journal entry

**Week 4:** Same in addition to sending supervising MFA faculty third week's journal entry

**Week 5:** Same in addition to sending supervising MFA faculty fourth week's journal entry

**Week 6:** Same in addition to sending supervising MFA faculty fifth week's journal entry

**Week 7:** Same in addition to sending supervising MFA faculty sixth week's journal entry and meet with supervising faculty to provide an oral review of the first half of the class

**Week 8:** Attend class, assist students and aid instructor in addition to writing in journal

**Week 9:** Same in addition to sending supervising MFA faculty eighth week's journal entry

**Week 10:** Same in addition to sending supervising MFA faculty ninth week's journal entry

**Week 11:** Same in addition to sending supervising MFA faculty tenth week's journal entry

# Course Syllabus

**Week 12:** Same in addition to sending supervising MFA faculty eleventh week's journal entry

**Week 13:** Same in addition to sending supervising MFA faculty twelfth week's journal entry

**Week 14:** Same in addition to sending supervising MFA faculty thirteenth week's journal entry

**Week 15:** Meet with supervising MFA faculty orally synthesizing all journal entries and educational experience in terms of implications and issues related to student engagement in an educational environment.

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## GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

| Grade Weighting          |             | Grading Scales |        |         |
|--------------------------|-------------|----------------|--------|---------|
| Course Area              | %           | Percent        | Letter | Numeric |
| Course Area              | %           | 93–100         | A      | 4.00    |
|                          |             | 90–92          | A-     | 3.70    |
| Mentor Evaluation        | 70          | 87–89          | B+     | 3.30    |
|                          |             | 83–86          | B      | 3.00    |
| Weekly Journal           | 10          | 80–82          | B-     | 2.70    |
|                          |             | 77–79          | C+     | 2.30    |
| Final Synthesizing Paper | 20          | 73–76          | C      | 2.00    |
|                          |             | 70–72          | C-     | 1.70    |
|                          |             | 67–69          | D+     | 1.30    |
|                          |             | 60–66          | D      | 1.00    |
| <b>Total</b>             | <b>100%</b> | 0–59           | F      | 0.00    |

Revision Date July 24, 2012

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## DEFINITIONS OF CRITERIA USED IN GRADING

# Course Syllabus

|                          |   |
|--------------------------|---|
| Outstanding = A          | Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required   |
| Superior = A-, B+        | Superior work, shows clear understanding and thorough demonstration of skill and craft  |
| Good = B, B-             | Competent work, clear understanding, often showing creativity and good use of skills  |
| Satisfactory = C+, C, C- | Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities   |
| Unsatisfactory = D, F    | Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated |

## ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

## ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the in-

# Course Syllabus

structor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.

- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.

- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.

- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.

- Brooks Institute will only use legally acquired software on our computers.

- Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.

- Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.

- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

# Course Syllabus

## CREDIT ASCRIPTION ADDENDUM

**ELE511 Teaching Internship I - 2 semester credit hours**

**Type: Internship**

**Credit Ascription – The amount of hours spent outside of class and the assignment alignment with Course Learning Objectives**

Course Learning Objectives:

1. Identify specific behaviors that indicate a shift in student engagement
2. Review assignments and lecture information with sufficient detail when assisting students
3. Analyze submitted student work to arrive at accurate assessment of the output
4. Evaluate various strategies to take when helping students

The following indicates the **minimum** number of hours per assignment:

| <b>Week</b>  | <b>Assignment Title</b>  | <b>Homework Hours</b> | <b>Assignment Objectives</b> |
|--------------|--|-----------------------|------------------------------|
| <b>1</b>     | Weekly journaling about classroom observations, working with students, and classroom dynamics<br>Weekly office hours with students | 8<br>16               | 1<br>2,4                     |
| <b>2</b>     | Weekly grading of student work   | 28                    | 3                            |
| <b>3</b>     | Continue with weekly grading assignments   | 0                     | 3                            |
| <b>4</b>     | Continue with weekly grading assignments   | 0                     | 3                            |
| <b>5</b>     | Continue with weekly grading assignments   | 0                     | 3                            |
| <b>6</b>     | Prepare a presentation for students  | 6                     | 4                            |
| <b>7</b>     | Present lecture to students  | 0                     | 4                            |
| <b>8</b>     | 10-15 page paper analyzing classroom dynamics and effective engagement strategies in teaching                                      | 10                    | 1,2,3,4                      |
| <b>Total</b> |  | 68                    |                              |

## MASTER OF FINE ARTS

# Course Syllabus

## TEACHING INTERNSHIP – APPLICATION ELE511 and ELE531

### Requirements

- Completion of 2 semesters in the Master of Fine Arts in Photography
- Good academic standing with a minimum cGPA of 3.00
- Approval from Teacher/Mentor, Supervising MFA Faculty, Program Director and Registrar

### What Goes in an Application?

- Completed application form (this sheet) with the following signatures: Student, Supervising MFA faculty, Teacher/Mentor, Program Director, Registrar, and Payroll supervisor.
- Cover letter detailing the impact and relevance of this independent study opportunity to your MFA program and career goals.
- Weekly course outline (May follow sample provided in the Course Syllabus or from Instructor)

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Student Phone Number \_\_\_\_\_

Semester of Study \_\_\_\_\_ Supervising Faculty \_\_\_\_\_

The signatures affixed to this document represent both an approval and a contract to complete the independent course work as described in the attached. The supervising faculty will evaluate the success of the completed ELE course work based on communication with the faculty mentor, documentation of each week of the Elective (for example: in journal format), and a final evaluation of the student's performance from the faculty mentor.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Use only

Course Assignment: \_\_\_\_\_

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

Registrar Signature \_\_\_\_\_ Date \_\_\_\_\_

Payroll Signature \_\_\_\_\_ Date \_\_\_\_\_

Course Title: Advanced Topics Course Code: \_\_\_\_\_ Credits \_\_\_\_\_

Student's cGPA: \_\_\_\_\_ Staff Initial: \_\_\_\_\_ Number of credits completed: \_\_\_\_\_

# Course Syllabus

## Student Teaching Internship Agreement

The agreement among the Supervising Faculty Member, the Teacher/Mentor and the Student defines the Teaching Assistantship (TA) to be served by

(Student Name) \_\_\_\_\_

During the \_\_\_\_\_ semester of 20 \_\_.

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### The Teacher/Mentor agrees:

1. To provide the TA with appropriate and adequate orientation and training regarding the selected course's materials, pedagogy and procedures as well as specific duties to be performed
2. To provide supervision of the TA in connection with the selected course including accounting for all paid hours if applicable (maximum of 10 hours per week per course for Brooks Institute) and all hours required to fulfill the internship (Notify the supervising MFA faculty if student fails to attend required meetings.)
3. To provide opportunities for the TA to develop insight into the practice of teaching the assigned course including methods of student evaluation, development of lesson plans, and observance of student/faculty interaction
4. To complete a final evaluation of the TA at the end of the teaching assistantship, meeting with the student and submitting the evaluation to the supervising MFA faculty before the end of the semester
5. The activities associated with this teaching internship must consist of a minimum of 90 hours of supervised work or other specified activities (i.e. grading, meetings, etc.) within a time frame of 15 weeks

### The student serving as a Teaching Assistant agrees:

1. To attend all lectures, labs and demonstrations for their assigned course
2. Attend core meetings for this course, appropriate in-service/professional development events and undergraduate program faculty meetings as suggested by the faculty/mentor
3. Participate in weekly meetings with the Teacher/Mentor to discuss teaching internship progress and experiences
4. To communicate with supervising MFA faculty, submitting a weekly journal to account for attendance hours
5. To meet with the supervising MFA faculty member for a mid-semester and final interview in which an evaluation of the teaching internship is discussed
6. To produce materials required by the faculty that fulfill the learning objectives of this course

The parties as indicated below accept the preceding conditions:

\_\_\_\_\_  
Teacher/Mentor Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Faculty Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
TA Student Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date