

UMBC UGC Instructions for New Course Request Form (revised 12/2020)

Date submitted: The date that the form will be submitted to the UGC.

Course number & title:

Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Cross-listed courses: All cross-listed course numbers must be listed in the course number box. Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Contact information:

Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title:

Limited to 30 characters, including spaces.

Recommended Course Preparation:

Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits:

To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s):

Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description:

Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- Why is there a need for this course at this time?
- How often is the course likely to be taught?
- How does this course fit into your department's curriculum?
- What primary student population will the course serve?

- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Component: This is the type of instruction the course will utilize. The options are as follows: Clinical, Continuance, Discussion, Field Study, Independent Study, Laboratory, Lecture, Practicum, Seminar. Additionally, more than one component may be selected by the department. Please review the UMBC guidelines for components here: <https://registrar.umbc.edu/course-component-and-credit-hour-guidelines/>

Departmental Consent: Does this course require a student to have departmental approval noted in PeopleSoft prior to registering? If yes, please check the box. Departmental consent is a permanent addition to the course description. If the department would like consent to be administered by semester, or instructor do not check this box.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document. <https://highpoint-prd.ps.umbc.edu/app/catalog/listCatalog>

UMBC UGC New Course Request: ART 352 Art of Indigenous Peoples of the Americas

Date Submitted: 9/15/2021

	Name	Email	Phone	Dept
Dept Chair or UPD	James Smalls, Ph.D.	smalls@umbc.edu	(410) 455-2150	Visual Arts
Other Contact	Kathy O'Dell, Ph.D.	odell@umbc.edu	(410) 382-5929	Visual Arts

COURSE INFORMATION:

Course Number(s) Include Cross-listed Courses	ART 352
Formal Title	Art of Indigenous Peoples of the Americas
Transcript Title (≤30c)	Indigenous Art of the Americas
Recommended Course Preparation	Students must have completed ART 216 or ART 221 with a grade of C or better.
Prerequisite	Must the pre-requisite be passed with a grade of : <input type="checkbox"/> 'A' <input type="checkbox"/> 'B' <input checked="" type="checkbox"/> 'C' or <input type="checkbox"/> 'D'
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course focuses on artwork by Indigenous Peoples of the Americas (Latin America, U.S.A, Canada), attending to the power dynamics of representation and how artists engage/challenge political policies and laws that have greatly affected Indigenous societies from Europeans' arrival in the Americas to the present day; studies the historical, cultural, and political contexts of the artwork; and chronicles resistance to oppression and the flourishing of Indigenous voices in the arts today.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

There is a need for more diverse courses that include decolonizing perspectives. Art by Native Americans has often been studied in the U.S. from an anthropological perspective, often implying that the artwork is an artifact of cultures from the past and often labeling the artwork as coming from a specific culture while simultaneously failing to identify the individual artist. This course is essential to present Indigenous artists as integral to the study of art history as well as to focus on 20th and 21st century artists from diverse, rich, and living cultures.

b) How often is the course likely to be taught? The course will likely be taught at least once a year.

c) How does this course fit into your department's curriculum? This course will be part of the Art History Concentration in the Visual Arts department.

d) What primary student population will the course serve? Students from the departments of Visual Arts, History, American Studies, Modern Languages, Linguistics and Intercultural Communication.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen? The assigned readings and writing assignments for this course are at the 300 level.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

The prerequisite ART216

Studies in Visual Culture (Prehistory through the 1750s) or ART221 Art History II provide a foundation in terms of background knowledge of art history and visual culture for this 300 level course.

g) Explain the reasoning behind the P/F or regular grading method.

Since this course satisfies part of the requirement for the Art History Minor, this course employs the regular grading method.

h) Provide a justification for the repeatability of the course. This course cannot be repeated since the topic does not change each semester.

ATTACH COURSE SYLLABUS (mandatory): See attached course syllabus.

Required Information for Registrar's Office Implementation:

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
Departmental Consent	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
When Offered (Fall, Summer, Winter, Spring, Other*) <small>*If Other, please describe</small>	This course will be offered regularly, at least once a year in the Fall or Spring. It may be occasionally offered in the Summer or Winter.

Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):

Spring 2022

Art of Indigenous Peoples of the Americas

ART 352

Instructor: **Dr. Joyce Anitagrace**

**This course will meet through BlackBoard Collaborate.
Log into BlackBoard via my.umbc.edu**

Course Description:

Studies artwork by Indigenous Peoples of the Americas, (Latin America, U.S.A, and Canada), paying close attention to the power dynamics of representation and how artists engage and challenge political policies and laws that have greatly affected Indigenous societies from Europeans' arrival in the Americas to the present day. Studies the historical, cultural, and political contexts of the artwork, chronicling resistance to oppression and the flourishing of Indigenous voices in the arts today.

Some of the artists whose work we will study include:

Rick Bartow, Christi Belcourt, Rebecca Belmore, Julie Buffalohead, T.C. Cannon, Bonnie Devine, Carla Hemlock, Teri Greeves, Oswaldo Guayasamín, Edgar Heap of Birds, Saturnino Herrán, Oscar Howe, G. Peter Jemison, Zacharias Kunuk, Judith Morgan, Nadia Myre, Jolene Rickard, Nelley Shiro, Jaune Quick-to-See Smith, Rufino Tamayo, Kay WalkingStick, Marie Watt, Michael Nicoll Yahgulanaas, The Igar Yala Collective

Student Learning Objectives:

Students will be able to:

1. Utilize critical thinking, speaking, reading and writing skills.
2. Identify major trends and themes in the artwork indigenous artists of the Americas.
3. Contextualize artwork by indigenous artists according to the historical, cultural and socio-political situation in which they were/are created.
3. Recognize important works of art by Indigenous artists of the Americas and describe and analyze them in terms of form, content, context and history of their creation.
4. Explain how political, social, and religious ideas, policies inform the art styles and images covered in the course

Required Readings: Readings are listed under each topic. (Articles, that are to be read in addition to the textbook chapters, are available as pdf files on BlackBoard).

The readings must be read outside of class on your own time before you come to class each week. If you have any questions about how to use BlackBoard, be sure to contact the UMBC **Technology Support Center** (TSC). Here is a link to TSC website <https://doit.umbc.edu/tsc/>

[Click here for the TSC's Hours of Operation.](#)

Phone Support: 410-455-3838

Assignments and Grades:

Grading guidelines that determine the final grade earned in the course:

- Attendance and Participation: 15%
(which includes in-class activities)
- Home Assignments: 35%
- Essay: 45%
- Final Presentation: 5%

(Total possible: 100%)

One absence is permitted without affecting the student's final grade. Additional absences will lower the final grade by 10%. More than 3 absences will likely result in failure of the course. See attendance policy below.

Students must turn in work on time and via BlackBoard in the correct format (Word Doc or pdf). Late assignments will not be accepted.

Since the Essay is work 45% of the final grade, students who do not turn in the essay will fail the course. In order to facilitate successful completion of the essay and the course, all students are required to attend at least one (virtual or asynchronous) session with a tutor at the Writing Center.

Final Grade Breakdown:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

No Incompletes will be given in the course. All work must be turned in on time and uploaded properly to the BlackBoard course site.

Written Assignments Submitted Through BlackBoard

All written assignments for this course must be submitted through BlackBoard and submitted by the due date. Be sure to proofread and use SpellCheck for all assignments. It is a good idea to work with a tutor at UMBC's Writing Center for all written assignments. Be sure to plan ahead so that you can meet with a tutor before the assignment is due.

All assignments must be the student's original work for the course. **Plagiarism** is using someone else's ideas as if they were your own. Plagiarism, including, but not limited to: using part or whole of someone else's work, having someone else write your assignment for you, copying from websites or other sources either in English or another language and then translating to English, paraphrasing or quoting from another source without proper citation, is not tolerated at UMBC. **Students who turn in plagiarized work will fail the assignment and/or fail the course and will be reported to UMBC's Academic Conduct Committee.**

Remember:

- ALWAYS cite your sources
- ALWAYS ask questions if you are unsure of what constitutes academic dishonesty
- ALWAYS see your professor if you are having difficulty with an assignment

UMBC's Writing Center Information:

UMBC's Writing Center, located in the AOK Library (and available online), is happy to assist students with writing assignments in any UMBC course. We'll work with you at any stage of the writing process—you don't even need to have a full draft to come talk with a tutor! To learn more about what happens in a Writing Center session, please visit our [Student FAQs page](#). We hope to see you soon!

The **Academic Success Center** offers free, one to one writing tutoring through our Writing Center. Tutors can help you with every step of the writing process and help you to become a better writer.

Writing tutors help students brainstorm topics, organize their papers, and develop their own writing.

The writing Center's Website: <https://lrc.umbc.edu/tutor/writing-center/for-students/>

Students can schedule appointments independently, using the ASC scheduling system, TutorTrac. Click on the [ASC Tutor Schedule](#) to check for available tutors and reserve your sessions.

Online Writing Help:

<https://my3.my.umbc.edu/groups/academicsuccesscenter/posts/93781>

If you have any questions or concerns about tutoring, please email tutoring@umbc.edu

Course Schedule

Note:

- Reading and writing assignments are **due on the day under which they are listed**. Assignments must be turned in on time, regardless of whether you are present or absent from class they day they are due. Since assignments are turned in through BlackBoard, you can turn them in early.
- Modifications to the syllabus may be made at the professor's discretion.

Week	Topic	Assignment Due
Week 1	1. Introduction to the Course	
Week 2	<p>First Peoples of the Americas: <i>We Were Always Here</i></p> <p>Readings: Fiore Dánae, Mariana Ocampo and Agustín Acevedo. “Teaching and Learning about Rock Art in Argentina.” In <i>Relating to Rock Art in the Contemporary World: Navigating Symbolism, Meaning, and Significance</i>, Eds. Liam M. Brady and Paul S.C. Taçon, (Boulder: University Press of Colorado), 2016, pp. 275-306.</p>	Home Assignment #1
Week 3	<p>Colonialism and its Reverberations: Who Tells History?</p> <p>Films: <i>Box of Treasures</i>, 1983, Director: Chuck Olin (29min) <i>Blunden Harbour: The Kwakiutl Indians</i>, 1951, Director: Robert Gardner, (20:51 min) (excerpts 0-7:14 and 14:50-20:51)</p> <p>Readings: Columbus, Christopher. “Letter of Christopher Columbus on His First Voyage to America, 1492,” (written in 1493).</p> <p>Vaz de Caminha, Pero. “The Letter of Pero Vaz de Caminha” A Documentary History of Brazil, E. Bradford Bruns,ed., 1966, 20-29 (written in 1500).</p> <p>Casas, Bartolomé de las. Short Account of the Destruction of the Indies. (written in 1542). (excerpt, 3 pages)</p> <p>Guaman Poma de Ayala, Felipe. New Chronicle and Good Government and Justice (1615). View drawings online at: http://www.kb.dk/permalink/2006/poma/320/en/image/?open=id2641756</p>	Home Assignment #2
Week 4	<p>Legacy of Traditional Indigenous Artwork: Celebrating Heritage, Countering Stereotypes</p> <p>Readings: Greeves, Teri. “The Women Were Busy Abstracting the World.” In <i>Hearts of Our People: Native Women Artists</i>. Minneapolis: Minneapolis Institute of Art in association with the University of Washington Press, 2019, 98-101.</p> <p>McLerran, Jennifer. “Difficult Stories: A Native Feminist Ethics in the Work of Mohawk Artist Carla Hemlock.” <i>Feminist Studies</i> 43, no. 1 (2017): 68-107.</p>	Home Assignment #3

<p>Week 5</p>	<p>Images of Indigenous Peoples as Symbol: The Nativist Art Movement of Latin America, The Appropriation of Images of Indigenous Peoples in the U.S.</p> <p>Readings: Sayej, Nadja. "It's like we don't exist': Jaune Quick-to-See Smith on Native American Artists," <i>The Guardian</i>, July 29, 2020.</p> <p>Brodsky, Judith K., and Ferris Olin. "Jaune Quick-to-See Smith: A Tireless Political Activist." In <i>Junctures in Women's Leadership: The Arts</i>, 103-23. New Brunswick, NJ: Rutgers University Press, 2018.</p>	<p>Home Assignment #4</p>
<p>Week 6</p>	<p>Speaking Out Against Oppression: Residential Schools, Femicide</p> <p>Film: <i>Older than America</i>, Director: Georgina Lightning, 2008</p> <p>Readings: Abbott, Lawrence. "Interviews with Loretta Todd, Shelley Niro and Patricia Deadman." In <i>The Canadian Journal of Native Studies</i>, 1998, 335-373. brandonu.ca</p>	<p>Home Assignment #5</p>
<p>Week 7</p>	<p>Land, Water, Sacred Sites, Environmental Movement</p> <p>Film: <i>Awake: A Dream from Standing Rock</i>, Directors: Myron Dewey, James Spione, Josh Fox, 2017</p> <p>Mariátegui, José Carlos. "The Indian Question: A New Appraisal." In <i>Art in Latin America: The Modern Era, 1820-1980</i>, New Haven: Yale U. Press, 1989, 327-328. (Essay originally published in 1928).</p>	<p>Home Assignment #6</p>
<p>Week 8</p>	<p>Indigenous Sovereignty</p> <p>Readings: Racette, Sherry Farrell. "Tuft Life: Stitching Sovereignty in Contemporary Indigenous Art." <i>Art Journal</i> 76, no. 2 (2017): 114-23.</p>	<p>Home Assignment #7</p>
<p>Week 9</p>	<p>Who Controls the Image?: Indigenous Film</p> <p>Films: <i>Video in the Villages Presents Itself</i>, Directors: Mari Corrêa, Vincent Carelli, 2002. (33 min)</p>	<p>Home Assignment #8</p>

	<p><i>El viento y el agua</i> (English title: <i>The Wind and the Water</i>, Original title: <i>Burwa Dii Ebo</i>), Directors: Vero Bollow and the Igar Gala Collective, 2008. (1hr, 40min)</p> <p>Readings: Aufderheide, Patricia. "The Video in the Villages Project: Videomaking with and by Brazilian Indians." <i>Visual Anthropology Review</i>, 1995, 11 (2): pages 83-93.</p>	
Week 10	<p>Indigenous Storytelling, Mythology, Cosmology, Dance</p> <p>Films: <i>Iroquois Creation Story</i>, Director: G. Peter Jemison, 2015 (16min) <i>Atanarjuat: The Fast Runner</i>, Director: Zacharias Kunuk, 2002 (2hr, 54min)</p> <p>Readings: Ginsburg, Faye. "Indigenous Media: Negotiating Control over Images." In <i>Image Ethics in the Digital Age</i>, edited by Gross Larry, Katz John Stuart, and Ruby Jay, 295-312. Minneapolis; London: University of Minnesota Press, 2003.</p>	Home Assignment #9
Week 11	<p>Art and the Complexities of Identity</p> <p>Readings: Schjeldahl, Peter. "T. C. Cannon's Blazing Promise." <i>The New Yorker</i>. April 8, 2019. (9 pages)</p> <p>Yau, John. "How T.C. Cannon Redefined American Indian Identity," <i>Hyperallergic</i>. July 13, 2019. (6 pages)</p>	Home Assignment #10
Week 12	<p>Flourishing of Indigenous Voices</p> <p>Readings: Fowler, Cynthia. "Materiality and Collective Experience: Sewing as Artistic Practice in Works by Marie Watt, Nadia Myre, and Bonnie Devine." <i>American Indian Quarterly</i> 34, no. 3 (2010): 344-64.</p>	Home Assignment #11
Week 13	<p>Re-Envisioning the Past and the Future from the Present Moment</p> <p>Reading: Rickard, Jolene "Rebecca Belmore: Performing Power." In <i>Rebecca Belmore: Fountain</i>, Kamloops, B.C.: Kamloops Art Gallery, 2006. (8 pages)</p>	Essay Due
Week 14	Final Presentations	Final Presentation
Week 15	Conclusion of the Course	

Policies

ATTENDANCE & PUNCTUALITY

Attendance is required. Attendance, punctual arrival, and on-time delivery of assignments are expected. **One absence is permitted without affecting the student's final grade. Additional absences will lower the final grade by 10%. More than 3 absences will likely result in failure of the course.**

If you have unforeseen extenuating circumstances (a medical emergency, an extended illness, a family emergency, etc.) please be sure to contact your professor by email as soon as possible and provide documentation concerning the reason for the absence.

If you know in advance that you will miss class (court duty, you are part of a UMBC sports team that is travelling the day of class, etc.), be sure to send documentation to your professor by email BEFORE you miss class. Assignments still must be turned in on time, regardless of whether you are present or absent from class the day they are due. You can always plan ahead and turn your assignments in early.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

As for citing your sources, err on the side of safety. In this course, we follow the *Chicago Manual of Style*, 17th edition, for citations. For more details on academic integrity, click [here](#).

UMBC Code of Student Conduct

The University of Maryland Baltimore County is strongly committed to the development of the student and promotion of personal integrity and self-responsibility. Students enrolling at UMBC become citizens of the community and are entitled to enjoy the privileges and required to assume the responsibilities associated with this affiliation. UMBC affirms its commitment to achieving diversity in higher education and continues to improve the quality and increase the diversity of its student body. **The University consistently strives to create a community that welcomes and celebrates differences.** Since the rights of all students are protected, and an atmosphere conducive to intellectual development, personal growth, and community association are to be promoted, standards and guidelines on student behavior are necessary. This Code of Student Conduct is intended to outline certain responsibilities and expectations of UMBC students, assist the students to understand their role in the academic community, and to establish procedures that ensure due process in the adjudication of complaints concerning students.

The Office of Student Conduct and Community Standards supports the University's dedication to student success and its educational purposes and goals by publishing, enforcing, drafting and interpreting standards of student behavior and related policies and procedures; facilitates student and community developmental and ethical growth opportunities promoting personal integrity, civility, self-responsibility, citizenship and appreciation for diversity; works to maintain a safe and productive environment supporting the University's

educational purpose and the students' educational goals; and promotes the privileges and responsibilities associated with a student's affiliation with the University.

In addition to the Code of Student Conduct, all students at the University of Maryland Baltimore County are also subject to the University's Policy on Prohibited Sexual Misconduct and Other Related Misconduct ("Sexual Misconduct Policy") and affiliated Procedures, which are separate from the Code of Student Conduct standards and procedures. All students are expected to read the Sexual Misconduct Policy and Procedures, as well as the Code of Student Conduct, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. The Sexual Misconduct Policy is found at <https://oei.umbc.edu/sexual-misconduct-policy-and-procedures/#:~:text=UMBC%20prohibits%20all%20forms%20of%20terms%20and%20conditions%20of%20employment>.

Article V. Proscribed Conduct

A. Student Responsibility to Know Rules and Regulations

Each student is responsible for notice of and compliance with the provisions of the University's Rules and Regulations. All students are expected and required:

- a. to obey the law
- b. to comply with University Rules and Regulations and with directives issued by a University official in the course of his or her authorized duties, and
- c. **to observe standards of conduct appropriate for an academic institution.**

Each student is charged with the obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution.

B. Rules and Regulations

Any student found to have violated the following rules and regulations is subject to the sanctions outlined in section C on the website (see below)

2. Behavior Which Jeopardizes the Health or Safety of Self or Others.

9. Disruption of Any University Activity.

This rule prohibits, but is not limited to, the following:

- a. acts inhibiting, interfering with, obstructing, or damaging either
 - i. **an academic activity (e.g., teaching, research, or University Administration)** or organized student activity; or
 - ii. a campus resource relating to academic materials (e.g., library books, audiovisual materials and tapes);
- b. any intentional act substantially interfering with the freedom of expression of others on University Property or at University sponsored activities; or
- c. activity which disrupts or interferes with normal University functions or operations.

For more on the policy see the website:

<https://conduct.umbc.edu/resources/student-code-of-conduct/#article5>

UMBC Policies and Resources for Students during COVID-19

Bookmarks

- [UMBC Vision Statement](#)

- [Student Safety](#)
- [Technology: Access, Requirements, Resources, Support](#)
- [COVID-19: Safety Expectations and Guidelines](#)
- [Academic integrity in the Online Instruction Environment](#)
- [Resources to Help you Succeed in Online Courses](#)
- [Enrollment Dates and Deadlines](#)
- [Accessibility and Disability Accommodations, Guidance and Resources](#)
- [Religious Observances](#)
- [Hate, Bias, Discrimination and Harassment](#)
- [Sex and Gender Based Violence, Harassment and Discrimination](#)
- [Pregnancy](#)

UMBC's Vision Statement

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by **welcoming and inspiring inquisitive minds from all backgrounds.**

Student Safety

In response to the COVID-19 pandemic, it is understood that some students who are enrolled in classes that have an in-person component may have or develop COVID-19 related health concerns coming to campus to attend those classes this semester. No student shall be compelled to attend class or attend an assessment if they have COVID-19 related health concerns. However, for students enrolled in courses having a physical presence component who anticipate not being able to attend the in-person class sessions due to COVID-19 related health concerns, it is advisable to provide notice to the course instructor at the beginning of the term so that alternate arrangements can be made. Students enrolled in courses with an in-person component who develop COVID-19 related health concerns during the semester should immediately contact the course instructor to discuss alternative instructional arrangements.

Technology: Access, Requirements, Resources, Support

To help ensure that UMBC students are equipped for academic success, the Division of Information Technology (DoIT) provides a wealth of resources and support, including tips for getting online and minimum specifications to consider when purchasing a computer (doit.umbc.edu/students). UMBC does require all students to be technologically self-sufficient, which entails having a reliable personal computer (preferably a laptop with webcam) and Internet access. Since UMBC requires all students to have a computer and Internet access, financial aid may be used to meet this requirement. To learn more, students should contact their financial aid counselor at financialaid.umbc.edu/contact.

COVID-19: Safety Expectations and Guidelines

Students enrolled in this course are expected to adhere to all UMBC policies, rules, and regulations, including COVID-19 emergency health and safety rules, policies, guidelines, and signage enacted for the UMBC community. For students attending in-person classes, signage, policies, rules, and/or guidelines may include but are not limited to specific requirements for face coverings, physical distancing, and sanitization, in addition to efforts to reduce density efforts that involve reductions in seating and room capacity. Please be aware that UMBC's COVID-19 emergency health and safety rules, regulations, policies, guidelines, and/or signage are subject to change as our public health crisis evolves. Any violation will be subject to disciplinary action and may include but not limited to immediate dismissal from the classroom, removal from the classroom and/or campus, a requirement to work remotely, and/or sanctions and conditions enumerated in the [UMBC Code of Student Conduct](#) that may entail suspension or expulsion from UMBC.

Academic integrity in the Online Instruction Environment

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. These principles and policies apply in both face-to-face and online classes. Resources for students about academic integrity at UMBC are available at <https://academicconduct.umbc.edu/resources-for-students/>.

Resources to Help you Succeed in Online Courses

Many students need additional support to succeed in online courses. Click on the following links for helpful resources:

[UMBC's Academic Success Center \(ASC\)](#) provides a range of resources to support students as they progress toward degree completion. They will continue to offer all of their services online.

The ASC has created a specialized set of [Online Learning Resources](#), including videos and guides to help students succeed while learning online.

In addition, check out the following resources:

- [Academic Success Center Resources](#) include: Online tutoring and writing support, supplemental instruction/peer-assisted study sessions ([SI PASS](#)), placement testing, FYI academic alerts, success courses, academic advocacy, academic policy and academic success meetings.
- [Tutoring and Writing Center Appointments](#) will be online; students can make appointments using this [link](#).
- [SI PASS](#) Supplemental Instruction (SI)/ *Peer Assisted Study Sessions* (PASS). The SI PASS program targets traditionally difficult academic courses, providing regularly scheduled, out-of-class review sessions, happening in Blackboard Collaborate inside your existing Blackboard course.
- [Academic Advocates](#): Advocates work one-on-one with students who need support navigating academic and institutional challenges, no matter how complex the concerns (i.e., personal, academic, or financial).
- [Academic Success Meetings](#) - Schedule a one-to-one virtual meeting with an Academic Success Center Professional who can help you with time management, study skills, and accessing campus resources.

If you have a question, please contact the ASC at academicsuccess@umbc.edu

Enrollment Dates and Deadlines

Students must be familiar with the academic policies and enrollment dates and deadlines as published in the [Undergraduate Catalog](#) and the [Academic Calendar](#). They are also responsible for managing their course enrollment(s) accordingly.

Accessibility and Disability Accommodations, Guidance and Resources (required)

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that creates equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact the instructor to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination (required)

[UMBC Policy](#) and Federal law (Title IX) prohibit discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the [University's Title IX Coordinator](#) to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/they)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please use the [Online Reporting/Referral Form](#). Please note that, if you report anonymously, the University's ability to respond will be limited.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered *Responsible Employees*, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report any/all available information regarding conduct falling under the Policy and violations of the Policy to the Title IX Coordinator, even if a student discloses an experience that occurred before attending UMBC and/or an incident that only involves people not affiliated with

UMBC. Reports are required regardless of the amount of detail provided and even in instances where support has already been offered or received.

While faculty members want encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report *past and present* sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform students of their [rights, resources and support](#). While you are encouraged to do so, you are not obligated to respond to outreach conducted as a result of a report to the Title IX Coordinator.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- [The Counseling Center](#) (Main Campus): 410-455-2472 / After-Hours 410-455-3230 [Monday – Friday; 8:30 a.m. – 5 p.m.]
- [Center for Counseling and Consultation](#) (Shady Grove Campus): 301-738-6273 (Messages checked hourly) [Online Appointment Request Form](#)
- [University Health Services](#): 410-455-2542 [Monday – Friday 8:30 a.m. – 5 p.m.]
- Pastoral Counseling via [Interfaith Center](#): 410-455-3657; interfaith@umbc.edu [7 days a week; Fall and Spring 7 a.m. – 11 p.m.; Summer and Winter 8 a.m. – 8 p.m.]

Other Resources:

- [Women’s Center](#) (for students of all genders): 410-455-2714; womenscenter@umbc.edu. [Monday – Thursday 9:30am-6pm and Friday 9:30am-4pm]
- [Shady Grove Student Resources](#), [Maryland Resources](#), [National Resources](#).

Child Abuse and Neglect:

Please note that Maryland law and [UMBC policy](#) require that faculty report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

[Pregnant and Parenting Students](#)

UMBC’s [Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination](#) expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. [Resources for pregnant, parenting and breastfeeding students](#) are available through the University’s Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and ensure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, adoption, breastfeeding and/or the early months of parenting.

Pregnant students and students in the early months of parenting may be entitled to accommodations under Title IX through the Office of Equity and Inclusion.

In addition, students who are pregnant and have an impairment related to their pregnancy that qualifies as disability under the ADA may be entitled to accommodations through the [Student Disability Service Office](#).

Religious Observances & Accommodations

UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, and that students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences or requested modifications for religious observances in advance, and as early as possible. For questions or guidance regarding religious observance accommodations please contact the [Office of Equity and Inclusion](#) at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting/referral form](#) to report discrimination, hate or bias incidents. You may report incidents that happen to you anonymously. Please note that, if you report anonymously, the University's ability to respond will be limited.