SAIC | UNDERGRADUATE STUDIES

ISP Proposal Form & Syllabus Guide

This form will be used to apply for an independent study project. If approved, it will be also used as the syllabus for the ISP. Please be sure to follow the steps below:

Step 1: Request an eligible faculty member with appropriate interests and competencies to serve as ISP Faculty Supervisor. If you need help identifying someone,contact the chair of the department in which you wish to do the ISP.

Step 2: Prepare ISP project plan proposal in consultation with your ISP Faculty Supervisor. For guidance on completing the form, please use the **appendix** that contains detailed instruction and questions to address.

Step 3: Prepare a preliminary bibliography, materials listing, or research plan for the independent study.

Step 4: Your ISP Faculty Supervisor completes the faculty rationale section and submits completed the form to their department chair. For guidance on completing the form, please use the **appendix** that contains detailed instruction and questions to address.

Step 5: The Department Chair reviews, and if approved, the faculty submits the application to the Office of Registration and Records via Airtable. Please upload only pages 1-7. If the Department Chair does not approve, they will notify you and your ISP Faculty Supervisor of issues preventing approval.

ISP APPROVAL

DEPARTMENT CHAIR APPROVAL:

Approved ISP Proposals should be submitted by the Faculty Supervisor to the Registrar via Airtable no later than the last day of the semester preceding the intended ISP enrollment.

ISP PROPOSAL TITLE:

STUDENT AND FACULTY INFORMATION (Section 1)

STUDENT INFORMATION
STUDENT NAME:
SEMESTER AND YEAR:
CREDITS (0.5-3):

FACULTY INFORMATION
INDEPENDENT WORK HOURS PER WEEK (1A):
LOCATION (1B):
INSTRUCTOR'S NAME:
INSTRUCTOR'S EMAIL:

The purpose of an Independent Study Project (ISP) is to provide undergraduate students with the opportunity to initiate and pursue independent research, creative production, and/or specialized scholarly exploration under the supervision of a SAIC faculty member who has recognized expertise in a specialized area. An ISP requires sustained, self-directly enquiry undertaken by the student and cannot replicate content from existing courses offered at SAIC; however, a proposed project may supplement or expand upon material covered in prior coursework if the project is clearly distinct in its scope, depth, or approach.

STUDENT ELIGIBILITY

- Students must be in good academic standing and enrolled in an undergraduate degree program.
- Students should have completed 2900 Sophomore Seminar and a minimum of 60 credits prior to undertaking an ISP.
- An ISP may be taken for 0.5 to three (3) credits. A maximum of three ISP credits may be applied towards the degree.
- Students are limited to taking one ISP, regardless of the number of credits.
- ISP credit may be applied towards studio, art history, or liberal arts requirements, as appropriate to the project's content and expected learning outcomes.
- An ISP cannot substitute for an Academic Spine or First Year required courses.
- An ISP cannot substitute for a course in which the student has received a grade of NCR.
- Graduate students are not eligible for ISPs.

FACULTY ELIGIBILITY

- Faculty may supervise no more than one ISP per academic year.
- Faculty supervising a fall or spring ISP must be scheduled to teach at least one course during that same semester.
- Faculty supervising a summer or winter interim ISP must have taught at least one course in the previous semester or be scheduled to teach at least once course in the following semester.

MEETING REQUIREMENTS AND WORK HOUR EXPECTATIONS

- Full-time faculty: Are required to hold a **minimum of four** (4) meetings with the student over the course of the semester. They may schedule additional meetings at their discretion.
- NTT faculty: Are required to hold **up to three** (3) meetings with the student over the course of the semester.
- Credit-hour workload expectations: Students may register for 0.5 to three (3) credits, with work expectations ranging from 22.5 hours to 135 hours, depending on the applicable number of credits:

Number of credits	0.5	1	1.5	2	2.5	3
Work undertaken by student (in hours)	22.5	45	67.5	90	112.5	135

ISP PROJECT DESCRIPTION, OUTCOMES AND EXPECTATIONS (Section 2)

2a. PROJECT PROPOSAL DESCRIPTION

2b. ISP GOALS AND STUDENT LEARNING OUTCOMES

2c: EVALUATION AND ASSIGNMENT OF FINAL GRADE

2d. CANVAS

Materials related to the ISP such as the ISP Syllabus, works in process, the meeting schedule calendar etc. should be available on CANVAS. Students are responsible for regularly checking Canvas for ISP updates, deadlines, etc.

2e. GRADING

SAIC utilizes the **credit/no credit** grading system. Students must achieve the equivalent of a C or higher in a traditional grading system to earn a grade of CR (credit). Please see the student handbook for more information.

Please note that if a student wants to request a letter grade, they should do so at the start of the semester. The form is available from the Registrar. The onus is on the student to acquire the form and share it with the faculty member.

2f: GRADE OF INCOMPLETE

A Grades of INC (incomplete) is granted by the faculty supervisor only if they believe that the student's reason for the request is justified. Furthermore, students receiving an incomplete should have completed a majority of work outlined in the **ISP Proposal** as well as regularly completed assignments prior to the last day to officially withdraw from the class. It is the responsibility of the student to contact the instructor regarding the completion of the incomplete grade. Incompletes must be changed within the first two weeks of the following regular semester, or the grade automatically changes to NCR (no credit).

2g: CLASS PROGRESS REPORTS

Class Progress Reports (CPRs) are used to communicate between faculty, students, and academic advisors to give feedback on class performance. You may receive a CPR if you have missed class, or missed an assignment, critique, etc. These communications are intended to help you understand what you need to do to stay on track or get back on track and succeed in this class.

ISP MEETINGS CALENDAR (Section 3)

SAIC POLICIES AND RESOURCES FOR ACADEMIC SUCCESS (Section 4)

4a: ENGAGEMENT, PARTICIPATION AND ATTENDANCE

Students are expected to attend all classes regularly and on time. Other than in-person activities, which are missed due to illness, all students are expected to fully participate in each of their courses, including in-person classes, synchronous online sessions, and regular, independent work and study.

At the discretion of the instructor, students may be permitted a maximum of two absences per semester. In the case that a student registers late for a class (during add/drop) the student is responsible for making up content and assignments and the instructor may count missed classes as absences. The instructor gives credit to students officially enrolled in a course only if they have responded adequately to the standards and requirements set. If the instructor does not outline their requirements and absence policy in the course syllabus, including what will count as an absence, students should ask the instructor.

Students who are ill should email their faculty member or leave a message for the instructor in the department office the day they are absent. For an extended absence of multiple classes due to illness, the student should contact Health Services. Notification is then sent to all instructors informing them of the student's absence. For other extenuating circumstances, students should contact the Academic Advising office. Please note that the written notification does not excuse a student from classes.

Federal Financial Aid Attendance Requirement: Recipients of federal aid must have begun attendance in classes for which their eligibility is based upon at the time of disbursement and, in the case of Federal Direct Loans (Stafford and PLUS), be enrolled at least half-time.

Religious Holiday Observance: SAIC recognizes the diverse religious and cultural practices of our community. Students are expected to notify their instructors early in the semester to discuss reasonable accommodations for holidays they observe.

4b: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

SAIC is committed to full compliance with all laws regarding equal opportunities for students with disabilities. Students with known or suspected disabilities, such as a Reading/Writing Disorder, ADD/ADHD, and/or a mental health condition who think they would benefit from assistance, or accommodations should first contact the Disability and Learning Resource Center (DLRC) to schedule a virtual appointment. DLRC staff will review your disability documentation and work with you to determine reasonable accommodations. They will then provide you and your instructors with a letter outlining the approved accommodations via email. You must request accommodations for each course before any accommodations will be implemented. You should contact the DLRC as early in the semester as possible. The DLRC can be reached via phone at 312.499.4278 or email at dlrc@saic.edu.

4c: THE WRITING CENTER

Tutors are available in person and online to help students achieve their writing goals at any stage of their writing process. All students are welcome, and they can work on essays, artist statements, application materials, presentation texts, theses, proposals, creative writing, or social media posts. The Writing Center tutors are kind, encouraging, and interested! Though drop-ins are welcome, the best way to guarantee an appointment is to schedule one via Navigate

https://www.saic.edu/academics/writing-center
Lakeview Building, 116 S. Michigan Ave., 10th Floor
writingcenter@saic.edu
312.499.4138

4d: ACADEMIC MISCONDUCT

Academic misconduct includes both plagiarism and cheating, and may consist of: the submission of the work of another as one's own; unauthorized assistance (as defined by individual instructors and laid out in the course syllabus) on a test or assignment; submission of the same work for more than one class without the knowledge and consent of all instructors; or the failure to properly cite texts or ideas from other sources. Academic misconduct also includes the falsification of academic or student-related records, such as transcripts, evaluations and letters of recommendation.

Academic misconduct extends to all spaces on campus, including satellite locations and online education.

Academic integrity is expected in all coursework, including online learning. It is assumed that the person receiving the credit for the course is the person completing the work. SAIC has processes in place, including LDAP authentication, to verify student identity.

4e: ISP POLICY ON AI-GENERATED CONTENT*(Optional but recommended)*

4f: DIGITAL DEVICE POLICY *(Optional)*

4g: CAMPUS RESOURCES FOR INFORMATION TECHNOLOGY (CRIT)

If a student has a software or hardware related problem, you please visit the CRIT Help Desk Virtually or on the 9th floor of the 112 S. Michigan (Maclean) Building for assistance:

Monday - Friday 8:30AM - 5:00PM
Phone: 312.345.3535
crithelpdesk@saic.edu

SUPPORT RESOURCES FOR STUDENTS (Section 5)

The Office of Students Affairs is here to help students achieve success in and outside of the classroom and studios. Staff members are available to assist students with a wide range of issues and concerns, including mental and physical health concerns, food and housing insecurity, conflicts with others, and much more. We are available during typical business hours (9-5pm, Mon-Friday); however, we also have staff available after-hours to address emergency concerns.

In case of an emergency, please contact SAIC Campus Security, 24 hours a day, by visiting any campus security desk or calling 312.899.1230. They can assist you and/or connect you with a staff member who can provide support for you.

Food and Housing Resources
If you have difficulty affording groceries or accessing food every day, and/or do not have a safe and stable place to live, please contact the Office of Student Affairs - (312) 629-6800 / studenthelp@saic.edu during business hours. If you contact them after hours, someone will respond the next business day.

You can also find links and resources at this site, curated by Student Affairs: Student Support Resources and Information

SAIC Food Pantry
Spoonful Food Pantry is available to current SAIC students who are experiencing difficulty accessing food because of a financial emergency or ongoing constraints. Students can request a pre-packaged bag of non-perishable groceries (vegan and gluten free available) by completing the online form (https://www.saic.edu/student-support/staying-healthy/food-pantry)

Once approved, students will receive a pre-packaged bag of non-perishable groceries.

Wellness Center
The SAIC Wellness Center, which includes Counseling Services, Health Services and the Disability and Learning Resource Center, is also here to support students' mental health, health and accessibility needs. You may contact them at:

- Counseling Services: counselingservices@saic.edu and 312-499-4271 (press 1 to speak to a counselor after hours)
- Health Services: healthservices@saic.edu and 312-499-4288 (After hours contact the 24-Hour Nurse Line at 877-924-7758)
- Disability and Learning Resource Center: dlrc@saic.edu and 312-499-4278

This ISP syllabus and meeting schedule may be subject to change, at the discretion of the instructor. Any revisions will be communicated to the student by the faculty supervisor.

APPENDIX:

1a: List the expected number of hours of independent work the student will undertake outside of scheduled meetings. 3 credits are the equivalent of 9 hours a week, over the course of a 15-week semester

1b: Where will meetings take place? Room number, SAIC Building or off campus location when applicable

2a: To be completed by the student: The proposal should be articulated by the student in their own words, with some assistance from the proposed supervising faculty member. It should describe the scope of the project and what the student can expect to accomplish. ISP proposal descriptions that have been written with unauthorized AI assistance will be rejected, as the proposal description effectively serves as both a planning document as well as evidence of the student's readiness to engage in the planning, research, independent enquiry and execution that the project requires.

2b: To be completed by the student and faculty in collaboration: List the learning goals and expected student learning outcomes here. This should be a collaboration between the student and the supervising faculty. The student should take the initial lead on drafting the goals and learning outcomes. Independent study projects are fundamentally self-directed learning, so the student should come to the faculty supervisor with a first draft of proposed goals and outcomes. The faculty supervisor's role is to shape, refine, and approve. A good supervisor will push back if goals are too vague, too ambitious, not rigorous enough, or misaligned with the student's actual preparation. Faculty bring disciplinary expertise to help the student articulate outcomes in ways that are measurable and academically meaningful. Some examples of prompts to help you develop your learning goals and outcomes are:

Develop my skills in _____
Prepare a completed _____
Articulate my ideas through _____

2c: To be completed by the faculty: Provide a summary here as to how you intend to evaluate the student's work in the ISP. This can include an outline of your expectations, and might include how you intend to weigh research, process, development work, formative feedback (critiques) and summative evaluations, as well as how you will determine the final grade for the ISP. You may outline how your grade is calculated and/or what weight is given to different activities and/or components of the work. You should use the ISP Student learning outcomes to inform your evaluation process.

2d-g are standard sections of syllabi that need to remain unchanged.

3: To be completed by the faculty. Outline your ISP meeting schedule and any additional key dates. This should include when you plan to meet, submission due dates, and assessment dates (both formative and summative) etc. Detailing how the ISP will proceed over the course of the semester is crucial to helping students stay organized, manage their time and puts faculty in a better position to hold them accountable to the expectations of the proposal.

Optional: You can additionally add the following dates for the upcoming semester, which can be found on the SAIC academic calendar:

Semester start and end dates.
Add/drop date.
Recognized holidays.
Last date to withdraw.

4a-d and 4g are standard sections of syllabi that need to remain unchanged.

4e ISP POLICY ON AI-GENERATED CONTENT *(Optional but recommended)*. In this course, the submission of any AI-generated work is strictly prohibited without advance, written permission from the instructor. Students are strongly encouraged to consult with their instructor if they are interested in utilizing AI tools (apps, etc.) to develop content they plan to submit for a course assignment. If students are not sure if a tool they plan to use is considered AI-facilitated, they are encouraged to ask their instructor. Submitting AI-generated content without receiving permission from the instructor to do so will be considered a violation of community rules for this course and may constitute a violation of the School's Academic Misconduct Policy.

Note for faculty: SAIC appreciates that artificial intelligence (AI) technology is becoming more sophisticated and accessible, including software that utilizes AI to generate written, visual, and time-based content. As with any new tool or innovation, we expect that many in our community will be interested in using AI software in their work or practice. While instructors may use AI as a teaching tool or in preparing course assignments at their discretion, the Dean's Office recommends faculty adopt a defined position as to whether or to what extent students may submit work that fulfills course assignments or requirements that is in part or whole AI-generated. Faculty may elect to include this statement in their syllabus. This statement may be revised at the discretion of the individual instructor, and is not required syllabus content, though this may be re-evaluated in the future as we learn more about this increasingly prevalent technology and its impact on art, design, and academic scholarship.

*If you do NOT plan to allow any use of AI-tools in developing work for your course, it is important that you state this explicitly in this syllabus, Canvas course information, etc. The Dean's Office also strongly recommends every faculty member have a conversation with their students about permitted and unpermitted AI-tools-use on the first day of their course. Faculty may consider this in relation to broader conversations about academic expectations surrounding the course and the School's Academic Misconduct Policy, which applies to all students in all courses.

Unauthorized use of an AI-assistive tool in the completion of class work can be reported as per the SAIC's Academic Misconduct and faculty should follow those procedures as they would for other cases of academic misconduct. Please see the SAIC Student Handbook for additional information.

4f: DIGITAL DEVICE POLICY (*Optional*) The student use of various digital devices in class, such as laptops, phones, tablets, etc. should be limited only to appropriate use given the format of the class. Use of digital devices in class to do non-class related work will not be allowed or tolerated. Similarly, use of digital devices in class during screenings will not be allowed or tolerated.