

## STUDENT HANDBOOK: APPENDIX D: Guidelines for Student Taught Seminars

[IMPORTANT NOTE: These quarters are sequential.]

### RESEARCH QUARTER

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400 level ISP, 2-4 credits [to be determined by student instructor and faculty sponsor]

- Proposal of student-led course
- Subject research

Initial plan to Curriculum Committee

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Student must have already explored subject at equivalent 300-level and be prepared to research more in-depth.

Initial meeting with faculty sponsor<sup>1</sup> to discuss:

- intended subject interests and research
- how teaching a course pertains to student's concentration
- plan for generating teaching bibliography and reading list for course

Student and faculty sponsor select appropriate number of credits for ISP and criteria for displaying learning and adequate knowledge of research.

Faculty sponsor accepts full responsibility for support and guidance of student in research, pedagogical preparation, and teaching of course.

### PEDAGOGY QUARTER

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400 level ISP, 2-4 credits [to be determined by student instructor and faculty sponsor]

- Continued topic/subject research
- Research of pedagogical methods to teach course
- Development of course description for catalog
- Development of preliminary and final draft of syllabus

Syllabus and Course Description to Curriculum Committee

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Faculty sponsor helps student develop course, including:

- outline of themes/intellectual strands and course content
- reading list of required and suggested texts
- teaching bibliography
- pedagogical methods
- pre-requisites or student enrollment limitations

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<sup>1</sup> The *same* faculty sponsor should be involved and guiding student through the process of all three quarters, unless otherwise decided, which should be noted in the faculty sponsor's initial statement for CC. Student may consult with any faculty members for research, pedagogical applications, or practical ideas, but one faculty sponsor is responsible for entire process.

## TEACHING QUARTER<sup>2</sup>

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400 level ISP  
4 credits

- Teach course
- Course offered to other students for an open number of credits (3-6 recommended) at a 200 or 300 level [to be determined by student instructor and faculty sponsor]

**Faculty sponsor** commits to observing *at least part of 2 different classes* during the 10-week course and conducting a Small Group Instructional Diagnosis (SGID).

First visit (by mid-quarter):

- evaluate student instructor after observing course
- conduct SGID
- prepare a short written evaluation of student as teacher to be discussed with student instructor, included with final student self-evaluation *and* submitted to the Dean.

Second visit (by end of quarter):

- evaluate student instructor after observing course
- prepare a short written evaluation assessing how student instructor incorporated faculty sponsor's previous suggestions into pedagogy :: to be discussed with student instructor *and* included in final student self-evaluation.

Faculty sponsor prepares a report for the Dean regarding course's success. Criteria for displaying learning is based on faculty sponsor evaluations and other factors chosen by student/instructor and faculty sponsor, i.e. process log, success of class based on student evaluations of course instructor, faculty evaluations and SGID, etc.

If the faculty sponsor, the student/instructor, the enrolled students in the course, or the Dean believe the course-in-progress is not proceeding successfully at any time, a case conference will be called, including the faculty sponsor, the Dean and the student/instructor to decide what course of action should be taken (eg, provide remedial support for the student/instructor and/or faculty sponsor assume responsibility for meeting obligations of the course, etc.)

## YEARLY – EACH SUMMER

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Dean reviews materials from all student-led courses (syllabi, course descriptions, faculty evaluations, course evaluations, student self-evaluations and student/instructor self-evaluations) and prepares a summary report for CC and the faculty. This report will address both questions of quality and suggest revisions to the process if necessary

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<sup>2</sup> Following the *Pedagogy Quarter*, the Curriculum Committee supervises any aspect of the course. The faculty sponsor, the Dean, and/or FAA assume full responsibility for course's progress and evaluation.

## CHECKLIST FOR STUDENT-LED COURSES

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[Important note: These three quarters are sequential.]

### 1. RESEARCH QUARTER

Submit to Curriculum Committee (by *Week 3* of quarter)

- **STUDENT STATEMENT**, including description of:
  - course subject matter
  - how teaching course pertains to concentration
  - research plan for generating teaching bibliography and reading list
  - (This information should be part of the ISP plan.)

NOTE: Student and faculty sponsor should plan to attend a Curriculum Committee meeting by *Week 7* of the quarter to present framework for course.

- **COMPLETED COURSE DESCRIPTION** for course catalog, with prerequisites (with option to revise)
- **PRELIMINARY SYLLABUS** must include:
  - Outline of themes or intellectual strands and course content
  - Reading list of required and suggested texts
  - Prerequisites for course (if necessary)
- **FACULTY SPONSOR STATEMENT**, including:
  - Statement of support detailed how/why student is capable of teaching course
  - Commitment to full responsibility for support and guidance of student in research, pedagogical preparation, and teaching of course.

### 2. PEDAGOGY QUARTER

Submit to Curriculum Committee (*beginning of quarter*)

- **STUDENT STATEMENT**, outlining preparation for teaching course, including:
  - Summary of research quarter
  - Teaching experience
  - Previous coursework or experience
  - Supporting subject knowledge
  - Teaching bibliography
  - Pedagogical methods
- **FINAL DRAFT OF COURSE SYLLABUS** (may be revised if needed by beginning of Teaching Quarter at discretion of student instructor, faculty sponsor, or Curriculum Committee.

### **3. TEACHING QUARTER**

Submit to Curriculum Committee

*(mid-quarter)*

- FACULTY SPONSOR MID-TERM EVALUATION, prepared from:
  - At least once course observation, and
  - Small Group Instructional Diagnosis (SGID)

*(end of quarter)*

- FACULTY SPONSOR:
  - Reviews and co-signs all student self-evaluations
- FACULTY SPONSOR EVALUATION, prepared from:
  - A minimum of two course visits
  - Student course evaluations
  - Student self-evaluations

NOTE: Each summer the Dean reviews ALL student-taught courses for the year and prepares a summary report for Curriculum Committee and the faculty to ensure quality in student-taught courses and/or suggest revision as needed.