

STICs Student - Faculty Agreement

Responsibilities of Student-Facilitator

1. Meet with faculty advisor frequently to discuss class progress and teaching methods.
2. Develop all coursework. This includes all exams, projects, lecture notes, etc. Feel free to take advantage of open sourced classes. This may include grading the aforementioned assignments.
3. Deliver on the content discussed in the syllabus.
4. Become familiar with academic integrity and other university policies.

Responsibilities of Faculty Advisor

Faculty advisors are as responsible for STICs as they are for other courses that they teach. Even though they are not leading every class, they are responsible for grades, academic content, and resolving conflicts. Note that it is up to the advisor how much they would like to attend class in-person. Formally, responsibilities include:

1. Ensuring the STIC meets the standards of other classes offered by the department
2. Meeting regularly with student-facilitator throughout the semester to give feedback and receive updates about lectures, assignments, grades, etc.
3. Giving critical feedback on assignments (e.g. homework, exams) to ensure that course materials are well-written, have clear grading rubrics, require an appropriate amount of time to complete, etc.
4. Maximizing the student-facilitator's opportunities to actively learn about and engage in all aspects of teaching (design, development, delivery)
5. Resolving complaints, conflicts, and any other issues that are brought up during the duration of the course
6. Awarding all final grades in the class and entering midterm/final grades in UMEG

Checklist for Faculty Advisor

1. Ensure that the course is within the scope of the department's academic program
2. Review and approve the course syllabus created by the student-facilitator. The syllabus must include course content, reading material (if any), frequency of class (one 50 minute slot per week, in most cases), assignments, and any other requirements needed to obtain a passing grade.
3. Develop an informal plan for mentoring the student-facilitator. This can involve in-class observations, continuous review of materials, and weekly meetings with the student-facilitator.
4. Attend the meeting with the Director of Undergraduate Studies of your department and student-facilitator to propose the course. Important things to note that should be discussed and agreed upon in this meeting:

- a. If the STIC uses an existing course number (e.g., a Special Topics course number), the STIC must adhere to the number of course credits and the grade designation (i.e., regular letter grade or pass/fail) for that course number.
- b. If a new course number is created for the STIC (e.g., a new Special Topics course number), the course title might want to be broad enough to allow the flexibility of possible future use by additional STICs on a very similar topic.
- c. The department should assign the teaching load 100% to the faculty advisor; the student facilitator should not be assigned any portion of the teaching load.
- d. The student facilitators should be added as “Lab/Discussion Leaders” and set to receive course evaluations.

I, _____ Elliot Kienzle _____, have reviewed this agreement with my faculty advisor and commit to fulfilling the responsibilities of the student-facilitator role.



Student Facilitator 1 Signature

I, _____ Tamás Darvas _____, have reviewed this agreement with the student-facilitator and commit to fulfilling the responsibilities of the faculty advisor role.



Faculty Advisor Signature