The Undergraduate Teacher Scholar Program currently consists of several pilot mechanisms which the student may choose between. Each mechanism requires the Undergraduate Teacher Scholar (UTS) to identify a faculty mentor who agrees to work with the UTS to prepare educational material the first semester and will be the instructor of record the second semester. As implied, all UTS Program mechanisms run two long (Fall/Spring or Spring/Fall) semesters.

The current options include:

1) Develop a new 1 credit seminar (small, interactive) course.
2) Develop educational material to enhance an already existing course.

**Option 1: developing a new 1 credit seminar.**
For this option, the Undergraduate Teacher Scholar (UTS) must propose a topic to be covered in a one semester, one credit course designed for about 10 students with the mentorship of a faculty advisor. For the first semester, the faculty member and UTS will work together to develop the framework, content, materials and assessment for the seminar. The second semester, the UTS will be the primary instructor for the seminar with the assistance and oversight of the faculty mentor. The UTS and faculty mentor should meet at least every other week so that the faculty mentor can give feedback on instructional technique. The faculty mentor will be responsible for evaluation of the students within the course and assigning grades. This course will probably be taught as UGST 285.

The UTS will be responsible for

1) Turning in a short (250 word) course description by one week prior to the deadline for listing courses for registration for the coming semester so the Honors and Undergraduate Research has the opportunity to publicize the course.
2) Having a completed syllabus ready for the faculty member to upload by the end of the first semester.
3) Preparing for each class meeting ahead of time so that each meeting flows smoothly.
4) Proctoring quizzes or exams.
5) Providing answer keys to homework, quizzes or exams in a timely manner.
6) Leading class discussions.
7) Holding an office hour once a week.

The faculty mentor will be responsible for

1) Ensuring the overall quality of course content (topics, order of presentation, depth of material).
2) Ensuring that the teaching style is appropriate for the content (discussion, group work, field work, etc).
3) Obtaining any necessary permission for teaching style (field trips, laboratory work, human subjects).
4) Ensuring the appropriate level and coverage of materials designed to evaluate student progress in the course (quizzes, tests, homework, paper topics).
5) Mentoring of the UTS with respect to pedagogical skills (lecture, discussion, powerpoint).
6) Making any grade assignments for students registered for the course.

**Option 2: supporting an existing course.**
For this option, the Undergraduate Teacher Scholar (UTS) must propose types of educational materials or experiences that will be designed and implemented throughout the following semester to enhance the instruction of an already developed course under the mentorship of the faculty member who will have primary instructional responsibility for the course. For the first semester, the faculty member and UTS will work together to develop the framework, content, materials and assessment for the additional educational materials/experiences. The second semester, the UTS will have primary responsibility for implementation of the materials/experiences within the context of the course taught by the faculty mentor. The UTS and faculty mentor should meet at least every other week so that the faculty mentor can give feedback on instructional technique. The faculty mentor will be responsible for evaluation of the students within the course and assigning grades.

The UTS will be responsible for

1) Providing a summary (1 page, double spaced) plan of action organized either chronologically or by topic of enhancement activities one week before registration for the following semester starts.
2) Providing a detailed description of enhancement activities (group discussions, problem solving, field trips) to be uploaded as part of the course syllabus at the end of the first semester.
3) Having all enhancement activities “ready to go” by the end of the first semester (i.e. web based materials should be set up, quizzes written, outlines for discussion topics with supporting materials, etc)
4) Conducting all enhancement activities throughout the course of the semester.
5) Keeping track of students who participate in the enhancement activities.
6) Working with the faculty mentor to assess the success of the enhancement activities.

The faculty mentor will be responsible for

1) Providing the overall course content.
2) Providing time in class for the educational enhancement or providing adequate incentive for students within the class to engage in the educational enhancement outside of regularly scheduled class times.
3) Ensuring that the type of educational enhancement is appropriate for the content (discussion, group work, field work, web-based instruction etc).
4) Obtaining any necessary permission for educational enhancement (field trips, laboratory work, human subjects).
5) Ensuring the appropriate level and coverage of educational enhancement.
6) Mentoring of the UTS with respect to pedagogical skills (discussions, facilitating group work).
7) Working with the UTS to assess the success of the enhancement activities.
8) Making grade assignments for students registered for the course.