

Undergraduate Associates Program

An opportunity to work closely with a Miami University faculty member to explore careers in academia

Application Deadline:
Fall 2009 – September 14, 2009
Spring 2010 – February 1, 2010

Final Reflective Essay Deadline:
Fall 2009 – December 18, 2009
Spring 2010 – May 7, 2010

Miami University Honors and Scholars Program
Bishop Hall | Oxford, OH 45056
Phone: 513-529-3399 | FAX: 513-529-4920
honorsadvising@muohio.edu

Office use only: Revised 08/2009

Approval: _____ Date: _____

The Undergraduate Associates Program gives you the opportunity to work closely with a Miami University faculty member to explore careers in academia. As a participant in the program, you will work a minimum of 30 hours (over either a semester or a full academic year) assisting a Miami faculty member with some of his/her academic and professional responsibilities (e.g., teaching, assisting in laboratory classes, responding to student work, engaging in research). Students completing the UA Program receive the notation of "Undergraduate Associate" on their transcripts. A student wishing to receive one hour of academic credit for their UA work must arrange an independent study with his/her faculty sponsor.

To participate in this program, a student must have a cumulative grade point average of at least 2.5 and must be a sophomore, junior, or senior. **The student and the faculty member must complete the essay portions of this application (see below). Both the faculty mentor and the department/program chair must sign the application where indicated and submit it by the appropriate deadline (listed above).**

The University Honors Program will verify the student's eligibility and then work with the department chair to review the application. A staff member will contact the faculty member to indicate whether the application has been approved.

Upon completion of the UA experience, the student should submit a 1-2-page reflection essay which describes what he or she learned while serving as an Undergraduate Associate. The student may wish to explain the ways, if any, the roles and responsibilities and outcomes compared to his or her original plan and why and reflect on how the Undergraduate Associateship experience relates to his or her development as a scholar or teacher. **To receive a transcript notation, the reflection essay must be signed by the faculty member and submitted to the University Honors Program office by the appropriate deadline (listed above).**

Other Guidelines of the UA Program

- No student may serve as an Undergraduate Associate in a course in which that student is currently enrolled.
- A student serving as an Undergraduate Associate in a course is responsible for acquiring an adequate knowledge of all relevant course materials.
- Undergraduates participating in the Undergraduate Associates Program may teach a very limited number of class sessions. When an Undergraduate Associate teaches all or part of a class session, the Associate's faculty sponsor will be present.
- In discharging UA duties, students will not have sole responsibility for grading any assignment or instructing a specific class without supervision. Undergraduate Associates may read other students' assignments and examinations, write comments on them, and advise the faculty member about the grade.
- A minimum of thirty (30) hours of work per semester is expected of any Undergraduate Associate.
- The faculty sponsor and his or her Undergraduate Associate should meet at least monthly, and more often as desired and useful.
- Students may receive one credit hour for Undergraduate Associate participation through independent study hours in the appropriate department. The final grade will be determined by the instructor on the basis of the student's work and on the quality of the student's final reflection. Students may not receive pay for this experience.

Please return this form and the final reflective essay to the Honors & Scholars Program Office, 95 Bishop Hall or via email to honorsadvising@muohio.edu by the deadlines listed above. Please direct specific questions to Dr. John Forren, Associate Director for Curriculum and Co-Curriculum (forrenjp@muohio.edu; 529-6298).

Student Name ▶▶▶▶▶	
Banner ID (+0 ...)	
Cumulative GPA	
Campus Phone	
E-mail Address	
Current Mailing Address	
Major(s)	
Semester(s)/Year of UA service	
Name/Number of Related Course	
Name/Department of Faculty Mentor	
Email Address of Faculty Mentor	
Department Chair, Program Director	
Email Address of Chair or Director	

UNDERGRADUATE ASSOCIATES PROGRAM APPLICATION

Please respond to each of the following questions in significant detail. Please attach separate sheets as necessary.

Questions for the student:

1. What do you hope to gain from serving as an Undergraduate Associate? What are your objectives and anticipated outcomes?
2. What roles and responsibilities will you assume? What roles and responsibilities will the faculty mentor assume? (Please be specific: Will you hold office hours? If so, how many? Will you have teaching and advising responsibilities? How much time will you dedicate to the project each week? How will you work with the faculty member?)

Questions for the faculty mentor:

3. Why is the student qualified for this experience? What experience, knowledge and personal traits does the student possess that demonstrate a readiness for this responsibility? What further preparation will the student need?
4. What is the educational value of the use of the Undergraduate Associate not only to the student serving as the U.A. but also to the faculty member and to the other students enrolled in the course? How will you know if this experience was successful for you, the UA and the students with whom the UA worked? Will you conduct any assessment or evaluation?

REQUIRED SIGNATURES:

STUDENT

DATE

FACULTY SPONSOR/MENTOR

DATE

CHAIR/DIRECTOR OF DEPARTMENT/PROGRAM

DATE

FOR HONORS OFFICE USE ONLY:

Cum. GPA _____ Class: ___ Sophomore ___ Junior ___ Senior

Approved by: _____ Date: _____

UNDERGRADUATE ASSOCIATES PROGRAM FINAL REFLECTIVE ESSAY

Write a one- to two-page reflective essay on your UA experience. Please attach separate sheets as necessary. Be sure that the faculty member signs the form before submitting it. **The essay deadline for students participating in the UA Program in the fall 2009 semester is December 18, 2009, and the essay deadline for students participating in the UA Program in the spring 2010 semester is May 7, 2010.**

Possible questions to consider:

1. Review the objectives and anticipated outcomes you articulated at the beginning of the UA experience. Did you meet those objectives and outcomes? Why or why not?
2. Did the responsibilities and roles you assumed match your expectations? Why or why not?
3. What was the most rewarding aspect of the experience?
4. What was the most challenging?
5. How have you grown or developed as a result of the experience?

REQUIRED SIGNATURES:

STUDENT

DATE

FACULTY SPONSOR/MENTOR

DATE

Evaluation Criteria for the Application and Reflective Essay

All Undergraduate Associate applications will be reviewed based on the criteria articulated on the rubric that follows. Please review these criteria closely prior to submitting an Undergraduate Associates application.

Criterion	Underdeveloped/ Incomplete	Acceptable	Good	Exceptional
Description of goals/hopes associated with serving as a UA	Goals/hopes are unclear and lack substantive reflection	Goals are overly broad, not specific, or disconnected. There is some question whether the experience is thoughtfully linked to the student's learning or personal goals.	Goals and hopes for the experience are detailed and specific. The student has spent time thinking about how this experience relates to future endeavors and describes the essence of the relationship.	Goals are nuanced, well-described, and significant. Personal examples and specific details are offered. The student is clear, thoughtful, and reflective about how this experience relates to learning and to personal goals.
Student's Responsibilities	Discussion is brief and doesn't convey the student's role in relation to the faculty mentor. It is unclear what the student will be completing.	A general plan of how to work with the instructor is offered, but little specificity is present.	The student has clear responsibilities and balances teaching, advising, and administrative work. There is promise of a mutually beneficial relationship with the faculty mentor.	The student discusses what work will be completed and why it is meaningful. The student gives specific ways in which he/she will work with the faculty mentor and how this partnership will be forged.
Instructor's goals for working with student	Goals are not specific to the student and comments do not explain the significance of the experience.	General plan for providing support and feedback to the student is offered, but the goals are not specific. It is unclear about how the student and faculty mentor will work together.	Clear goals for working with the student that are tailored to the student's level of readiness are provided. The comments detail the significance of their work together.	Specific and compelling goals for working with the student and how they will be met are offered. Comments suggest that a mutually beneficial relationship will develop and the student will grow intellectually, personally, and relationally as a result of their work together.
Assessment, evaluation of experience	No discussion of how success will be measured or recognized	The value of the experience is discussed in general ways or it is limited only to the value for the UA. A general plan for evaluating the experience (e.g., discussion or self-reflection).	The value of the experience is discussed in clear terms and applies to the learning of the UA, the faculty and the other students involved. There is a clear plan for assessing the value for the UA and other students.	A nuanced, thoughtful discussion of the value of the experience for all involved is offered; an innovative and thoughtful plan for assessing the value-added for all involved is in place.