

PROPOSAL FOR UNDERGRADUATE RESEARCH INTENSIVE COURSE DESIGNATION APPROVAL

Research Intensive (R)

Defining Research Intensive Courses

For a course to be designated as “Undergraduate Research Intensive”, it must meet all of the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. *The field research course engages students on an original research* project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor*
2. *Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.*
4. *The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*
7. *There is an outlet to disseminate the original research (e.g., in-class presentation, symposium, conference, scholarly article) integrated into the course.*

**At UT, research is defined as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.*

Your syllabus must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and a dissemination plan. An exemption for dissemination is allowed if the research is being conducted in a sequenced course and only the final course includes dissemination. However, all courses in the sequence must be submitted together for the R-designation. Note: The committee recommends at minimum in-class presentations of research progress or research completion for all submissions.

Process for Review

Proposals for the R-Designation must be submitted through the host college’s standard curricular approval process. The designated college representative then submits any proposals that have received college-level approval to Molly Sullivan, Coordinator III, Curriculum and Catalog, no later than the deadline noted above.

The following rubric will be used to determine if courses meet the seven criteria for consideration. A score of ten or greater would be required to receive the designation, with no entries in the (0) ‘Does Not Demonstrate’ column.

Courses that receive the “R-designation will become eligible to receive support through the campus’s Quality Enhancement Plan (QEP), Experience Learning.

"R" Designation Review Form

Rubric for receiving a research-intensive or "R" designation. The criteria below are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

	Completely Demonstrates (2)	Somewhat Demonstrates (1)	Does Not Demonstrate (0)
Original or Secondary Research	The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.	The field research course engages students on a non-original research project or review of the literature only and does not add new knowledge to the field.	The field research course does not engage students on an original or secondary research project.
Time Towards Research	Students conduct research on an ongoing basis, working an average of 5-10 hours/week.	Students conduct research on an ongoing basis, working an average of less than 5 hours/week.	Students do not conduct research on an ongoing basis.
Discipline Focused	Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.	Students receive a broad overview of research methodologies and research ethics.	Students do not gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, or important scholarship.
Learning Objectives	The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.	The learning objectives related to the research experience are limited.	There are no learning objectives related to the research experience.
Mentorship	There is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.	There is supervision and feedback by a lecturer, graduate student or postdoc.	There is no supervision and feedback by a mentor.
Course Integration	The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.	The syllabus assignments include either reflection assignments or a final synthesis project integrated into the course, but not both.	There are no syllabus assignments on reflection or a final project integrated into the course.
Dissemination	There is a mandatory outlet to disseminate the original research outside of the classroom (e.g., symposium, conference, scholarly article) integrated into the course. Research compliance is required.	The original research will be presented within the context of the classroom only.	There is no outlet to disseminate the original research inside or outside (e.g., symposium, conference, scholarly article) of the classroom integrated into the course.