

OURS - OFFICE OF UNDERGRADUATE RESEARCH

OURS100 Entering Research (1 Credit)

Provides a structured, step-by-step approach to becoming involved in undergraduate research. This course equips students with essential skills for getting involved in research, from identifying research interests to communicating effectively with faculty members. The course also enables students to build transferable communication and professional skills. During the course, students will be immersed in an online community of peers seeking research opportunities.

OURS199 Research Internship (3 Credits)

Research and mentorship-centered course designed to provide research experience, technical skill sets, an understanding of the expectations and requirements of research environments, and broad professional development. Students in this course work directly with a faculty mentor and peers in laboratory and other research environments on the design and fulfillment of authentic and discipline-relevant research outcomes. The iterative advancement of final research products contributes to the development of higher capacities in collaboration and teamwork, communication, critical thinking, and discipline-specific training and skill sets.

Repeatable to: 12 credits.

OURS308 Peer Mentorship - Supporting Students Entering Research (1 Credit)

Enables experienced student researchers in all fields of study to examine and participate in the practice of peer mentoring. Course participants will serve as peer mentors to students in OURS100: Entering Research. The work of peer mentors in the course will be grounded in discussions and materials that prepare them for their mentoring engagements, and peer mentors will have ample opportunities to reflect on their experiences as mentors and the ways in which these experiences may inform their future work in research and other settings.

Restriction: Permission of the Office of Undergraduate Research.

Repeatable to: 6 credits.

OURS309 Peer Mentorship - Supporting Students in Course-Based Research (1-3 Credits)

Equips participants to serve as peer mentors to fellow undergraduates in research environments. Participants will explore concepts and theories from the Scholarship of Teaching and Learning (SoTL) while serving as peer mentors within course-based research or other experiential learning settings. Students will have rich opportunities to examine how this body of scholarship can inform their work as peer mentors, as well as to reflect on the ways in which their experiences as peer mentors might relate to arguments in the literature.

Restriction: Permission of the Office of Undergraduate Research.

Repeatable to: 6 credits.