

Student Checklist

Timeline:

First Quarter

- Secure faculty sponsorship and course approval (Preferably in the term **before** you will be submitting your proposal).
 - Search the list of faculty who have mentored previous R'Courses, or connect with a faculty mentor who you know. It is “best” if the faculty mentor is somewhat related to your topic, but not mandatory.
 - Before you reach out to a potential faculty mentor, make sure you are somewhat prepared and can show them that you will not be overly relying on their assistance for this course. Give them as much information about your potential course as you have in addition to the faculty guide so they are aware of their expectations.
 - Know the role of the faculty member who will serve as the instructor of record for your course. Look over the faculty guide and checklist.
- Check the course catalog thoroughly to make sure you are not overlapping with content in any current courses.
- Check the past R'Course offerings to make sure your course isn't similar to a previously offered course. We want you to create your own original content for a course. (Topics can be the same, just change the focus of the topic and create original content).
- Develop a written draft syllabus using the template on the R'Courses website.
 - Become familiar with policies and procedures related to independent study courses in the academic department.
- Course workload breakdown:

In-class time (lecture, discussion, etc.)	1 hour/week	10 weeks of class	10 hours
Class preparation time and assignments (reading, research, group activities, etc.)	2 hours/week	10 weeks of class	20 hours
		TOTAL	30 hours

- 30 hours of work = 1 unit
- 10 hours of classroom lecture, activities, discussions, plus an additional 20 hours per quarter of reading, research, group activities, etc.
- Become familiar with policies and procedures related to academic accommodations for students with disabilities (see <http://www.specialservices.ucr.edu/Pages/default.aspx>).
- Make sure that your proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
 - **Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.**
 - **Students are informed in writing about what they need to do to pass the course.**
- In collaboration with the sponsoring faculty member:

- Develop a plan for how the faculty member will provide supervision and mentoring during the next two quarters. The faculty member should review your course materials, meet with you to discuss course progress, offer advice on teaching strategies, suggest readings about good teaching practices, suggest potential guest speakers, etc.
 - Complete the online R' Course Proposal Form by the deadline.
 - You will receive some revision notes from the R'Courses Coordinator for your course and you may attend one of the Proposal Prep sessions to work on your final proposal.
 - At this point, the R'Course Governing Board meets to discuss all outstanding proposals and votes to move them forward or will require changes. You should receive an answer on your course acceptance within 3 weeks of the final deadline for submitting the Department Chair signature.
 - Once your course has been approved by the board to continue, you may enroll in the following courses for the second quarter:
 - 190 Independent study course (1 unit) with your faculty mentor
 - ECUC 102 (1 unit)
- Second Quarter**
- Complete 190 independent study course, in which you will:
 - Develop your reading list, resources, and guest speakers
 - Complete any additional research, reading, or academic work assigned by your faculty mentor
 - Request any resources your course might need (lab or greenhouse space, etc.)
 - Enroll in EDUC 102, in which you will:
 - Finish your syllabus
 - Prepare prompts, discussion questions, assessments
 - Write lesson plans and receive feedback
 - Practice leading lessons and discussions
 - Observe fellow students and excellent faculty
 - Register for your courses as soon as possible. We cannot schedule your course until we know when you are available!
- Third Quarter**
- Lead your course!!
 - Meet with the other students who are teaching twice during the quarter for support
 - Schedule frequent check-ins with your faculty mentor
 - At the end of the course, share your grading with the faculty mentor

Proposal Submission Deadlines and Timeline:

Quarter	Proposal Deadline	Final Syllabus Revisions Deadline	Board Review dates (estimate)	Notifications of Acceptance	EDUC 102 & XXX190	Teach!
Fall	October 20	November 1	Week 6	Week 7 or 8	Winter	Spring
Winter	January 20	February 1	Week 6	Week 7 or 8	Spring	Fall
Spring	April 20	May 1	Week 7	Week 8 or 9	Fall	Winter

Additional Information:

- Students may teach up to two different R'Course topics for a total of six times, in whatever combination you want to teach. We do recommend teaching your course at least twice to gain the benefits that come from re-teaching the same material.

Tips and best practices from past students:

- Start with your course objectives! Write them down. This will really help you to focus everything else and speak clearly to the professor you want to work with.
- Get together with an R'Courses ambassador by attending an information session or signing up for an appointment. Email at rcourses@ucr.edu to make an appointment.
- Start promoting your course early – as soon as it's approved.
- JUST ASK! – proactively reach out to faculty, R'Courses and Student Engagement staff and Student Ambassadors, and other students who are currently teaching

Suggested email to a faculty mentor (attach the faculty guide along with any supporting documentation you may have for the course topic you are interested in teaching):

Dear (professor's name),

My name is _____ and I'm a (year & major) here at UCR. I'm working on my proposal for the R'Courses program, which allows undergraduate students to create and facilitate a course. I've (looked at some of your research/taken a class of yours) and I would love the opportunity to work with you as my faculty mentor on this project. I'm attaching my preliminary syllabus for you to look over. If this sounds like a project you'd be interested in, or if you have any questions about the R'Courses program and the role of faculty advisor, I would love to meet with you in person to discuss it more in-depth. I look forward to hearing from you!

Best, (Student full name)

Make sure to attach the faculty guide so they are aware of what it means to be a faculty mentor and how it might affect their workload.

Email hints:

- Keep positive
- If you are a transfer student, don't mention it
- If you don't know the professor, mention that their research is interesting to you and dovetails nicely with the course you want to teach