**Sample 599 or other GSR Unit Syllabus**

**This syllabus outlines baseline elements of a sample 299/599 syllabus. It also includes possible ways to provide more detailed requirements. (Faculty may also use the** [**GSR Individual Development Plan/Assessment**](https://docs.google.com/document/d/1WLTfd6Ace-zZh-cj2We7D8E8p0zB2Ac6ueL-0M07hK0/copy) **document to accompany this syllabus if desired; if so, the syllabus and GSR IDP document expectations should be aligned).**

***Instructions to faculty* italicized/highlighted.**

## **Course Description/Units**

*Instructions to faculty: Locate/include the description of the graduate course (596, 599, etc.) in your department’s* [*course listing from the general catalog*](https://my.sa.ucsb.edu/catalog/Current/GraduateEducation/)*. Courses should be from 1-12 units. 1 unit=3 hours work per week (e.g, 8 units=24 hours/wk). (Note: this ratio reflects requirements from UCSB’s accrediting agency and federal policy.)*

<Course description/units here> ←*Note to faculty: list the number of units. It is not necessary to explain the 1:3 hours ratio unless desired.*

## **Expectations:**

Students must complete the following requirements to receive full credit in this course.

*Instructions to faculty: Describe what will be expected to receive credit for the units.*

***Example****:*

**Research:**

* Conduct/continue research to be included in {*insert current research goal, e.g., ongoing project, thesis or dissertation}*
* Participate in regular meetings with Dr. XX to discuss research progress, opportunities, obstacles, and/or questions

**Scholarly development:**

* Obtain depth/breadth of knowledge in/through {*insert what/how this will be acquired*}
* Submit {*document that will attest to fulfillment of requirements, e.g., research report, reflection, etc.}*

**Professional development:**

* Participate in periodic {*lab, group*} meetings to discuss literature, ongoing research, conferences, or other topics
* Mentorship: Mentor undergraduate researchers

**Professional communication:**

* Presenting and explaining work {*findings, techniques, etc*}

*If faculty wish to do so, they* ***can*** *award different percentages of time to different requirements in the course. For example: Research: 60%; Professional development: 30%; Professional Communication: 10%)*

## **Expectations/Goals**

*It is strongly advised that faculty and students agree upon goals for required course elements. These then form the basis for grades (letter grades or P/NP grades). Use the GSR Research Tasks/Assessments document as the basis for these goals. In the absence of mutually agreed-upon goals, describe* ***specific, clear, and measurable goals*** for each requirement.

***Examples:*** *Note to faculty - these will be entirely contingent on discipline, research methods, and research progress. For a beginning student, “Identify a problem and articulate a research question” may be an appropriate goal; for an advanced graduate student, “Complete analysis of {\_\_\_} may be so. The examples that follow are thus* **examples only.** *Faculty* ***may*** *wish to adapt language developed by the* [*National Academies’ Core Competencies Masters and Ph.D. STEM Education*](https://docs.google.com/document/d/1l2SurcsWGAb2638N4fZHAm0MOKA6b1S4pYRkNxDSyVc/edit?usp=sharing)*.*

**Research**:

* Begin/complete research to investigate…
* Evaluate outcomes (or results, or…) of ongoing tests/analyses and describe next steps of investigation
* Master techniques of \_\_\_\_\_\_

**Scholarly development:**

* Develop/build subject area expertise by *{insert how this will be demonstrated, e.g., specific problem solving or critical thinking, mastery of instrument protocols, grant writing, manuscript preparation, equipment skills, database management, academic benchmarks, etc.*}
* Complete *{document that will reflect progress on course expectations}*

**Professional development:**

* Actively participate in group work and discussions demonstrating awareness of the diverse perspectives of colleagues
* Complete presentation of \_\_\_\_ in group/lab meetings and incorporate feedback

**Professional communication:**

* Communicate via {*poster, presentation, conference abstract, meeting etc*.} progress on \_\_\_\_\_\_

## **Grading**

*Note to faculty: If letter grades are awarded, it is* ***strongly advised*** *that faculty develop criteria associated with each grade;* ***clearly*** *communicate these to students; and provide feedback during the term that informs students of their progress toward a grade and with recommendations for improvement.*

Documentation of activities and progress for each goal/expectation {*some form that is appropriate: a lab notebook, a document that is created for the research work, etc*.}

{*Clear statement of how students will earn specified grades [letter graded or P/NP*.}

A grade of {letter grade} will be awarded when \_\_\_\_\_\_\_\_\_\_\_\_. *Note to faculty: if a course is letter graded, it may be less complicated to assign different percentages of time to different activities, as described under “Expectations.”*

## **Course and University Policies**

*Policies applicable to your course. Common policies are listed below;* [*sample policy wording here*](https://docs.google.com/document/d/1rBcXAqUAozGntOe12GXeQUUyOldAMCgnMhj9JOumpLc)*.*

* Make-up and late work policy
* Statement on academic integrity
* Statement regarding sexual harassment
* Accessibility Accommodations for students with disabilities