

Syllabus Guidelines for Directed Research and Teaching Apprenticeship Courses

Research and teaching apprenticeship are critical components of graduate education in many programs. Directed research courses, typically numbered as 296, 297, 298, or 299, are specifically meant to provide a faculty-guided framework for a student's academic progress and effort towards a thesis or dissertation. Teaching apprenticeship courses, typically numbered 500 (or 501-505 are occasionally also utilized), provide pedagogical skills and hands-on academic teaching experience. Graduate Council strongly encourages all faculty to immediately develop syllabi for any directed research and teaching apprenticeship courses for which they serve as the instructor of record. The following guidelines may aid in developing these syllabi.

All syllabi should cover basic course basic information including the number of enrolled units, and details on the frequency, duration, and type of meetings expected throughout the quarter.

- Enrolled Units: Students typically enroll in directed research for 1-12 units depending on their stage in the program. The number of enrolled units for Teaching apprenticeship courses varies. In accord with accreditation requirements, 1 enrolled unit equates to 3 hours of academic activity per week. Thus, enrollment in 12 units of directed research implies 36 hours of academic effort toward the student's thesis or dissertation during each of the 11 weeks of the enrolled quarter. Full-time students must be enrolled for a minimum of 12 units of coursework per quarter.
- For directed research courses, syllabi should include a course description that accurately reflects the broad scope of the directed research efforts and training relevant to successful completion of a thesis/dissertation in the student's chosen field. This might include development of advanced research methods, identification of research topics, research design, data collection and analysis, critical thinking, effective academic writing, public-speaking, mentoring, training, grantsmanship, ethics, reproducibility, and professional development.
 - Syllabi should detail the course objectives and the methods of evaluation that will be used to determine the student's grade. Faculty are encouraged to work with each student to develop an individualized set of objectives and evaluation plan at the start of each quarter that clearly articulates expectations, milestones, and criterion for evaluation in that quarter. Definition and clarification of expectations, and the methods of evaluation are at the ultimate discretion of faculty. Faculty may wish to follow up with students in writing following initial conversations about expectations at the start of each term.

Where possible, the syllabus should distinguish between academic coursework (299/296/297/298 or 500 units) and employment. ***While employment is performed as a service for a defined time period or a specified set of activities, academic effort is undertaken in pursuit of a defined academic goal that is not always associated with a precise expectation of***

time or with predetermined activities. Students employed as Teaching Assistants should not receive academic credit solely for instructional support and grading activities. For students employed as GSRs, directed research and employment activities may be difficult to dissociate. In these cases, faculty and students should work together to ensure that expectations and metrics for evaluation of the student's directed research are clear at the start of each quarter.

- For situations in which employment activities overlap with activities related to the academic progress of graduate students, faculty should use employment assessment processes (e.g., reappointment, letters of concern, discipline) to address employment expectations and outcomes (e.g., time spent, activities completed). They should use academic assessment processes (e.g., grades, annual student reviews) to address academic outcomes (e.g., learning outcomes, dissertation progress).
- Departments and program are encouraged to collect and share templates and example syllabi among relevant faculty, and where appropriate implement a single program-level syllabus template to ensure uniformity.