Common course working group for GPG

Attendees: Carlos Nevarez, Kristen Alexander, Sue Heredia, Albert Lozano, Maria Mejorado

1. Proseminar (first course in a 3-part series)
   a. How previous proseminars have been run in COE and other institutions
   b. Some topics to cover
      i. Emphasis on writing
      ii. Department faculty talk about expertise and research
      iii. Basic readings on approaches to research
      iv. IRB
      v. Thesis/project/exam options (other issues specific to programs, orientation)
      vi. Learning to read research
      vii. Introduction to using SPSS, other tools (endnote)
   c. Issues to think about
      i. How many units? (probably 3?)
      ii. How to incorporate it into existing programs?
         1. Sue will meet with department chairs to get feedback and gauge interest
   d. How does this course fit within the next structure?
      i. Provides advising
      ii. Provides a foundation of research methods
      iii. Exposure to faculty (and options for project/thesis)
      iv. Term papers can be tailored to specific programs so all students may not work on identical assignments (but can be equally challenging)

2. Research Methods (second course in a 3-part series)
   a. Read an article with specific method and students in different fields can find an article that relates to their field (to make it applicable to all)
   b. Cover basic methods AND qualitative research AND quantitative research (build from Proseminar)

3. CHOOSE ONE (third course in a 3-part series)
   a. Thesis/Project: Qualitative, Quantitative OR Mixed Methods
   b. Exam: Elective or other prep course (still not sure on this third choice)

4. Why is it worth changing programs to accommodate this new research series?
   a. Reduce faculty load in sponsoring thesis/project because students can work more independently
   b. Increase quality of student work
   c. Assessment goals (?)
   d. Standards are changing and more research is expected

5. For next meeting, Thurs, 11/17, 10-11:15 am, ALP 234
   a. Use syllabi to develop common objectives for each course
b. Discuss assessment (goals and measures)

11/17/2011

Present: Sue Heredia, Jean Gonsier-Gerdin, Kristen Alexander, Maria M

1. Sue report back about meeting with dept chairs and grad coordinators
   a. Departments where proseminar is more difficult to integrate
      i. EDLP (have 250/GWI); EDC, School Psych (but they take EDS 250)
      ii. Voc rehab: program consists of too many units
   b. Depts able to add the proseminar with some program modifications
      i. BMED, CHDV, Gender
      ii. EDTE (learning and instruction, language and literacy, ed tech): eliminate a course and try to incorporate that material—perhaps get rid of 251 (see additional notes from GPAC Minutes of 11/16/11)
      iii. Spec Ed (Jean, Kathy): seems like it could work, open to change, but may take some work because change in entire program

2. How this connects with GWI course
3. Overarching idea that our students need to leave as strong consumers of research
4. Timing: BMED 8 week courses, others are 15 week courses
5. Admit year-round or admit just in fall
6. Try to pilot next year
   a. Need to look at schedules
   b. EDTE: concern with number of units, get rid of 251 and move content to another course; how many units?? 1, 2, 3?
   c. Need to look for syllabi for proseminars
   d. Need to consider course size
7. GOALS FOR PROSEMINAR
   a. To provide an overview and introduction to a variety of research methods and techniques (what are different techniques, read a related article, how do you use it? So when in 250, it isn’t a mystery. The 250 instructor can skip vocabulary and go deeper)
   b. To teach students to read scientific articles in the discipline, comprehend and critically analyze articles (know sections of an article, read results)
   c. To introduce students to professors areas of expertise and content-related topics
   d. To practice writing in the discipline, using APA style (maybe do a content-specific term paper)
   e. To introduce students to technology tools (e.g., library search tools, online surveys, endnote, SPSS)
   f. To practice oral communication using evidence based, being able to articulate evidence based thoughts...
      -So that 250 students can be off and running...

3. 2+1 250 course

Larger lecture and smaller lab, content specific

But does that have faculty all over the place?
Class meetings will consist of a series of presentations by program faculty and critical discussion of the lecture and related readings. Students will be expected to read assigned readings, participate in discussions and class activities, and complete writing assignments.

Maybe have panels of multiple topics

Method Course Strands