1. The proseminar course will use the learning outcomes specified and adopted by the Graduate Branch to guide specific learning experiences and objectives. **Perhaps the first several weeks will actually introduce these outcomes as a way to inform students of our overarching goals for them before they earn their degrees.**

2. The proseminar course needs to be **renamed** because with this name it may potentially be thought of as a class easy to teach or take. Rather, it will be just as demanding as any other graduate course. It will be more than a survey course but have specific writing and knowledge-based objectives.

3. As currently conceptualized, this course will **satisfy the GWI** requirement.
   a. This will be amongst the first courses students take, thus working intensely on writing from the beginning, with better preparation for later coursework.
   b. Several ideas for writing assignments were discussed, including an interdisciplinary case study, weekly (or so) papers on readings, and written discussion questions.

4. As currently conceptualized, this course will be a **prerequisite to 250** for those degrees requiring this course.
   a. Programs requiring the proseminar will have a 250 course that has as its prerequisite successful completion of the proseminar.
   b. Programs not requiring the proseminar will have 250 courses that do not have this prerequisite.

5. Still to be considered is whether there will be **prerequisites** to the proseminar course. Do they need to have an undergrad methods course?

6. **PRIMARY FOCI OF THE PROSEMINAR COURSE**
   a. **Cross-discipline collaboration**
      i. Heterogeneous groups work on a term paper (e.g., case study) or work on assignments regularly throughout the semester.
      ii. This component will be explicitly build into the course, not expected to happen naturally.
      iii. This will allow students to gain more depth of knowledge in their field as they serve as the expert in their group, while broadening their knowledge by learning from the perspectives of peers.
      iv. This will be facilitated by cross-disciplinary faculty visiting to present
   
   b. **GWI/writing focused**
      i. Follow university guidelines for GWI
      ii. APA, formatting, style
      iii. Be sure instructors are equipped to provide ongoing feedback to improve writing as intended.
   
   c. **Teaching about frameworks and paradigms/research foundations**
      i. This course will address: **“What IS research?”** (philosophy for research), whereas, based on examination of common 250 objectives, 250 focuses more on **“How to DO research.”** This will include:
         1. use of theory and how it relates to research
         2. Qualitative/quantitative/mixed method
         3. Know that research addresses theoretical questions
4. Overview of research paradigms
5. Understand the politics and ethics of doing research
6. Where do research ideas come from?

d. Critical reading/critical consumers of research
   i. Ethics of research
   ii. Statistics, demonstrate understanding of descriptive and inferential stats; understand what they are (do NOT need spss) so they can read an article and understand results
   iii. This will be done, in part, by having faculty with different areas of expertise share their research narrative.

e. Oral communication (Not sure?)
   i. Students should not only write but be able to discuss their empirically based ideas and communicate clearly.