# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **EDP 601: First year proseminar for ph.d. in education** |  |
| [Replacing](#Ifapplicable)  | **n/a** |  |
| A.2. [Proposal type](#type) | **Course: creation | revision |** [**deletion**](#deletion) |  |
| A.3. [Originator](#Originator) | Janet Johnson | [Home department](#home_dept) | URI/RIC Ph.D. Program in Education |
| A.4. [Rationale](#Rationale)/Context | The purpose of this seminar is to orient first year doctoral students to a range of research paradigms and methodologies that might be used to shape the direction of educational research. This seminar also provides regular opportunities for students to engage directly with program faculty at both URI and RIC as well as with their peers around educational concepts, issues, and areas of expertise while making connections to their own research interests. This will give students early opportunities to a) reflect on their own emerging identity as an academic scholar, b) to situate their interests in the context of other faculty, peers, and broader communities of practice and c) provide initial ideas for considering the makeup of their dissertation committee. The course will be included as an elective for the URI/RIC Ph.D. in Education program.This seminar is designed as a companion to EDP 600 to support explicit connections between academic reading, writing, thinking, and discussion in the field of education. Students will be expected to apply the critical reading and reflective writing practices learned in EDP 600 as they work through the research literature presented in EDP 601.No program requirements will change. Students will take this course in the first semester of the Ph. D. program. Other coursework that currently takes place in the first semester will be moved to later in the program. This course is designed to support all students early in the program to support their success in later coursework. There is no other course like this offered in our program.  |
| A.5. [Student impact](#student_impact) | This course will not add to students’ length of time in the program. This course will not add to students’ length of time in the program. EDP 611 will be merged with EDP 610 and keep the EDP 610 number. EDP 621 will be revised and then offered as a specialization course. These changes are included in the catalog copy. |
| A.6. Impact on other programs | **N/A** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | This will not affect FLH. |
|  | [*Library*:](#library) | Students will be taking this course on the URI campus, so will have access to the URI and RIC holdings. No additional journals or librarian help are needed. |
|  | [*Technology*](#technology) | n/a |
|  | [*Facilities*](#facilities): | n/a |
|  | Promotion/ Marketing needs  | n/a |
| A.8. [Semester effective](#Semester_effective) | Fall 2020 | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | EDP 601 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | First Year ProSeminar for Ph.D. in Education |
| B.4. [Course description](#description)  |  | Students are introduced to educational research paradigms and related areas of program faculty expertise. Course focuses on engaging in academic conversations and multiple ways to address research problems in education. |
| B.5. [Prerequisite(s)](#prereqs) |  | **n/a** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |****Even years | Odd years | Annually**[**Alternate Years**](file:///C%3A/Users/jfuentes_4972/Downloads/Alternate%20Years)  **| As needed** | **Fall | Spring | Summer |****Even years | Odd years | Annually****Alternate Years | As needed.** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  | **Letter grade | S/U** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |** [**% Online**](#Online) | **Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |** [**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program |Restricted elective for program | Free elective | Required for Certification**  | **Required for program | Restricted elective for program | Free elective | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects |** **| Reports of outside supervisor | Studio work** | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects |** **| Reports of outside supervisor | Studio work** |
| B.14. [Redundancy with, existing courses](#competing) |  | **n/a** |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. You will develop the ability to thoughtfully read, analyze, reflect on, and critique research articles across diverse paradigms as evidenced by your ability to: |  | **React to weekly research readings** by generating relevant talking points and composing reflective memos |
| 2. You will develop the ability to identify and discuss research problems, questions, and interpretations of data from multiple paradigms as evidenced by your ability to: |  | **Actively engage in weekly discussions**, generate questions to pose to visiting faculty members, and articulate your own developing insights supported by evidence from your readings and/or your emerging identity as a scholar  |
| 3. You will develop a sense of your individual research interests and scholarly questions while situating them in the context of relevant paradigms and methodologies as evidenced by your ability to: |  | **Compose a final reflection paper** and share a brief summary of your insights in a **final oral presentation** |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Introduction to Educational Research Practices and Each Other
2. Constructivist/Interpretive Approaches to Educational Research
3. Transformative Approaches to Educational Research
4. Post-Positivist Approaches to Educational Research
5. Pragmatic/Mixed Approaches to Educational Research
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Program Director of Educational Doctoral Program |  | 11/7/19 |
| n/a | Chair of  |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Leslie Schuster | Dean of Graduate Studies |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |