

Student Initiated Collaborative Inquiry (SICI)

Course Description

Student Initiated Collaborative Inquiry (SICI) EDUC 5910 Cr=3.00

Calendar Course Description

SICIs are course offerings designed to enable two or more students to pursue a research interest which is not covered by available courses. Content areas are proposed by two or more students and will be offered subject to the availability of a faculty member with expertise in the area of interest and the approval of the Graduate Executive Committee.

Expanded Course Description

The doctoral program in Education allows for three types of Negotiated Studies Courses: (a) Independent Reading, (b) Practicum Seminar, and (c) Student Initiated Collaborative Inquiry (SICI). SICIs are course offerings, which vary between 1.0 and 3.0 in credit weight as required to meet candidate study needs and as set out in the Plan of Studies in conjunction with the candidate's faculty mentor. They are, in essence, special forms of Independent Reading Courses that focus on collaboration between/among two or more individuals to investigate a common topic of interest. SICIs require a written proposal (see guidelines). All SICI courses are subject to the approval of the Graduate Executive Committee.

Faculty Resources

All Graduate Program in Education faculty

Evaluation

To be negotiated between students and faculty member(s)

Bibliography

Given the nature of the course, a bibliography will be presented with the proposal for the SICI

Guidelines for the Preparation of a SICI Course Proposal

A proposal for a Student Initiated Collaborative Inquiry Course contains the following components:

- ***Student Initiated Collaborative Inquiry Course Proposal Form Cover Sheet.*** This form requires the signatures of the students and the approval of the Course Director and Graduate Executive Committee BEFORE the Student Initiated Collaborative Inquiry Course can begin. Please note that approval is not automatic and the Graduate Executive Committee may request clarification of the Student Initiated Collaborative Inquiry Course before granting its approval. **Proposals must be typed.**
- ***The provision of a specific title for the course indicating the focal area of interest.*** This is simply the name of the course. Please note that it is not sufficient to name the course as either Student Initiated Collaborative Inquiry or Directed Study. **The title should not have more than 40 characters, including spaces.**
- ***A description of the topic of the course.*** This description should situate the course within a theoretical/conceptual framework and should indicate the specific areas that will be emphasized.

Student Initiated Collaborative Inquiry Courses must not overlap with courses offered within the current academic year and may not be used for the preparation of a literature review for a thesis, major research paper or dissertation.

- ***A rationale for proposing the course.*** A rationale should incorporate:
 - (a) A discussion of the place of the Student Initiated Collaborative Inquiry Course in the student's overall graduate program,
 - (b) An indication of whether or not the proposed course is available in current offerings in the Faculty of Graduate Studies,
 - (c) A statement outlining why this topic is a special interest of the students,
 - (d) A discussion of any related research work the students have undertaken in this area.
- ***A preliminary bibliography.*** This bibliography should be linked closely with the title and description of the course. For the purposes of the proposal, it is considered a preliminary reading list and not the entire listing of the resources the student will use in pursuit of the directed reading; however, it is expected that the bibliography will reflect substantive theoretical concerns addressed in the course description. Photocopies of bibliographies from other sources will not be accepted.
- ***A statement detailing arrangements for the course.*** In this statement the following should be specified: frequency of meetings and the duration of meetings with the faculty member.
- ***A statement outlining the work required for the course.*** In this statement the following should be specified: the regular expectations for the course (independent of assignments) and the assignments for the course. Regular expectations for the course include meetings with the course director, readings and so on. Since attendance at these meetings is part of the regular expectation of the course, it is anticipated that attendance should not be allotted a grade weighting. The substance of the course assignments should be described. For example, one assignment might be an individual paper.
- ***A statement indicating the relative weighting for each of the assignments.***

Deadlines

Graduate students are urged to plan strategically. If students are requesting to undertake a Student Initiated Collaborative Inquiry Course, the application should be submitted WELL BEFORE the drop and add period for the semester during which the Student Initiated Collaborative Inquiry Course is to be undertaken. Because Student Initiated Collaborative Inquiry courses are like any other courses that are offered, faculty and students should ensure that proposals are submitted in a timely manner so they can be reviewed by the Graduate Executive Committee, and, if necessary, any issues needing clarification in the proposal are addressed.

SICI Proposal Form
Faculty of Graduate Studies
Graduate Program in Education

Date of Submission: _____

Proposed Date of Onset of Student Initiated Collaborative Inquiry:

Proposed Title (no more than 40 characters, including spaces):

Note: All students must complete and sign a single form.

Student's Name and Number: _____

Student's Signature: _____

Student's Name and Number: _____

Student's Signature: _____

Course Director: _____

Course Director's Signature: _____

Graduate Executive Committee Approval/

Program Director's Signature: _____