



APPLICATION CHECKLIST

Please note proposals should be written in 12pt Times New Roman font and remain within the listed word limits.

STUDENTS

A. Save your proposal, reading list and grades in PDF Format using the following name conventions:

LastName.Proposal	LastName.ReadingList	LastName.Grades
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B. SUBMIT THE FOLLOWING (in PDF FORMAT) via THIS [ONLINE FORM](#)

1. Seminar Proposal
2. Reading List
3. Grades Summary

To access your grades summary:

- Login to Student Service Centre
 - Click the Grades & Records option from the upper horizontal menu bar
 - Choose “Your Grades Summary” from the drop-down menu
 - Click “Print” in the upper right corner
 - Save the document as PDF.
 - If you have grades from other colleges or universities, please provide an unofficial transcript for those grades as well.

Co-Coordinator: Please submit only **ONE** application which includes **BOTH** coordinators personal information and grades.

FACULTY

These documents come directly from your Faculty Recommender and Sponsor to our program office.

SPONSORS

A. Submit the **Faculty Sponsor Form** to student.seminars@ubc.ca.

RECOMMENDERS

B. Submit the **Faculty Recommendation Form** to student.seminars@ubc.ca.

Co-Coordinator: If you are proposing a seminar with a Co-Coordinator, you will each need a **SEPARATE** recommendation form from a person who is distinct from your Faculty Sponsor.

All application materials can be downloaded individually from the SDS [website](#).

**Application deadline: Sunday May 26th, 2024, by 11:59PM
PST**

Late applications will not be accepted



Application Form Student Directed Seminars 2024-25

Student Directed Seminar Proposal Template

A. Seminar Rationale (max 500 words)

- What is the academic focus of the seminar?
- What gaps in the UBC undergraduate curriculum does this seminar hope to address?
- What is the overarching literature, research, and/or theoretical frameworks that have influenced the topic or concept that is of focus for this seminar?
- How will you ensure your seminar maintains a level of academic rigour that is expected of an upper-level course?

B. Learning Objectives

- What are the top 3-5 learning objectives for your seminar?
We strongly encourage you to develop your learning objectives in close collaboration with your Faculty Sponsor.
Please check out this [resource](#) for how to write an effective learning objective.



C. Learning Environment (max 250 words)

- How will you foster an active, peer-based learning environment within your seminar?
- How will you work to ensure students feel included?
- What strategies or approaches would you use to foster collegiality, care and respect for differing opinions?
- How will your learning environment take into consideration different learning styles and needs?

D. Commitment to Reconciliation & EDI (max 250 words)

- How will your seminar take into consideration the UBC Inclusion Action Plan to foster a learning community which is inclusive and diverse?
- What frameworks or approaches might inform how your seminar works towards decolonization, equity, diversity, and inclusion?



E. Role of Coordinator (max 150 words)

- How would you describe your role as a Coordinator in your seminar?
- What skills or characteristics are needed to fulfil the role of coordinator?



F. Coordinator Suitability (max 250 words)

- How have your previous personal, professional, and/or academic experiences prepared you for coordinating and facilitating a seminar?
- What do you hope to learn from the process of facilitating a Student Directed Seminar?
- What challenges do you expect to encounter as a Coordinator and how might you plan to overcome those challenges?



G. Co-Coordinator Suitability (max 300 words)

- **Answer only if you are applying with a Co-Coordinator*
- How will you navigate sharing coordination and facilitation with a co-coordinator?
- How will you navigate conflict in your relationship with your co-coordinator should it arise? What strategies will you implement to foster a healthy working relationship with your co-coordinator?

H. Academic Freedom and Inquiry (max 250 words)

- Taking into consideration Policy on Academic Freedom, how will you foster a respectful discourse and pursuit of open discussion, without a risk of censure in your classroom?



I. Seminar Grading and Evaluation

- What are the assignments that seminars participants will be required to complete?
- What form will the assignments take (e.g., collaborative research projects, class presentations, essays)?
- How will each assignment be weighted (i.e. percentage that it will contribute to overall grade)?
- What strategies are you proposing to evaluate assignments (e.g., by Faculty Sponsor, peer evaluated, through an expert in the field)?

Please provide the breakdown of how overall grade for the seminar will be determined (i.e., 10% participation, 45%presentation, etc.).

Note: Attendance is not a permissible portion of the grade. If you choose to include grades for participation, the allocation must fall between 0-10% of the overall grade.

J. Student Recruitment & Selection (max 250 words)

Please consider the following question as you think about the types of students you want in your seminar:

- What types of students, and from which disciplines, might be interested in the seminar?
- What kind of demand do you anticipate for this seminar?
- How will you select and recruit students into your seminar (i.e., will you require students to submit a statement of intention)?
- Will interested registrants need to have prerequisite courses? Why are these prerequisites needed?



K. Seminar Schedule and Plan/ Sample Syllabus

Using the template below, provide a four-week seminar plan that outlines how each seminar will scaffold learning and connect topics. Provide supporting readings or materials that are considered essential to the learning objective or purpose of the weekly class. Consider what learning activities you might use in class (i.e. discussion, guest speaker, video, presentation). **Note: A full 13 week schedule is *not* required.**

<p>What is the desired schedule of your seminar (i.e., once a week for 3 hours, or twice a week for 90 minutes)?</p>	
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Week	Topic	Before Class Reading / Learning Activity	Learning Objective(s) / Purpose	Assignment/ Assessment Criteria and/or In-class Learning Activity
1				
2				
3				
4				



L. Reading List (one-page max, attached as a *separate* PDF document)

- Attach a one-page reading list, in the format of a formal bibliography, of learning materials which demonstrate the academic rigour of your proposed seminar. The majority of readings or materials should be scholarly but can include diverse media such as podcasts or video.
- No annotation is required.

M. Additional Information (max 100 words)

- Is there any additional information about your seminar you wish to share with the adjudication committee which you did not get an opportunity to share in your application? (ie. community engaged learning component, special request or accommodation). Please note, this section will not be adjudicated.