



Lakehead University Provost and Vice-President (Academic)

REQUEST REPORT

Request Tracking Number: 2014-PROVOST-3154
Request Title: University seminars course

[DeAcTerm[EffectiveDate]] [DeAc[RequestEffectiveDate]]
Request Status: In Workflow
Request can't be split

Request Contents

Type	Title
1. New Course	First-Year Seminars

Request History

Workflow Step	Workflow Action	User	Change Made	Comments	Date
Initiator	Approved	Craig MacKinnon	No	Submitted to workflow	04/09/2014
Dean and Faculty Council Review Stage	Approved	Gillian Siddall	No	Approved.	04/09/2014

Supporting Documents

File Name	Uploaded By	Upload Date	Size
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Supporting Documents Audit Trail

File Name	User	Date	Action
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Notes

Date	User	Note
04/09/2014	Craig MacKinnon	Although no faculties need to officially sign off on this calendar change, the following faculties have been officially informed through a presentation to their Dean and the committee given: Education (Faculty Council), Engineering (Undergraduate Studies Committee), HBS (Executive Council), SES (Faculty Council), and SSH (Faculty Council). Several members of the

		Orillia campus were present at the SES and SSH council meetings.
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1.	New Course	UNIV 1xxx - First-Year Seminars
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Course Details

UNIV 1xxx - First-Year Seminars Start Term: Fall 2014 End Term: No Specified End Date

<u>Course Details</u>
Code UNIV 1xxx
Title First-Year Seminars
Description A multidisciplinary investigation of a topic of current academic interest; topics will vary and will be published at the time of registration, each section of the course will feature a different topic. Students will study the topic from different perspectives (from the points of view of different academic disciplines) and using different learning methods (oral and written work, group discussion, etc.). Enrollment will be limited to ensure small group learning and student-professor interaction is emphasized. Multiple topics will be offered each year, but students will be limited to one topic each (0.5. FCE). The course is only available to students in their 1st or 2nd semester at university.
End Term No Specified End Date
Institution Lakehead University
Faculty Provost and Vice-President (Academic)
CreditWeight 0.5
Rationale Initially 2 or 3 sections per year, ideally offered in the fall semester, maximum of 18-24 (?) students per section. Academic chain-of-command will see the Deputy Provost replace the Dean for the purposes of academic appeal. Each section is a topic, topics are chosen by the instructors. A call of interest will be circulated each year and anyone interested would have to submit a tentative course outline (i.e. how the course content will address the learner objectives) and a teaching dossier. The Provost would then invite instructors from the pool to teach a section; decisions will be made in time for faculties to plan course offerings for the year (i.e. the January before). The course is a "free" elective – anyone with elective space could take any topic. Topics will be taught in a multidisciplinary manner – i.e. the topic will be an area of current scholarly interest but should be studied from the point-of-view of many academic disciplines. Instructors will be encouraged to invite colleagues from other academic units to give presentations (teach all or part of a class) relevant to the topic; but normally one instructor will be designated as the main instructor, and that person will be expected to administer the course, to be present at all classes (including those that a guest lecturer is giving), work to resolve academic conflicts, etc. Instructors will be encouraged to incorporate as many different learning styles as possible, and by extension to have an interactive classroom at least part of the time. Several features will be common to all sections, relating to an introduction to scholarship at the university level. These are reflected in the learner outcomes, which we suggest as: 1. learn about resources available for performing academic research = a library orientation will be built into the course, designed in consultation with the appropriate librarian(s) 2. learn how to write an academic paper, including citation,

<p>plagiarism, etc. (perhaps making use of the writing commons)³.gain oral presentation skills⁴.a capstone project will be used to evaluate the student's ability to synthesize the course material⁵.students will gain an appreciation of, and the ability to make connections between, various academic disciplines⁶.students will be expected to do at least some group work, with the purpose of developing skills in learning and teamworkInstructors will have some freedom on the relative weight of these different learner outcomes (what percentage of oral vs. written work is required, etc). Ultimately, this course is about TEACHING A TOPIC, and bringing as many methods of studying the topic as possible into the classroom.This course will address many of the strategic foci of the university, as stated in the strategic plan¹. Nurturing Scholarship:(a) course topics will be chosen as "topics" and thus will be investigated from all angles – i.e. a truly multidisciplinary course with instructors from multiple academic disciplines(b) since topics will be chosen as areas of modern scholarship, research concepts and practices will naturally integrate into the curriculum (note that modern scholarship on topics does not necessarily mean "modern topics"!)(c) the multidisciplinary of the course will introduce students to the idea of scholarship in a variety of disciplines². Learner-Centred Student Experience(a) a way to bring the small-classroom experience to students in their first year (e.g. most science courses are "small" by U of T standards, but still have 100+ students in them)(b) the small class sizes and emphasis on multidisciplinary will mean that each student will bring a unique experience to the classroom, in many cases experience at a more advanced level than the faculty facilitator, thus empowering/enabling the student to contribute meaningfully to the topic³. Community Engagement(a) because the students will be in a class with students from many disciplines, they will develop the ability to communicate to those outside their discipline, which is a critical skill required to become effective communicators with community partners(b) the multidisciplinary of the course will often include a community engagement component naturally as part of the curriculum, although this will not be true in all cases⁴. Growth and Capacity Development(a) students who self-select to take this course (it will only be offered as an elective) will naturally be those looking for something special and unique in their university experience; this course will aid in retaining these thoughtful students and hopefully serve to recruit other thoughtful students to consider Lakehead.(b) the skills they learn will be transferable across disciplines and will lead to overall greater success for the students.</p>
<p>Required or Elective Elective</p>
<p>Cross List</p>
<p>Offering 3-0; or 3-0</p>
<p>Prerequisites</p>
<p>Corequisites</p>
<p>Notes The course is only available to students in their 1st or 2nd semester at university.</p>
<p>Special Topic Dropdown</p>
<p>Grade Scheme PF</p>
<p>Effect on Enrolment INIT 18-24 per section, starting with 2 or 3 sections (therefore a minimum of ~60 students)</p>
<p>Effect on Enrolment OTHER above is total number across all faculties/departments/schools; these are additional courses, so will negatively impact enrollment in some elective courses, but because enrollment is limited in the 1st-year seminar, the impact will be minimal for any given course.</p>
<p>Additional Teaching Space</p>

Provost's Office will supply the budget (i.e. a minimum of 0.5 FCE sessional money for each section).

EffectonTeachingLoads

Faculty members would teach this course as part of load, with the sessional funding being directed to the Dean to replace that person's regular teaching. Instructors considering another model (e.g., team teaching) would consult with their directors/chairs/deans when submitting their proposal.

EffectonServices

A volunteer panel (perhaps made up of people who have taught the course in the past), headed by the Provost (or designate from that office) would evaluate proposed topics from year-to-year. The library (and perhaps the writing assistance centre, and similar) will be asked to provide support services, but these would be similar to workshops, etc. they already run (therefore would not require developing new material); they would perhaps be required to run additional workshops for certain sections of the course.

DirectinkindSupport

Some other universities (e.g. U of Guelph) fundraise and have a separate line item for courses of this type, but this is not set up at the moment.