
**Academic Programs and Curriculum Committee (APCC) Annual Report for General Faculties Council
2021-2022**

DATE: May 12, 2022

SUBMITTED BY: Peter Choate, Chair of APCC

Let me begin by thanking all of the committee and resource members for their outstanding work and dedication to the priority of curriculum for MRU. This is a group of people who have offered time, preparation and engagement to the APCC agenda. In addition, we have steady representation from SAMRU which matters as the student voice in curriculum development matters greatly. I would also like to offer a specific mention to Sheena Jensen who keeps our meeting data so well organized.

SUMMARY OF ACTIVITIES AND OUTCOMES

APCC has focused its activities in the following areas:

- Curriculum change impact assessment required components - this has been updated and is available through Curriculog
- The Approval Policy for Ministerial Programs has been updated and is being presented to GFC at the May 2022 meeting
- APCC has spent considerable time reviewing proposals that seek GNED exemptions to ensure they are necessary due to such things as meeting accreditation requirements.

MATTERS FOR FUTURE CONSIDERATION

APCC decided to consider addressing Work Integrated Learning next year as government priorities continue to unfold. Various approaches to WIL are seen in the university so care needs to be taken to ensure an approach that fits student needs, program goals and government priorities. *(Working Group report attached)*

APCC will continue work already begun regarding the Programs Definitions Policy.

APCC continues to consult with various stakeholders regarding the 3 Credit or Equivalency for Indigenous Content. This is a matter that is only partially within the APCC mandate so we are working with other parties within the university.

COMMITTEE MEMBERSHIP

Peter Choate, CHAIR, GFC Academic Staff Member

Phil Warsaba, VICE-CHAIR, Vice-Provost and AVP, Students

Brad Mahon, Dean, Faculty of Continuing Education and Extension

Stephen Price, Dean Representative

Shane Gannon, Academic Staff Member - Faculty Curriculum Committee (Arts)

Jim Silovs, Academic Staff Member - Faculty Curriculum Committee (Business and Communication Studies)

Nadine Van Wyk, Academic Staff Member - Faculty Curriculum Committee (Health, Community and Education)

Melanie Rathburn, Academic Staff Member - Faculty Curriculum Committee (Science & Technology)

David Ohreen, Academic Staff Member - Faculty Curriculum Committee (Teaching & Learning)

Peter Houston, Academic Staff Member - Faculty Curriculum Committee (University Library)

Gaye Warthe, Chair of a Faculty Curriculum Committee

Travis Imber, Student Representative (*January – Present*)

Spirit River Striped Wolf, Student Representative

Razan Hamade, Student Representative (September – December)

Resources

Nicole Cross, Designate for University Registrar

Meagan Bowler, Faculty Curriculum Committee Chair

Sheena Jensen, RECORDING SECRETARY, Assistant University Secretary, GFC

SUMMARY OF MEETINGS

- October 5, 2021
- November 9, 2021
- December 7, 2021
- January 25, 2022
- February 8, 2022
- March 8, 2022
- April 5, 2022
- May 3, 2022

For additional information and meeting minutes, visit the [APCC](#) webpage.



**Inclusion of Work-Integrating Learning into Program Definitions Policy
May 16, 2022**

Work-Integrated Learning (WIL) was identified as an issue that APCC should examine in the 2021/2022 academic year. The chair of APCC, Peter Choate, met with APCC member, Shane Gannon, to discuss WIL on October 2, 2021. Peter presented the meeting notes from the meeting to APCC on November 9, 2021. On February 8, 2022, a subcommittee was struck to see how WIL could be integrated into the Program Definitions Policy. This subcommittee consisted of APCC members Gaye Warthe and Shane Gannon, as well as Geri Lynn Gouglas and Sarah Imran who provided resources. The sub-committee met on May 2, 2022, to discuss parameters and plan of the committee work. Gaye Warthe and Shane Gannon met on May 12, 2022, to discuss the resources on post-secondary WIL policies that were provided. They drafted a brief policy brief for the subcommittee. On May 16, 2022, the sub-committee reconvened to discuss the next steps. After discussing the draft policy brief, the sub-committee generated a report for APCC.

Concerns in Integrating WIL into Program Definitions Policy

Several concerns were raised about including WIL into policy at the May 2nd meeting. While some of these topics were integrated into the draft policy brief, many of them are outside of the purview of this subcommittee. The issues were:

- Will WIL (and the variety of activities captured within its framework) be credit or zero-credit?
 - It was decided to remove reference to credit versus zero-credit WIL in the Policy. This differentiation serves to make it more difficult to offer WIL courses in different programs, while not seeming to serve a purpose that is appropriate with policy.
- Inclusion of community service learning (CSL)
 - Sometimes, CSL does not match the governmentally-approved definition of WIL, so this needs to be a separate category.
 - Although CSL is established in the context of MRU in practice, no policy definition seems to exist. How can we define CSL so that it captures the range of what we do, while making the link to WIL clear?

- Some programs have zero-credit work experience components that demand that students go beyond the 40-course requirement. How can the policy change capture this in a way that does not burden students with workload and/or cost outside of the program parameters defined by policy?
- There must be consistency between definitions in the policy
 - Use terminology consistently across MRU and across similar institutions
 - We need to ensure that the policy definitions necessitate quality assurance
 - The government uses a CEWIL-based definition of WIL. On the one hand, our policies should reflect these definitions. On the other hand, we cannot use another institution's definitions, because a change in such terminology will necessitate changes in our policies. How do we navigate the privileging of another organization's conception of WIL in our policies, while ensuring that our policies continue to be autonomous and relevant for the MRU context?
- Mandatory versus Professionally-mandated practica
 - Some practica are necessitated by professional organizations while others are mandated by MRU. The CEWIL definition of practica, which is used by the government's definition of WIL, privileges the former. Is it necessary to differentiate between these two types of practica in our policies?
- Overburden of community agencies
 - Many of our WIL opportunities draw on the same community partners. How do we ensure that we do not overburden these partners as we increase availability of WIL opportunities?

Draft Policy Brief

While we cannot address all of these concerns, the sub-committee drafted a policy brief that defines the relevant WIL activities. The definitions have been directly imported from other documents. The ones that were taken from CEWIL should be rewritten so that they are relevant to the MRU context.

Experiential Learning

CSL

Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community. (<https://www.cewilcanada.ca/CEWIL/About-Us/Work-Integrated-Learning.aspx>)

WIL

Work-integrated learning (WIL) is a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur

at the course or program level and includes the development of student learning objectives and outcomes related to: employability, personal agency, knowledge and skill mobility and life-long learning.
(<https://www.cewilcanada.ca/CEWIL/About-Us/Work-Integrated-Learning.aspx>)

Types of WIL

Practicum

A Practicum is a Course that is closely linked to an academic curriculum and managed by the originating department. The length of the Course must be appropriate to the program and/or requirements of an external accrediting body. (*Program Definitions Policy*. C.11.1.a.i)

Clinical Placement

A Clinical Placement is a Course that is often integrated with academic Course work although it can stand alone. Clinical Courses are arranged in a specific clinical setting and are managed by the academic department. (*Program Definitions Policy*. C.11.1.a.ii)

Internship

An Internship is a Course that is managed by Career Services and the academic department. (*Program Definitions Policy*. C.11.1.a.iii)

Cooperative Education

Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.
(<https://www.cewilcanada.ca/CEWIL/About-Us/Work-Integrated-Learning.aspx>)

Community and Industry Research & Projects:

Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects. CSL may be included in this category. (<https://www.cewilcanada.ca/CEWIL/About-Us/Work-Integrated-Learning.aspx>)

Further Work

This draft policy brief is simply a place for APCC to start. Several items need to be discussed and/or developed. While this is not a comprehensive list of such topics, some areas to be considered are:

- 1) Developing the language of the terminology so that they better capture the MRU context;
- 2) Consider the range of topics raised above in “Concerns in Integrating WIL into Program Definitions Policy”;
- 3) Consult with different areas to confirm that the policy framework is sufficient to cover their work experience elements. For example, HPED and ENVS have work experience components to their programs that the subcommittee was not certain would be captured in the proposed organization.

Report to APCC

Prepared and submitted by:

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Shane Gannon, APCC faculty representative