

MINUTES OF SENATE
ALGOMA UNIVERSITY
Seventh Regular Meeting of 2020-21
March 5, 2021

Humanities Faculty

M. Graydon, V. Jimenez-Estrada, T. O’Flanagan, A. Pinheiro, A. Ridout, M. Ross [PTF], R. Rutherforddale, P. Steeves, E. Turgeon, D. Woodman

Social Science Faculty

J-M. Belanger, R. Cameron, K. DeLuca, S. Gruner, P. Matthews, S. Meades, M. McLellan [PTF], J. Rebek, T. Tchir, L. Wyper

Science Faculty

L. Bloomfield [Speaker], N. Cameron, W. Dew, P. Dupuis, J. Foote, D. Keough, M. Lajoie [PTF], I. Molina, C. Zhang, S. Xu

Other Members

A. Day, I. Imre, M. Jones, D. Marasco [Secretary], S. Hansen, D. Roach, D. Rogers, H. Stevenson, A. Vezina
[absent: Y. Alphonse, J. John]

Guests

M. Turco, C. Elgie, D. White, O. Akinola, N. Shaw, P. Ostrowski, A. Aziz, A. Judge

The meeting was conducted by Zoom and called to order at 1:04pm.

21.03.01 APPROVAL OF THE AGENDA

☐ ***Moved [Lajoie/Khan]: that the agenda for the March 5, 2021 meeting of the Senate be approved.***

Motion carried.

21.03.02 APPROVAL OF THE MINUTES from the meeting of February 5, 2021

☐ ***Moved [Steeves/Wyper]: that the Algoma University Senate approve the minutes from the Senate meeting of February 5, 2021.***

Motion carried.

21.03.03 BUSINESS ARISING (for action or information)
21.03.03.01 Social Science Faculty - Faculty Chair

- ***Moved [Lajoie/Meades]: that the Algoma University Senate approve Dr. Sheila Gruner to serve as Chair of the Faculty of Social Sciences until June 30, 2021***

Rationale:

As per the Algoma University Senate By-laws, Chapter 1 Powers of Senate, 1.1 Duties and Powers of the Senate, item c., to appoint Faculty Chairs.

Motion carried.

21.03.03.02 Senate Executive Committee - Distinguished Faculty Award

The Speaker called for a motion to move in camera to discuss the nomination for Distinguished Faculty Award [investiture June 12, 2021].

- ***Moved [Meades/Pinheiro]: that Senate move in camera.***

Motion carried.

- ***Moved [Ross/Ridout]: that Senate move out of camera***

Motion carried.

- ***Moved [Day/Khan]: that the motion approved in camera be approved by the Algoma University Senate in open session.***

Motion carried.

21.03.04 DECISION ITEMS (for action or information)
21.03.04.01 Curriculum Committee - motions

School of Business and Economics

- ***Moved [Meades/Khan]: that the Algoma University Senate approve the following revised courses as submitted by the School of Business and Economics:***

From:
ADMN 3116 Finance I

The course provides students with an overview of financial management and of financial markets, institutions, and securities. Emphasis is placed on financial statement analysis, the core concept of time value of money, and financial planning and forecasting. Working capital management concepts are also introduced. Prerequisite: ADMN 1126. (LEC 3, TUT 1) (3 cr)

To:

ADMN 3116 Financial Management

The course provides students with an overview of financial management and of financial markets, institutions, and securities. Emphasis is placed on financial statement analysis, the core concept of time value of money, and financial planning and forecasting. Working capital management concepts are also introduced. Prerequisites: ADMN 2506 or ECON 2126. [LEC/SEM 3] 3 cr

Rationale:

Instead of having two courses with the same name “Finance I” and “Finance II” it is better to use different names (based on course content) for each course. Other universities (for example, UNB, St. Xavier) use different names for these two courses. Based on course content “Financial Management” name is appropriate for this course.

This course solves cases and problems that are based on real world issues. Student loan, mortgage, pension plan, RRSP investment, financial statements and ratios analysis of companies, companies’ stock and debt financing, etc are the topics which require hands-on practice to gain experience. A direct instructor-student interaction (one-on-one) is required in this course to solve real world problems and make appraisal for companies’ growth. We invite bankers and CFO’s who deliver their guest lectures in this course. This is an upper-year course in which multiple pedagogical approaches are used in the classroom: lecturing, class discussion, problem-solving sessions, small-group work, student presentations, and more. The course pedagogy is aligned with the “Lecture/ Seminar Course”, listed in the report of “Appeals & Academic Standards Senate Committee”. (See, “Lecture/ Seminar Course (30/35)”, the Report to Senate from the Appeals & Academic Standards Senate Committee, May 2020).

From:

ADMN 3117 Finance II

Students will develop an understanding of the theory of finance and its application to the evaluation of investment, financing, and ongoing financial management issues faced by organizations. The course will cover topics such as risk and return, security valuation, cost of capital and the capital structure of the firm, long term financing and dividend policy. Working capital management is addressed in greater detail. Prerequisite: ADMN 3116. (LEC/WIL 3, TUT 1) (3 cr)

To:

ADMN 3117 Corporate Finance

Building on the concepts, models and decision situations presented in ADMN3116, students learn how to evaluate corporate investment, financing, ongoing financial management and financial planning issues. The course also covers topics such as risk and return, security valuation, capital structure, cost of capital, long term financing and dividend policy, derivative securities, and working capital management. Students may not retain credit for both ADMN 3117 and ADMN 4747. Prerequisite: ADMN 3116. [LEC/SEM 3] 3 cr

Rationale:

Instead of having two courses with the same name “Financial Management I” and “Financial Management II” it is better to use different names (based on course content) for each course. Other universities (for example, UNB, St. Xavier) use different names for these two courses. Based on course content “Corporate Finance” name is appropriate for this course. Syllabus for “Corporate Finance” from UNB includes similar contents that are included in this course. We have a lot of overlapping contents between ADMN4747 and ADMN3117. We do not offer ADMN4747. Most of the business schools in Canada offer “corporate finance” at BBA, BA in Finance, and BA in Economics and Finance programs. Course description has been revised to make it suitable for the new course title. The delivery method has also been changed. This course solves cases and problems that are based on real world issues. Risk & return in the stock market, capital asset pricing, stock and firm valuation, capital budgeting, cost of capital, working capital management of listed companies are the major topics which require hands-on practice to gain experience. A direct instructor-student interaction (one-on-one) is required in this course to solve these real-world problems and make appraisal for companies’ growth. We invite bankers and CFO’s who deliver their guest lectures in this course. This is an upper-year course in which multiple pedagogical approaches are used in the classroom: lecturing, class discussion, problem-solving sessions, small-group work, student presentations, and more. The course pedagogy is aligned with the “Lecture/ Seminar Course”, listed in the report of “Appeals & Academic Standards Senate Committee”. (See, “Lecture/ Seminar Course (30/35)”, the Report to Senate from the Appeals & Academic Standards Senate Committee, May 2020).

Motion carried.

Department of Music and Visual Art

- ***Moved [Meades/Ridout]: that the Algoma University Senate approve the following new courses as submitted by the Department of Music and Visual Art:***

VISA 2926 Group Exhibition and Professional Practices

In this course students will produce a group exhibition at the end of the winter term. Students will work collectively to curate the exhibition and will be involved in all elements of planning, installing, promoting, and deinstalling the exhibition. In addition to planning and implementing the group exhibition the course will cover topics related to professional practice and development in the arts. The course will also include readings, visiting speakers, and discussions related to a range of current topics in contemporary art and culture. Prerequisites: VISA 1026, VISA 1506, and must be enrolled in BFA or be a Visual Art Major, Visual Art Minor or receive permission from the department. [LEC/EXP 3] 3 cr

Rationale:

This course was designed for multiple reasons; to better prepare students for professional artistic practice; to create a formal setting for the learning and extra curricular work that was often done by just some students outside of classes which then caused a wide discrepancy in students’ level of preparedness for VISA 4005, to bring together all VISA majors to create a better sense of community and communication between students at various levels.

VISA 2996 Wild Clay Research: Pit-Fired Local Ceramics

In this course students will learn to make pit-fired ceramics from local clay gathered directly from the land. You will learn various methods of hand-building with clay to create vessels and forms including pinch pots, coil building, draped forms, and hand sculpting in addition to an introduction to wheel throwing and finishing the clay surface. All students in the course will be involved in planning for, and preparing fuel for, a pit firing; and will contribute to tending the firing process. Some of the work in the course will contribute to ongoing research projects involving the use of fired clay for soil amendments, the creation of water filters, and more. In addition to gaining plenty of hands-on experience with the clay, students will learn about the rich history and traditions of pit-fired ceramics from around the world and artworks that contribute to ecological and social well being. Prerequisites: VISA 1026, VISA 1027, VISA 1506 or permission of instructor. [LEC/EXP 3] 3 cr

Rationale:

Visual Art ran a course very similar in the summer of 2019 as a Special Topics with great enthusiasm from students (both VISA majors and non-majors). The course will contribute to an increasing focus in the VISA program on the relation between land, ecology, and art. The course will also increase the options for students to gain experience working in 3 dimensions and with locally sourced materials. Further this course aligns with current faculty research.

VISA 3916 Special Topics in Painting

This course will introduce students to various topics and areas of focus within Painting. Students will have the opportunity to explore one or more painting mediums, subject matter, or approaches in depth. The course will include both studio -based work and lectures and research into historical and contemporary painting. Specific content will vary from year to year depending on the expertise of the faculty member teaching the course. In all cases, students will receive credit for more than one topics course provided that the topic in each course is different. Prerequisites: VISA 1026, VISA 1027, VISA 1506 or permission of instructor. [LEC/EXP 3] 3 cr

Rationale:

This course was designed to address the current enrollment challenges in offering multiple levels of painting courses each year (ending up in multiple reading courses / joint enrolling multiple levels of study). This course will also help to address the challenge of offering the full range of mediums we are capable of offering by being able to rotate topic delivery and accommodate new mediums and areas of focus. Further, the structure of the course includes medium-specific history and research projects aligning with our program goal of integrating art history within studio courses.

VISA 3926 Group Exhibition and Professional Practices

In this course students will produce a group exhibition at the end of the winter term. Students will work collectively to curate the exhibition and will be involved in all elements of planning, installing, promoting, and deinstalling the exhibition. In addition to planning and implementing the group exhibition the course will cover topics related to professional practice and development in the arts. The course will also include readings, visiting speakers, and discussions related to a range of current topics in contemporary art and culture. Prerequisites: VISA 1026, VISA 1506, and must be enrolled in BFA or be a Visual Art Major, Visual Art Minor or receive permission from the department. [LEC/EXP 3] 3 cr

Rationale:

This course was designed for multiple reasons; to better prepare students for professional artistic practice; to create a formal setting for the learning and extra curricular work that was often done by just some students outside of classes which then caused a wide discrepancy in students' level of preparedness for VISA 4005, to bring together all VISA majors to create a better sense of community and communication between students at various levels.

VISA 3936 Special Topics in Printmaking

This course will introduce students to various topics and areas of focus within Printmaking and Print Media. Students will have the opportunity to explore one or more print-based mediums, subject matter, or approaches in depth. The course will include both studio -based work and lectures and research into historical and contemporary printmaking. Specific content will vary from year to year depending on the expertise of the faculty member teaching the course. In all cases, students will receive credit for more than one topics course provided that the topic in each course is different. Prerequisites: VISA 1026, VISA 1027, VISA 1506 or permission of instructor. [LEC/EXP 3] 3 cr

Rationale:

This course was designed to address the current enrollment challenges in offering multiple levels of printmaking courses each year (ending up in multiple reading courses / joint enrolling multiple levels of study). This course will also help to address the challenge of offering the full range of mediums we are capable of offering by being able to rotate topic delivery and accommodate new mediums and areas of focus. Further, the structure of the course includes medium-specific history and research projects aligning with our program goal of integrating art history within studio courses.

VISA 4916 Special Topics in Painting

This course will introduce students to various topics and areas of focus within Painting. Students will have the opportunity to explore one or more painting mediums, subject matter, or approaches in depth. The course will include both studio -based work and lectures and research into historical and contemporary painting. Specific content will vary from year to year depending on the expertise of the faculty member teaching the course. In all cases, students will receive credit for more than one topics course provided that the topic in each course is different. Prerequisites: VISA 1026, VISA 1027, VISA 1506, VISA 3916 or permission of instructor. [LEC/EXP 3] 3 cr

Rationale:

This course was designed to address the current enrollment challenges in offering multiple levels of painting courses each year (ending up in multiple reading courses / joint enrolling multiple levels of study). This course will also help to address the challenge of offering the full range of mediums we are capable of offering by being able to rotate topic delivery and accommodate new mediums and areas of focus. Further, the structure of the course includes medium-specific history and research projects aligning with our program goal of integrating art history within studio courses.

VISA 4936 Special Topics in Printmaking

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than one topics course provided that the topic in each course is different. Prerequisites: VISA 1026, VISA 1027, VISA 1506, VISA 3936 or permission of instructor. [LEC/EXP 3] 3 cr

Rationale:

This course was designed to address the current enrollment challenges in offering multiple levels of printmaking courses each year (ending up in multiple reading courses / joint enrolling multiple levels of study). This course will also help to address the challenge of offering the full range of mediums we are capable of offering by being able to rotate topic delivery and accommodate new mediums and areas of focus. Further, the structure of the course includes medium-specific history and research projects aligning with our program goal of integrating art history within studio courses.

Motion carried.

Department of Sociology

- ***Moved [Steeves/Meades]: that the Algoma University Senate approve the following course additions as submitted by the Department of Sociology:***

SOCI 1806 Sociology of Health, Wellness and Addictions: Part I Public Health [21F]

SOCI 1806 Sociology of Health, Wellness and Addictions: Part II Addictions [22W]

Rationale:

The request for the course additions is to accommodate students interested in the minor in Health, Wellness and Addictions.

Motion carried.

21.03.04.02 Academic Planning - Final Assessment Report [CESD]

- ***Moved [Steeves/Meades]: that the Academic Planning and Priorities Committee of Senate recommends to the Algoma University Senate, the Final Assessment Report [cyclical Review of the Department of Community Economic and Social Development programs] as submitted.***

Motion carried.

21.03.04.03 Appeals and Academic Standards - EXP/WIL revised definitions

- ***Moved [Gruner/Marasco]: that the Algoma University Senate approve the recommendation from the Appeals and Academic Standards Committee to accept the definition of Experiential Learning [EXP], the revised definition of Work-Integrated Learning [WIL] and the learning experiences that may be categorized as experiential learning [EXP] as follows:***

EXPERIENTIAL LEARNING [EXP]

Experiential Learning [EXP]: *a course in which learners are purposefully engaged in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.*

Experiential learning is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Simply exposing students to an experience is not experiential learning – it is the locating of the experience within an intentional learning cycle that ensures that the experience leads to the achievement of learning objectives. It is important to note the distinction between active learning activities in-class such as discussions, labs, role-playing, and group work, and experiential learning. While all experiential learning is active learning, not all active learning is experiential learning.

Experiential learning can occur in a variety of formats. The different types of experiences in which experiential learning can occur are listed below (approved by Senate in 2018). This is not an exhaustive list, and each of the types outlined below are not necessarily delivered as experiential learning. To be experiential learning, the experience must be delivered using an experiential methodology that includes a concrete experience, reflective observation (reflecting on the experience), abstract conceptualization (learning from the experience), and active experimentation (trying out what you have learned).

Because experiential learning is an overarching methodology that can be delivered in a wide range of course types, we recommend there is no specific course cap associated with EXP courses. Rather, recommended caps should be associated with specific types of experiences, which could be based on the inventory of “Types” in the table below.

The distinction between WIL and EXP is particularly important. WIL is a specific type of experiential learning. We recommend to the Appeals and Academic Standards Committee to consider recommending a revision to Algoma University's definition of WIL to align with the definition of CEWIL (National Association for Cooperative Education and Work Integrated Learning).

WORK-INTEGRATED LEARNING [WIL]

From:

WIL: *a course which formally and intentionally integrates a student's academic studies with learning in a workplace or practice setting.*

To:

WIL: *Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies 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 learning outcomes related to employability, personal agency and life-long learning.*

We have recommended several changes to organization and definitions in the table below, approved by the Senate in 2018. These changes separate one table into two (one for experiential learning generally; [Algoma University, Senate minutes, March 5, 2021](#))

the other specific to WIL). In addition, we recommended several changes to the table for specific types of WIL to align with CEWIL definitions.

COURSE TYPE / CATEGORY TABLE

From

Type	Category
Capstone	An entire course or a portion of a course expected at or near the end of a student's academic career. The course usually requires students to demonstrate all or a portion of the skills/knowledge they have acquired as a part of their degree.
Conference participation	Develop, plan, coordinate, attend, or present an original work at a conference or exhibition.
Case Study	A written description of a problem or situation. A case study does not include analysis or conclusions but only the facts arranged in a chronological sequence. The purpose of a case study is to place participants in the role of decision-makers, asking them to distinguish pertinent from peripheral facts, to identify central alternatives among several issues competing for attention, and to formulate strategies and policy recommendations. Most case studies depict real situations. In some instances, the data are disguised, and infrequently, the case may be fictional.
Consulting project	Work with a client to identify issues or opportunities and develop and/or implement solutions and/or strategies.
Co-op	Alternate academic study with paid work terms to gain relevant knowledge of the industry or workplace.

Creative or physical practice	Develop artistic, physical, technical, management, or production skills through intensive embodied and/or practice-based experiences. Further, supported by communication, analysis and organization allows intellectual, technical and creative activity to occur.
Creative performance or exhibit	Produce, manage, curate, or participate in a dramatic, artistic, dance, or musical performance or exhibit for an audience (virtual, live).
Creative, entrepreneurship, or design project	Identify problems and prototype/test solutions to create a final artistic, scientific, business, or other project.
Debate	An argument, or discussion, usually in an ordered or formal setting, often with more than two people, generally ending with a vote or other decision.
Events	Develop, deliver, or participate in an event in order to network with community partners and gather feedback on projects and ideas.
Exhibition	A creative large-scale public display of art, products, skills, and/or activities that relates to a student's discipline
Experiential research project	Develop and complete a research thesis/dissertation through discovery, synthesis, and/or application of information designed to solve a specific problem or research question.
Field experience (short-term)	Explore academic content in a purposeful way outside the classroom through short-term field trips and/or field-work (less than 20 hours) in Canada.

Field experience (long-term)	Intensive and immersive time in the field (21+ hours) to study and apply academic concepts within Canada.
Independent Study	Independent study is a student-initiated experience planned to allow students the opportunity to pursue an area of interest in their field with faculty guidance
International field experience (short-term)	Explore academic content in a purposeful way outside the classroom through short-term field trips and/or field-work (less than 20 hours) outside of Canada.
International field experience (long-term)	Intensive and immersive time in the field (21+ hours) to study and apply academic concepts outside of Canada.
Internship	Participate in discipline-specific and supervised work during the study period (36+ hours, paid/unpaid) within Canada.
International internship	Participate in discipline-specific and supervised work during the study period (36+ hours, paid/unpaid) outside of Canada.
Lab	Observe, test, and apply course concepts in a controlled setting specialized for small group learning (typically affiliated with specific technology and/or facilities).
Land based and/or indigenous culture-based learning	Within the Indigenous paradigm students gain awareness of Anishinaabe culture through experiential activities, inclusive of land-based and/or ceremonial-based activities. Students interact with the contexts of circle, land, ceremonies, and other culture-based activities.

Practicum	Supervised, practice-based experience in employment related to the field of study.
Presentations	Participation in poetry readings, scenes, presentations and speeches.
Professional practicum	Supervised, practice-based experience for professional licensing or certification.
Project activities	Develop and complete a project as an independent study working individually or in small groups with a faculty member(s).
Research project	Projects and research undertaken by students as a component of a course or as research assistants
Simulations and experimentation	Engage with academic content through content-specific activities such as simulations, demonstrations, archival or design work, role play and/or case studies. May critique or evaluate research through content specific activities.
Service learning	Address a community need (on campus or beyond) in a reciprocal partnership through the integration of course content, academic theory, and assessed critical reflection to produce meaningful outcomes in personal, academic, and civic learning.
Studio	Studios provide an opportunity to put theoretical ideas and concepts into practice under the guidance of faculty members

Thesis	A thesis course allow students--typically seniors--to produce scholarly work under faculty supervision appropriate to the discipline
Workshop	An educational gathering or seminar emphasizing interaction and exchange of information. It usually involves problem-solving, hands-on training and requires the active involvement of the participants.

To:

Types of Learning Experiences that may be experiential learning (EXP)	
Type	Category
Capstone	An entire course or a portion of a course expected at or near the end of a student's academic career. The course usually requires students to demonstrate all or a portion of the skills/knowledge they have acquired as a part of their degree.
Conference participation	Develop, plan, coordinate, attend, or present an original work at a conference or exhibition.
Case Study	A written description of a problem or situation. A case study does not include analysis or conclusions but only the facts arranged in a chronological sequence. The purpose of a case study is to place participants in the role of decision-makers, asking them to distinguish pertinent from peripheral facts, to identify central alternatives among several issues competing for attention, and to formulate strategies and policy recommendations. Most case studies depict real

	situations. In some instances, the data are disguised, and infrequently, the case may be fictional.
Creative or physical practice	Develop artistic, physical, technical, management, or production skills through intensive embodied and/or practice-based experiences. Further, supported by communication, analysis and organization allows intellectual, technical and creative activity to occur.
Creative performance or exhibit	Produce, manage, curate, or participate in a dramatic, artistic, dance, or musical performance or exhibit for an audience (virtual, live).
Creative, entrepreneurship, or design project	Identify problems and prototype/test solutions to create a final artistic, scientific, business, or other project.
Debate	An argument, or discussion, usually in an ordered or formal setting, often with more than two people, generally ending with a vote or other decision.
Events	Develop, deliver, or participate in an event in order to network with community partners and gather feedback on projects and ideas.
Exhibition	A creative large-scale public display of art, products, skills, and/or activities that relates to a student's discipline
Experiential research project	Develop and complete a research thesis/dissertation through discovery, synthesis, and/or application of information designed to solve a specific problem or research question.

Field experience (short-term)	Explore academic content in a purposeful way outside the classroom through short-term field trips and/or field-work (less than 20 hours) in Canada.
Field experience (long-term)	Intensive and immersive time in the field (21+ hours) to study and apply academic concepts within Canada.
Independent Study	Independent study is a student-initiated experience planned to allow students the opportunity to pursue an area of interest in their field with faculty guidance
International field experience (short-term)	Explore academic content in a purposeful way outside the classroom through short-term field trips and/or field-work (less than 20 hours) outside of Canada.
International field experience (long-term)	Intensive and immersive time in the field (21+ hours) to study and apply academic concepts outside of Canada.
Lab	Observe, test, and apply course concepts in a controlled setting specialized for small group learning (typically affiliated with specific technology and/or facilities).
Land based and/or indigenous culture-based learning	Within the Indigenous paradigm students gain awareness of Anishinaabe culture through experiential activities, inclusive of land-based and/or ceremonial-based activities. Students interact with the contexts of circle, land, ceremonies, and other culture-based activities.
Presentations	Participation in poetry readings, scenes, presentations and speeches.

Project activities	Develop and complete a project as an independent study working individually or in small groups with a faculty member(s).
Research project	Projects and research undertaken by students as a component of a course or as research assistants
Simulations and experimentation	Engage with academic content through content-specific activities such as simulations, demonstrations, archival or design work, role play and/or case studies. May critique or evaluate research through content specific activities.
Studio	Studios provide an opportunity to put theoretical ideas and concepts into practice under the guidance of faculty members
Thesis	A thesis course allow students--typically seniors--to produce scholarly work under faculty supervision appropriate to the discipline
Workshop	An educational gathering or seminar emphasizing interaction and exchange of information. It usually involves problem-solving, hands-on training and requires the active involvement of the participants.

Types of Work-Integrated Learning (WIL)	
Type	Definition

<p>Apprenticeship <i>(NEW)</i></p>	<p>Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.</p>
<p>Co-operative Education <i>(REVISED)</i></p>	<p>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.</p>
<p>Internships <i>(REVISED)</i></p>	<p>Offers usually one discipline specific (typically full-time), supervised, structured, paid or unpaid, for academic credit or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.</p>
<p>Entrepreneurship <i>(NEW)</i></p>	<p>Allows a student to leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.</p>

Service Learning <i>(REVISED)</i>	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.
Applied Research Projects <i>(REVISED)</i>	Students are engaged in research that occurs primarily in workplaces, including consulting projects, design projects, community-based research projects.
Mandatory Professional Practicum/Clinical Placement <i>(REVISED)</i>	Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.
Field Placement <i>(REVISED)</i>	Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.
Work Experience <i>(NEW)</i>	Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide

	experience in a workplace setting related to the student's field of study and/or career goals.
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RATIONALE:

In 2018, the Senate approved a series of definitions for the types of experiential learning (EL) found in the curricular experience at Algoma University. There have been several contextual changes since 2018 to the postsecondary landscape with respect to EL. The proposed updates serve to: 1) align AU's definitions with others in use across the system and those of the national association for co-op and work-integrated learning (CEWIL); 2) to clarify differences between work-integrated learning (WIL) and experiential learning (EL) which will allow for accurate SMA3 reporting; and, 3) to align AU's definitions with system-wide tools now available for students (e.g., Outcome Campus Connect job board).

Motion carried.

21.03.05 INFORMATION ITEMS (for action or information)
21.03.05.01 Appeals and Academic Standards - Course Enrollment Caps Recommendation [revised]

The Senate was provided with revisions to the Course Enrollment Caps Recommendation from the Appeals and Academic Standards Committee of Senate for information.

A request was made by the Director of Social Work regarding a new category of 'Relational and Transformational' which has a cap of 15 students.

The Senate was notified that this new category was submitted April 2020 but was denied. The current seminar course cap for Seminar (20-25 students) does not work since there are 30 spots for students in the professional years of the program.

21.03.05.02 Innovation in Teaching and Research

Dr. Akinola presented the Senate with a summary of his research '*Investigating the Markers and Means of Integration: The Case of International Students in Sault Ste. Marie, Northern Ontario.*'

Dr. Foote informed the Senate that her fourth year Aquatics class is participating in the Northeast Aquatics Biology Conference.

21.03.06 STANDING REPORTS
21.03.06.01 Board of Governors Representative

There has been no scheduled meeting of the Board since the last meeting of the Senate.

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21.03.06.02 Academic Dean

The Dean submitted a written report.

21.03.06.03 Vice-President Academic and Research

The VPAR submitted a written report.

21.03.06.04 President and Vice-Chancellor

The President submitted a written report on the Mukqua Waakaa'Igan project to honour in its resolve the Children of Shingwauk and their families, to foster the spirit of truth telling, relationship building, healing and reconciliation and the university's commitment to its special mission.

21.03.07 DISCUSSION AND QUESTION PERIOD

21.03.08 OTHER BUSINESS/NEW BUSINESS

None.

21.03.09 ANNOUNCEMENTS

Saturday, March 6th is the virtual celebration of Gathering at the Rapids replacing the annual Pow Wow.

SKG is planning to have the opening of their new building on May 18th.

21.03.10 ADJOURNMENT

➤ ***Moved [Marasco/Keough]: that Senate adjourn.***

Motion carried. (Senate adjourned at 2:44pm)