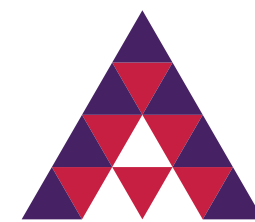


Academic Charter



**Assiniboine
College**

At Assiniboine College, students Learn by Doing, integrating knowledge through experience. The Academic Charter articulates this applied education model and key practices upon which all academic work is based. It articulates standards for program and course design, for activities that produce learning, and the assessment and evaluation of learning outcomes.

At Assiniboine, we facilitate learning in a way that draws upon adult learning principles, a range of learning theory insights, and our increasingly diverse and digital society. These are rapidly changing times and in education we are faced with both remarkable new problems as well as exciting possibilities.

The Academic Charter is informed by research on the critical attributes of applied education and aligns with Assiniboine's mission, vision and strategic direction.

Our aim is to graduate students who are self-directed, able to work independently and interdependently and are job ready. Beyond workplace readiness, we believe that authentic education addresses the whole person: physically, mentally, emotionally, and intellectually. It must offer opportunities to learn to collaborate and lead by influence, to take initiative, to be entrepreneurial and to demonstrate agility and adaptability.

PROGRAM STANDARDS

- ▶ Programs are developed and renewed according to specific guidelines, are supported by practices and resources conducive to student learning and are reviewed regularly to improve quality and maintain relevance
- ▶ Programs are created in response to market needs and demands, supported by such evidence as environmental scans, surveys, focus groups, needs analyses, occupational analyses and other appropriate research findings
- ▶ Programs are clearly defined in terms of expected learning outcomes using the following elements:
 - ▶ A program description
 - ▶ Program learning outcomes, including both vocational competencies and essential employability skills
 - ▶ Course descriptions and course learning outcomes
 - ▶ A program map which shows the links between the various elements of the curriculum and makes it transparent to all stakeholders
- ▶ Programs are designed to be inclusive, adaptable, and reflective of the diverse student demographic
- ▶ Entrance requirements and admission/selection processes, including recognition for prior learning protocols, are established to ensure students are reasonably challenged and supported
- ▶ Programs are designed to be compatible with the demands of relevant accreditation bodies and processes
- ▶ Co-operative arrangements with other institutions and organizations are made to ensure that credits for the program are transferable where appropriate and improve student mobility in a global market
- ▶ Learning facilities, financial resources, academic services, and equipment support the planned modes of delivery and the learning process.
- ▶ Faculty requirements are determined, including descriptions of qualifications and areas of expertise
- ▶ The financial resources are adequate to support the stated program learning outcomes
- ▶ Program advisory committees are established to ensure program relevance and excellence
- ▶ Quality assurance mechanisms are ongoing and continuous and focus on student-centered outcomes whenever possible

APPROACH TO CURRICULUM

- ▶ Program curricula are developed collaboratively according to clearly stated and internally coherent program and course learning outcomes
- ▶ Curriculum is designed to meet a variety of delivery methods, including face-to-face, blended, and online
- ▶ Curriculum is designed in a student-centered manner to include the acquisition of vocational competencies, as well as essential and employability skills
- ▶ Curriculum is designed and sequenced to support student development and student holistic wellness
- ▶ Indigenous ways of knowing are infused into curriculum to ensure that Indigenous students see themselves and their realities reflected in the learning process, while non-Indigenous students acquire skills and knowledge that enable them to work with and walk together with Indigenous people
- ▶ Curriculum is designed to be reflective of the whole student, allowing for diverse personalization in both individual and group settings, and empowering students to see themselves as capable learners regardless of circumstance
- ▶ Curriculum is internationalized by including course content and teaching and learning approaches which incorporate an intercultural and international perspective, and which may include collaborating with students and organizations from around the world in meaningful, real-life projects
- ▶ Course outlines are developed using a learning outcomes format
- ▶ Learning outcomes are performance-centered statements that describe the integration of knowledge, skills, abilities and attributes that students will develop during the course
- ▶ Learning outcomes are supported by elements of performance, which are indicators of how the learner will proceed to satisfactory performance of the learning outcome
- ▶ Assessment methods, which are aligned with the learning outcomes, are identified for measuring the attainment of course learning outcomes

- ▶ Current and relevant learning activities and resources are designed or identified to facilitate the achievement of course learning outcomes, which are transferable to a range of real-life contexts
- ▶ Course outlines are validated using available data, by peer review, or by advisory committee members and approved by the academic leader responsible for the program
- ▶ Curriculum revision is an ongoing process which uses quantitative and qualitative feedback to drive improvement, i.e., student evaluations, employer feedback and consultation with industry

APPROACH TO TEACHING AND LEARNING

- ▶ Principles of adult learning inform the design of the learning process.
- ▶ A variety of practices are used to facilitate high student engagement in effective learning experiences
- ▶ The learning process involves a partnership between the instructor and the student, characterized by equity, mutual respect, and joint responsibility
- ▶ Feedback mechanisms are in place, which invite students to tell instructors what they feel is working and what is not, and where appropriate, instructors make changes based on student input in a timely manner
- ▶ Multiple methods of instructional delivery are utilized to ensure learning environments are inclusive and learners have a variety of ways to meet their learning goals
- ▶ Learning is designed to be both active and interactive with students working collaboratively in authentic learning contexts, regardless of synchronous or asynchronous delivery
- ▶ Work integrated learning and contact with industry provides students with opportunities to apply their learning in real-world contexts
- ▶ A proactive approach is taken to address systemic barriers to access and participation with the aim of making learning more accessible and equitable
- ▶ Reasonable accommodations are implemented to overcome barriers
- ▶ Instructors model commitment to continual learning and reflection as dual professionals by advancing both their expertise in their subject area as well as curriculum and instruction to ensure the best outcomes for students
- ▶ Technology as a tool is valued within all instructional settings (classroom, labs, shop, kitchen, online), and instructors are encouraged and supported to innovate their practice through effective implementation of technology
- ▶ Instructors are supported in their roles through ongoing professional development opportunities, communities of practice, and opportunities to network and maintain professional relationships in the local and global community
- ▶ The learning process is enhanced and made more equitable through access to academic support services

APPROACH TO ASSESSMENT & EVALUATION

- ▶ Assessment is integral to the learning process
- ▶ A variety of assessments and evaluations are utilized to facilitate the acquisition of learning outcomes and to clearly demonstrate the achievement of learning outcomes
- ▶ Methods of assessment and evaluation are aligned with learning outcomes, learning activities and learning materials
- ▶ Assessments are fair, valid, consistent, and time bound
- ▶ A proactive, educative, and supportive approach to academic integrity is utilized to support students to learn with integrity while protecting the integrity of assessment and evaluation
- ▶ A variety of assessment and evaluation methods are used to maintain student interest, encourage thinking and allow choices which include all learners.
- ▶ Explicit, transparent guidelines regarding instructor expectations and marking criteria are provided to students (e.g., rubrics, exemplars, written instructions and/or checklists)

CREDENTIAL CHARACTERISTICS

- ▶ Programs align with credential characteristics and standards to ensure suitable learning, graduate employment outcomes, and student mobility
- ▶ Assiniboine offers a diverse range of credentials, including certificates, diplomas, advanced diplomas, applied degrees, and micro-credentials
- ▶ Credentials are reflective of an evolving market and strive to provide timely recognition of essential skills and knowledge

Instructional Charter



The Instructional Charter provides greater clarity for all parties on the expectations of instructional staff in an important aspect of the faculty role – professionalism – and complements information provided in the instructor job description, college policy, and the Collective Agreement.

FACULTY PROFESSIONALISM

- ▶ Support a common understanding of the professionalism of the faculty role
- ▶ Guide the professional judgment and actions of related to the faculty role
- ▶ Promote a common language that fosters an understanding of the faculty role

At the heart of the faculty role is the expectation that faculty:

- ▶ Take initiative and responsibility for their career-long professional learning
- ▶ Show commitment to maintaining and advancing their expertise in their subject area as well as curriculum and instruction
- ▶ Demonstrate ability to lead and collaborate with others to support program management, curriculum, and continuous improvement
- ▶ Actively participate in college, school and program activities outside of the classroom
- ▶ Build positive and collaborative relationships with colleagues and students, and support collegial relationships with respectful interactions, sharing resources, and being supportive of others
- ▶ Ensure students and colleagues are treated in an ethical manner
- ▶ Support the college's mission, vision, values and strategic direction

PROFESSIONAL IDENTITY

Although all faculty are individuals who have their own unique ways of teaching, faculty are also members of the broader teaching profession, in which the community places trust to be responsible and adhere to high standards of conduct and competence.

This trust requires that faculty share a common identity, share principles of professional practice.

COLLEGIALITY AND PROFESSIONAL RESPONSIBILITIES

- ▶ Contribute to a climate and culture of collegiality, which means supporting colleagues whenever possible applying the “golden rule”, modelling positive communication behaviours, offering supportive communication, and effective use of conflict resolution
- ▶ Promote and participate in collaborative and supportive learning communities
- ▶ Share responsibilities as a member of a department, program or school
- ▶ Honour the teaching profession by supporting, encouraging or mentoring others, and contributing expertise in a variety of ways
- ▶ Respect and adhere to college policy, including academic policy, seeking clarification when in doubt
- ▶ Contribute to organizational development and quality improvement through collaboration with others and active organizational citizenship
- ▶ Maintain and uphold ethical standards, maintaining the integrity and reputation of the teaching profession and the institution. These standards include those commonly found in the teaching profession: care; professional judgment and empathy in practice; fair-mindedness; honour human dignity, emotional wellness; model respect for others including upholding confidentiality; embody fairness, openness and honesty, integrity, reliability, and diligence. Recognize that a privileged relationship with students exists and refrain from exploiting that relationship

MANAGEMENT OF TIME AND RESPONSIBILITIES

- ▶ Undertakes independent time management associated with responsibilities
- ▶ Transparent and accountable for time when not teaching
- ▶ Take initiative, read, and engage with communication from college, school, and program including policy direction
- ▶ Accountable for contributions expected from the college, school, and program as outlined in the annual PPA and work assignment process

TEACHING AND LEARNING

- ▶ Develop positive relationships with students, demonstrating care and commitment
- ▶ Be transparent and consistent with application of policy, treating students equitably and sensitive to factors that influence individual student learning
- ▶ Be transparent and concrete with expectations of student behaviour, and model the personal and academic behaviours expected of students (such as safety, academic integrity, preparedness, communication norms)
- ▶ Communicate effectively and interact productively with students, individually and collectively
- ▶ Employ a range of teaching strategies, learning opportunities, and resources to meet diverse learning needs
- ▶ Promote the benefits of technology and support students in its use
- ▶ Use assessment as an integral part of the teaching process to support and enhance learning
- ▶ Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge
- ▶ Work effectively in partnership with colleagues to promote learning and wellbeing
- ▶ Create and maintain curriculum, consistent with college, school, and program direction including quality guidance or requirements
- ▶ Ensure curriculum assets are available for review and use by others, and sharing curriculum with colleagues

PROFESSIONAL LEARNING, REFLECTION, AND COMMUNICATION

- ▶ Develop and advance career-long professional learning as dual professionals to ensure the best outcomes for learners; maintain and update knowledge of the subject and/or vocational area as well as teaching practices
- ▶ Engage in reflective practice, considering how you enact your teaching beliefs, how your thinking about your teaching practices has evolved, what you have done to change or enhance your teaching practices, and what new innovations you have incorporated into your teaching
- ▶ Seek feedback from others on teaching practices
- ▶ Understand the teaching and professional role and your responsibilities
- ▶ Undertake to have knowledge and understanding of the principal features of the Manitoba postsecondary education system, Assiniboine academic policy and practice, and the learning communities within the college