

6. FINDINGS

WIL PREPARATORY CURRICULUM: INTEGRATION MODELS

These findings describe the ways in which the WIL Preparatory Curriculum is integrated at the institutions that participated in the study. WIL Practitioners can use these models to understand how WIL types are situated in institutions and understand more about the design of the WIL Preparatory Curriculum.

Terms defined:

- ▶ *Centralized* means that there is an institutional program (or unit, office, department) that supports different types of WIL. The centralized WIL Program may be the WIL Unit, Co-operative Program, or Career Services Department, or a combination of these. Centralized WIL Programs may have representation in each Faculty/ School across the institution.
- ▶ *Decentralized* means that there is no one institutional program (or unit, office, department) that supports different types of WIL.

The analysis of the case studies yields two models that describe the integration of WIL Preparatory Curriculum for the diverse types of WIL:

Models of WIL Preparatory Curriculum

Model 1:

WIL Preparatory Curriculum is embedded in the WIL Program and uses co-operative education as a proxy.

Model 2:

WIL Preparatory Curriculum is embedded within a discipline-specific course or program.

In addition to the preparatory curriculum for the various types of WIL, the data analysis also revealed multiple forms of WIL preparatory curricula, herein called “WIL Preparation Courses.” The WIL Preparation Courses support curricular work-integrated learning of unspecified types or provide support for pathways and preparation for WIL types. They WIL Preparation Courses are offered at the course or program level and include the development of learning outcomes related to employability, personal, and career development.

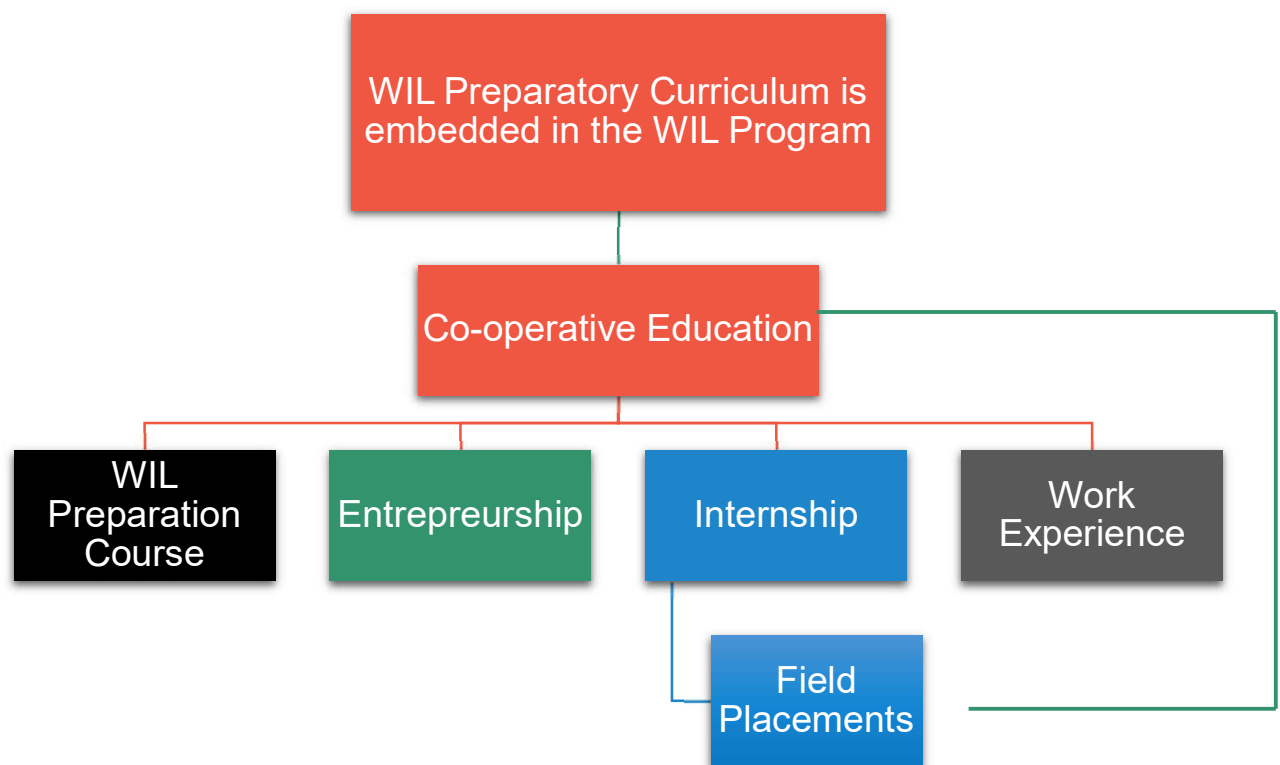
Some features of the WIL Preparation Courses are:

- ▶ The WIL Preparation Courses are not linked to a specific type of WIL but serve to support a pathway to WIL, as well as experiential learning and career preparation.
- ▶ WIL Preparation Courses may be embedded in the WIL Program or in discipline-specific courses or programs.
 - Centralized WIL Programs offer preparatory curriculum support under the leadership of the instructors.
 - Decentralized WIL Preparation is designed by the instructor.
- ▶ Courses are delivered in the community, on the job, or in a discipline-specific courses or programs as industry-specific career planning.
- ▶ Examples of opportunities supported by the WIL Preparation Courses include field schools, labs, workforce training, project-based training, career preparation, career readiness, portfolio courses, embedded practices, and others.

MODEL 1: WIL PREPARATORY CURRICULUM IS EMBEDDED WITHIN THE WIL PROGRAM.

Some features of this model include:

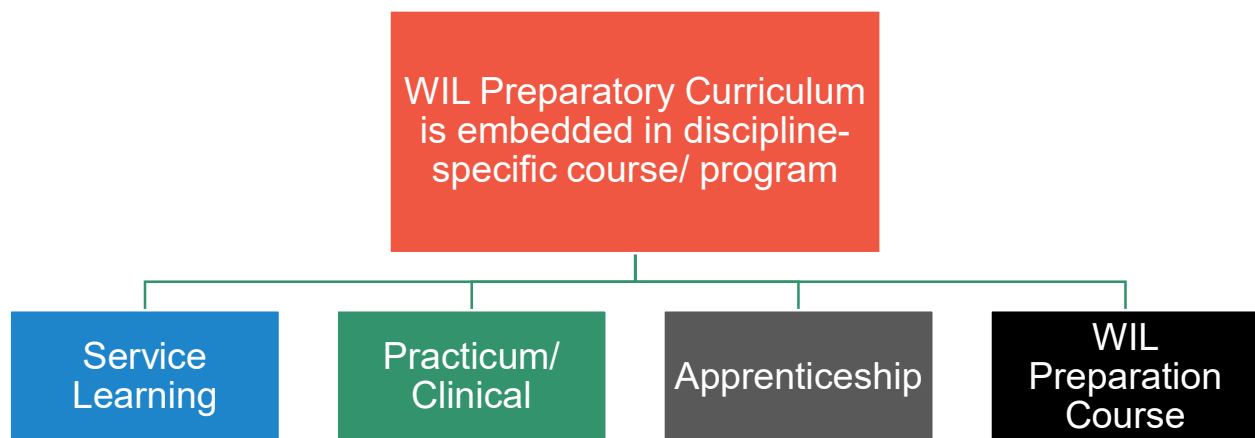
- ▶ When institutional co-operative education programs exist, the co-operative education preparatory curriculum is a proxy for the design of preparatory curriculum for the other types of WIL. Co-operative education is often the flagship model of experiential education among the many WIL offerings. Through CEWIL, co-operative education programs in Canada have accreditation standards and quality measures and are well researched and documented with respect to their design and outcomes. Co-op programs accredited by CEWIL exemplify the core attributes of high-impact experiential education programs.¹¹³
 - Entrepreneurship, Internship, and Work Experience WIL types draw from institutional co-operative education programs.
 - Field Placements programs draw from co-operative education and/or internship programs.
- ▶ The preparatory curriculum requires mandatory completion.
- ▶ In some cases, learners may enroll and benefit from the preparatory curriculum for the purposes of career preparation without placement in a workplace or practice setting.



MODEL 2: WIL PREPARATORY CURRICULUM IS EMBEDDED INTO DISCIPLINE-SPECIFIC PROGRAMS AND COURSES.

Some features of this model include:

- Instructors have academic freedom and tailor the preparatory curriculum to learner's specific needs (e.g., Indigenous learners).
- WIL preparatory curriculum is embedded in discipline-specific courses or programs.
 - A. Centralized WIL Programs offer preparatory curriculum support under the leadership of the instructors.
 - If institutions have a co-operative education program, the co-op preparatory curriculum is a proxy.
 - If institutions have an internship program, the practicum/ clinical type of WIL draws from the internship preparatory curriculum.
 - B. Decentralized WIL preparatory curriculum is designed by the instructor.
- WIL Programs do not support the placement of students.



Key Takeaways



There are two main integration models for the diverse types of WIL that explain how WIL Preparatory Curriculum is designed:

1. WIL Preparatory Curriculum is embedded in the WIL Program.
2. WIL Preparatory Curriculum is embedded in discipline-specific course/ program.

Further to the integration models, there are WIL Preparation Courses that support curricular work-integrated learning of unspecified types or provide support for pathways and preparation for WIL types.