

## Rubric for Curricular EL Categories

Aspects/activities may indeed be EL but these criteria are to help determine if a course can be tagged as an EL Course.

Category	Criteria	Specific Additional Considerations by Category	
<b>Substantial</b>	<p>The experience is fundamental to the student learning:</p> <p>Time Commitment:</p> <ul style="list-style-type: none"> <li>The experience requires an extended period of engagement.</li> <li>The experience is the entire course, fostering integration of academic content and gaining of work-related skills or the experience is systematically and fundamentally integrated throughout the course, to foster learning of academic content and to gain work-related skills.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>A significant portion of the student grade/outcome is tied to the experience either directly or indirectly.</li> </ul>		
<b>Authentic</b>	<p>Students participate in meaningful activities in workplaces, or simulated workplaces, where they are exposed to authentic demands and expectations:</p> <p>Environment:</p> <ul style="list-style-type: none"> <li>The activity takes place in a real or simulated workplace appropriate to the <a href="#">Experiential Learning category definition</a></li> </ul>	<p><b>Interactive Simulation:</b> Students participate in meaningful activities in <b>simulated workplaces</b>, where they are exposed to authentic demands and expectations:</p> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li><b>The activity is integrated within an environment that mimics the real world (i.e. location, equipment/materials, pressures, deadlines, level of expectations).</b></li> </ul>	<p><b>Community Service Learning:</b> Students are actively engaged in meaningful service to a community by identifying their needs and collaborating on meeting their needs.</p> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li><b>The activity involves a community or community service organization/agency/partner – and includes consultation, collaboration with the partner, etc.</b></li> </ul>
	<p>Cognitive demands:</p> <ul style="list-style-type: none"> <li>The activity requires using most of the cognitive demands that are required in the real world, such as critical thinking, interpersonal skills and professionalism, to complete the activity.</li> <li>Students are actively engaged in posing questions, investigating, experimentation, solving problems, assuming responsibility, being creative, and constructing meaning.</li> </ul>		

<b>Authentic</b> cont.	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Meaningful, structured and purposeful activities in alignment with the Experiential Learning category</li> </ul>		
<b>Reflection</b>	<p>All students within the course participate in a reflection activity which is assessed and includes:</p> <ul style="list-style-type: none"> <li>• reflection on how disciplinary theory applies to practice,</li> <li>• student self-assessment and evaluation of their own performance, learning outcomes, and how they might improve, and</li> <li>• consideration of how skills might transfer to other contexts in their personal and/or professional lives</li> <li>• <i>and additional reflection as guided by the Experiential Learning category</i></li> </ul>		<p><b>Community Service Learning:</b> In addition, reflect on <b>context of meaningful service where the service is a component of the reflection.</b></p>

For information regarding the criteria used by the Ministry of Colleges and Universities, view its [Guiding Principles for Experiential Learning](#).