

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.

All three criteria must be fully met for a course to qualify as an EL course.

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

	<p>Cognitive demands cont.: (Consider questions such as: How authentic is the problem? How much guidance is provided? How much critical thinking is occurring? How much student autonomy exists– are they self-directed or coached through the entire process?)</p>		
	<p>Activities:</p> <ul style="list-style-type: none"> • Meaningful, structured and purposeful activities in alignment with the Experiential Learning category 		
Reflection	<p>All students within the course participate in a reflection activity which is assessed and includes:</p> <ul style="list-style-type: none"> • reflection on how disciplinary theory applies to practice, • student self-assessment and evaluation of their own performance, learning outcomes, and how they might improve, and • consideration of how skills might transfer to other contexts in their personal and/or professional lives • <i>and additional reflection as guided by the Experiential Learning category</i> 		<p>Community Service Learning: In addition, reflect on context of meaningful service where the service is a component of the reflection.</p>

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