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.

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| **Category** | **Criteria** | **Specific Additional Considerations by Category** | | |
| **Substantial** | The experience is fundamental to the student learning:  Time Commitment:   * 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.    Evaluation:   * A significant portion of the student grade/outcome is tied to the experience either directly or indirectly. |  |  |
| **Authentic** | Students participate in meaningful activities in workplaces, or simulated workplaces, where they are exposed to authentic demands and expectations:  Environment:   * The activity takes place in a real or simulated workplace appropriate to the [Experiential Learning category definition](https://www.uwindsor.ca/cces/1423/experiential-learning-definitions) | **Interactive Simulation:**  Students participate in meaningful activities in**simulated workplaces,** where they are exposed to authentic demands and expectations:  **Environment:**   * **The activity is integrated within an environment that mimics the real world (i.e. location, equipment/ materials, pressures, deadlines, level of expectations.)** | **Community Service Learning:**  Students are actively engaged in meaningful service to a community by identifying their needs and collaborating on meeting their needs.  **Environment:**   * **The activity involves a community or community service organization/agency/**   **partner – and includes consultation, collaboration with the partner, etc.** |
| Cognitive demands:   * 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.   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?) |  |  |
| Activities:   * Meaningful, structured and purposeful activities in alignment with the Experiential Learning category |  |  |
| **Reflection** | All students within the course participate in a reflection activity which is assessed and includes:   * 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 * *and additional reflection as guided by the Experiential Learning category* |  | **Community Service Learning:**  In addition, reflect on **context of meaningful service where the service is a component of the reflection.** |

For information regarding the criteria used by the Ministry of Colleges and Universities, view its [Guiding Principles for Experiential Learning](https://www.uwindsor.ca/cces/sites/uwindsor.ca.cces/files/maesd_guiding_principles_final_en.pdf).