DATE: May 3, 2018

TO: Deans, Associate Deans, Chairs, Directors, Graduate and Undergraduate Supervisors

CC: Provost and Vice-President (Academic), Vice-President (Students and Enrolment),
               Associate University Registrar, Associate Registrar (IT Support Systems), Calendar Editor,
               Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic),
               Program Officer, Faculty of Graduate and Postdoctoral Affairs

FROM: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)
               Chair, Experiential Learning Steering Committee

RE: Adding experiential learning opportunities to CourseLeaf

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In September 2017, the Ministry of Advanced Education and Skills Development (MAESD) issued its "Guiding Principles for Experiential Learning (EL)" indicating their commitment to "ensuring that every student has at least one EL activity by the time they graduate from a publicly funded postsecondary institution." The Ministry has since provided funding through the Council of Ontario Universities for four province-wide pilot projects on assessing experiential learning activities. The purpose of these projects is to develop metrics for inclusion in the third round of Strategic Mandate Agreements due in 2020.

In order to position Carleton to meet the new provincial reporting requirements and on the advice of the Experiential Learning Steering Committee, changes are being implemented in CourseLeaf to indicate which courses include experiential learning opportunities. These changes will facilitate reporting on how many students have had EL opportunities and how many EL opportunities each student has experienced – both of which are expected to be part of the new reporting requirements.

Beginning in June 2018, a new field labeled "Significant Experiential Learning" will appear in CourseLeaf. For each course, users will be asked "*If this course includes significant experiential learning components, please indicate the dominant approach.*" It will include with a drop down menu indicating either "none" or one of the 12 types of EL included in MAESD's typology of experiential learning. As with other fields in CourseLeaf, users would be able to click on the help button and receive guidance including definitions for the various types of EL. A mock-up of these changes, plus Carleton's current definitions of EL types, are appended to this memo.

Users entering new and revised course entries in CourseLeaf would be asked to provide this information with the new calendar cycle beginning in June 2018. Backfilling of information for existing courses would proceed during the summer and fall of 2018 with direction from curriculum committees and the support of the Office of the Vice-Provost and Associate Vice-President (Academic).

Course Inventory

New Course Proposal

Effective Date ⓘ — Select... ▼

Workflow ⓘ — Select... ▼

Level ⓘ — Select... ▼

Course Code ⓘ — Select... ▼

Course Number ⓘ — [ ]

Title ⓘ — [ ]

Faculty ⓘ — Select... ▼

Academic Unit ⓘ — Select... ▼

Credit Value ⓘ — Select... ▼

Significant Experiential Learning ⓘ — Select... ▼

Course Description ⓘ — [ ]

45 words remaining

Prerequisite(s) ⓘ — [ ]

Class Format ⓘ — [ ]

Precluded Courses ⓘ — [ ]

Also listed as ⓘ — [ ]

Piggybacked Courses

EL indicated with a drop-down menu with the following options:

1. None
2. Industry/Community Research Projects
3. Interactive Simulations
4. Capstone Projects
5. On-Campus Work/Teaching Labs
6. Performance-based Learning
7. Co-op
8. Internships
9. Campus Incubators
10. Practica or Placements (including clinical)
11. Field Experience
12. Applied Research Project
13. Service Learning

To include text "If this course includes significant experiential learning components, please indicate the dominant approach," and a link to definitions.

Definitions of Experiential Learning Activities

MAESD EL Type	Definition
Experiential Learning	Experiential learning is the application of theory and academic content to real-world experiences within the classroom, the community, or the workplace. It may be undertaken independently or in teams. It advances learning outcomes and encourages reflection and application of skills and knowledge in contexts that prepare students for the workplace and civil society.
Industry/ Community Research Projects	Students work on a project that has been developed through collaboration with a community partner or organization in order to identify and analyze issues or opportunities and develop solutions. This can take place in the community or the classroom. Not only must the collaboration satisfy the student learning outcomes of the course but it must also satisfy the needs of the partner.
Interactive Simulations	Students engage with academic content through content-specific activities such as simulations, demonstrations, archival or design work, role-play and/or case studies. Activities are designed to simulate "real life" situations.
Capstone Projects	These culminating experiences require students nearing the end of their course of study to create a project that integrates and applies what they have learned. It involves the mastery of previous learning and requires reflection and synthesis.
On-Campus Work/ Teaching Labs	Provides hands-on application of course concepts in a controlled environment, including activities such as teaching and classroom facilitation, observing, measuring, testing, and experimenting. Labs may be scientific or technological in nature; however, other types of labs also qualify, such as language labs.
Performance-based Learning	Involves an individual or team-produced dramatic, artistic, or musical performance, exhibit, or display that is presented to an audience. This activity constitutes an integral component of the course.
Co-op	Co-operative education links an academic program with progressive discipline-related work experience and brings substantial, unique benefits to students, employers, and the university. Students obtain valuable paid work experience during their course of study that directly relates their classroom learning to relevant employer needs and practices.
Internships	Internships refer to work assignments that are part of academic programs and allow students to apply and expand their knowledge and skills in a work-related, professional environment. Internships can be part-time or full-time jobs, for which the student may receive reimbursement. Students may submit a final work report. Students' work is evaluated based on predetermined learning goals set by all stakeholders involved.
Campus Incubators	Students cultivate, organize and/or manage a business, social enterprise or creative idea from development through implementation.
Practica/ Placements (Including Clinical)	Placements and practica provide the opportunity for students to apply theories and concepts they have learned to a supervised practice-related environment and provide relevant reflections of such work. Usually these are linked to professional programs. Students are generally not paid for their work, but they receive credit and are evaluated. Placements/practica often include ongoing classroom instruction. This includes clinical placements.
Field Experience	Field experiences may be directed or mediated by the instructor and include a range of time-intensive endeavours that require varying levels of student interaction. For example, field experiences include short-term field trips, fieldwork, and observational activities such as classroom observations or attending a performance. Field experiences may or may not involve student interaction with members of the external community. Field experiences account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinical placements, practicum, and internships.
Applied Research Project	Involves, as a major course component, a process of substantial discovery, synthesis, and/or application of information to solving a particular problem in an original way. The research process can be undertaken independently or in teams.
Service Learning	Integrates unpaid community service that addresses community needs into a credit-bearing course with an explicit educational framework that includes student reflection on the experience.

*These definitions have been informed by the work of colleagues at Brock University, Northern Illinois University, Ryerson University, University of Victoria, and York University.