



## **Experiential Learning**

<b>Policy Category:</b>	Registration, Progression, Graduation
<b>Subject:</b>	Experiential Learning
<b>Subsections:</b>	<a href="#">Principles of Experiential Learning:</a> <a href="#">Off-Campus Placements</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedures:</b>	*
<b>Related Policies:</b>	*
<b>Effective Date:</b>	September 2019
<b>Supersedes:</b>	*

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Experiential learning (EL) is an approach that educators use to intentionally connect learners with practical experiences that include guided reflection. EL allows learners to: increase and apply disciplinary knowledge, develop transferable skills, clarify interests and values, strengthen career engagement and employability, and collaborate meaningfully with communities.

### **PRINCIPLES OF EXPERIENTIAL LEARNING**

1. The experience is designed to enable the application of knowledge and skills in a workplace, or realistic workplace scenario.
2. The experience is designed to strengthen students' transferable skills, career competencies, and citizenship.

3. The experience emphasizes ethical approaches to partnership and student engagement.  
The experience includes learning outcomes.  
The experience includes active, continuous supervision and mentorship (as appropriate) by the institution (and partner, where applicable).
4. The experience is designed to facilitate reciprocal connections between theory and practice.
5. The student engages in guided reflection.  
The experience includes formal evaluation of learning outcomes by the institution (and partner, where applicable).
6. The student receives recognition for the experience on a curricular or co-curricular record.

### Curricular (For Credit) Experiential Learning Opportunities

In order to be experiential learning, the activity must meet all EL principles:

<b>Case based learning</b>	A learning activity that involves groups of students examining a detailed, real life, authentic, or contextualized situation that requires the group to assess, evaluate, and respond with recommendations (e.g., Business 1220E Case Competition).
<b>Community engaged learning</b>	Students engage in a project, developed collaboratively with a community partner, that has mutually beneficial outcomes.
<b>Co-op</b>	Alternating academic study with paid, supervised work terms. The total amount of a co-op is normally at least 30% of the time spent in academic study.
<b>Creative, performance, physical practice</b>	An experience that enables skill development through intensive practice or performance (e.g., studio course, performance-based course, movement modules).
<b>Entrepreneurship</b>	A course that requires a student(s) to create and manage the development of a product or business idea.
<b>Exchange</b>	A program of study whereby partner institutions establish a reciprocal agreement which enables students to register and study at the host partner institution with credit transferred back to the home institution. Program duration is one or two terms, a summer or short-term study period.
<b>Faculty-led study abroad</b>	A structured group learning activity under the supervision of a home-institution faculty member comprised of credit course(s). Educational activities are centered on a portion of learning taking place abroad, outside of the classroom.
<b>Field experience</b>	An individual or group excursion that requires the student(s) to observe or engage in activities outside the traditional classroom (e.g., field trip, field school).

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<b>Independent study abroad</b>	A program of study that enables students to register and study at a host institution with credit transferred back to the home institution. Program duration is one or two terms, a summer or short-term study period.
<b>Industry project</b>	A course that involves students working with an external partner on a specific project to propose strategies that address an organizational challenge or idea (e.g., consulting project).
<b>Internship (long-term)</b>	A supervised, paid, full-time work experience extending beyond a single academic term.
<b>Internship (short-term)</b>	A supervised work experience during a single academic term. May be paid or unpaid.
<b>Lab</b>	A distinct course component that includes the self-directed hands-on application of course concepts in a controlled setting.
<b>Practicum (or Placement)</b>	A mandatory, supervised experience in a discipline in which practice-based experience may be required for professional licensure or certification.
<b>Research/Scholarly Creation</b>	A supervised/mentored project extending over a term or short-term study period, during which the student engages in original research or scholarly creation.
<b>Simulation</b>	A learning exercise that mimics/simulates a real-world process or system (e.g., Faculty of Social Science model UN, School of Nursing Clinical Skills Lab, Faculty of Law moot court).

### Co-Curricular (Non-Credit) Experiential Learning Opportunities

In order to be experiential learning, the activity must meet all EL principles:

<b>Career preparation/Professional development</b>	Intensive work undertaken to explore career interests and develop professional skills (e.g., mentorship, workshop series).
<b>Community engaged learning</b>	Students engage in a non-credit project, developed collaboratively with a community partner, that has mutually beneficial outcomes (e.g., Alternative Spring Break, Western Serves Network).
<b>Entrepreneurship</b>	Engagement in organized activities related to entrepreneurship and innovation (e.g., hack-a-thon, incubator, pitch competition).
<b>Internship (long-term)</b>	A supervised, paid, full-time work experience extending beyond a single academic term.
<b>Internship (short-term)</b>	Paid, supervised work experience during a single academic term.
<b>Living learning community</b>	Residence students live in intentionally-designed learning communities that are framed by shared values, common interests, or academic discipline, and participate in a series of structured learning activities.

<b>On-campus work experience</b>	Paid work experiences offered by a Faculty or administrative unit.
<b>Research assistantships</b>	Paid work experiences offered by the university through which students carry out supervised research-related duties.
<b>Student clubs and associations</b>	Approved or recognized student-led groups based on a shared interest or goal (e.g., Autism Awareness Western, Athletic Clubs).
<b>Student government</b>	Representative bodies of elected students who advocate for constituents, provide leadership and service, facilitate programs, and may potentially oversee student fees (e.g. University Student's Council, Society of Graduate Students, Faculty Councils, Residents' Council).
<b>Student leadership</b>	University-sanctioned opportunities for students to develop their skills while contributing to the Western community (e.g., Orientation Soph, Residence Staff, Leadership & Academic Mentorship Program).
<b>Teaching assistantships</b>	Paid work experiences offered by the university through which graduate students carry out supervised teaching-related duties.
<b>Volunteerism</b>	Students participate in university-sanctioned, unpaid activities or projects with campus or community organizations.
<b>Work study</b>	Paid part-time work experiences offered by the university for eligible students who demonstrate financial need.

### OFF-CAMPUS PLACEMENTS

Externships, Practica, Practice Teaching, Clinical Placements and other such programs, providing students with specialized training under professional supervision in selected institutional and community settings, are an important component of the undergraduate degree programs.

Admission to an off-campus placement is granted by a host institution on the recommendation of the relevant teaching Department, School, or Faculty of the University or Affiliated University College.

Students granted admission to an off-campus placement are subject to all the rules and regulations of the host institution. It is recognized, provided that client confidentiality is maintained, that discussion by the student of the content of his or her professional training placement with the academic faculty involved, is a necessary and desirable feature of such placements.

Ultimate responsibility for evaluating the performance of each student rests with the faculty members of the student's home Faculty, School or Department. Students

who fail to meet the requirements of the host institution, or whose performance is judged to be unsatisfactory, or whose behaviour places the host institution or its patients or clients at risk, will be reported to the Dean of the student's Faculty. The Dean or his/her designate, on the recommendation of the Department or School concerned, may suspend the student's placement, withdraw the student from the placement, or take such other action as may be warranted.