

Checklist for Experiential Education Course Proposals Development

Learning Outcomes

- Based on the definitions outlined in [York's EE Common Language document](#), the type(s) of EE activities employed in course (classroom, community or work-focused) are outlined
- Proposed EE activities are described, and tied to how learning outcomes of the course will be achieved
- Clearly outline how the learning outcomes will be evaluated (i.e. community partner contributes to the final evaluation of the students' work)
- Structured or purposeful reflection is incorporated into EE activities and clearly outlined

Community partnership development and role

*****It is essential that all community and work-focused EE approaches contribute to addressing both the student-learning outcomes of the course and the community partner needs.***

- The expected roles of the community partner, faculty member and students have been discussed, and are clearly defined in the proposal.
- Community partner(s) have been involved in the design of the EE component of the course, and measures to ensure reciprocity are outlined in the proposal
- Community partner(s) have been consulted on whether students must to prove a VSS (or any other records such as immunizations) based on the types of activities students will be engaging in onsite
- How have you ensured that the course and partnerships are sustainable?
- 2-3 letters of support from community partners included in proposal (*see letter template*)

Logistics

- A breakdown of contact hours/time commitment for students participating in EE component offsite vs. in class is included. The number hours outlined supports a rationale for achieving the desired learning outcomes.
- Potential challenges related to accessibility are identified and mitigated where possible (*i.e. cost to travel off-campus and/or requirement to obtain a Vulnerable Sector Screening are flagged in course description that course requires off-campus component*).
- The ratio between class size and number of community partners has been considered in relation to the community partners' needs and capacity, as well as desired student learning outcomes
- Will individual students be assigned to community partners, or will they be working in groups/independently? If so, support for group/independent work built into the course proposal.
- Will students be required to find their own placement site? If so, support for career search preparation built into course proposal.

Research ethics

- The [HPRC Guidelines Ethics Review and Experiential Education \(EE\)](#) have been consulted to determine whether students are required to complete TCPS tutorial. **Contact Alison Collins-Mrakas with questions.**

Risk Management & Office of the Council

- Proposed EE activities have been passed by the Risk Management Office and Office of the Council (via the EE Coordinator) to consider the potential risk and liability factors associated with the EE activities outlined, and how to mitigate them (*i.e. development of affiliation agreement*). Upon approval of the course, EE Coordinator will work with faculty member to ensure adequate coverage.