**Logistical Planning Chart**

Use this chart to help scope the feasibility and resources required for new or evolving experiential learning programs and courses, including:

* alignment of learning outcomes with a specific form of experiential learning
* options related to administration of the program, including risk management considerations
* information to assess the viability of the program based on both student and employer interest and capacity
* addressing potential I-EDIAA related barriers to creating inclusive and engaging EL opportunities

Some of the points may require further consultation with risk management experts on campus to determine next steps. The EL Hub will review the information provided in this chart and, if needed, send you and those experts an EL Referral Form, summarizing pertinent information related to your EL activity.

| Question | Response |
| --- | --- |
| Strategic Alignment |
| For what strategic objectives is the Faculty/School or Department interested in this program (e.g. recruitment, retention, graduate outcomes, quality of the student learning experience, improve employment outcomes)? |  |
| In what ways does the EL experience help you meet I-EDIAA goals within your Faculty, department and/or program?* At what point in the program development will you consult with a diverse array of stakeholders to help you assess potential I-EDIAA barriers and solutions?
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| Question | Response |
| --- | --- |
| Form of EL |
| What form of EL best supports learning and overall program objectives (internship, practicum, experiential learning project, etc.)?* Do the course/program learning outcomes require that students secure individualized opportunities with host organizations?
* Are group projects or multiple students working with one host organization a viable option?
* How will you ensure that your EL activity creates opportunities for you to engage with host organizations who represent a broad range of student identities and circumstances?[[1]](#footnote-1)
* How will you accommodate students with unique needs or barriers?
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| For credit or non-credit?* If for credit, is there a course available or will it need to be created?
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| What is the length of the EL activity?* Can you build in flexibility in the length and time frame of the EL activity to make the EL opportunity more inclusive and accessible?
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| What is the year and term of the EL activity during the academic program? |  |
| Will the EL activity be embedded into the program, or will it add to the program’s length?* Would increasing the program’s length alter the accessibility of your program to equity-deserving students?
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| Question | Response |
| --- | --- |
| Form of EL |
| Will the EL activity be required or optional?* If required, how will you apply Academic Consideration in the event a student cannot complete the opportunity?
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| Will international students be eligible for the form of EL you are designing?  |  |
| Will there be an application/interview process for students wishing to enrol in the course/program? If so, * What qualities will you be looking for?
* How will you create opportunities for students to share how their intersecting identities might impact their engagement with the experience?
* How will students be invited to disclose accommodations they might require before, during, or after the experience?
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| Question | Response |
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| Student Supports |
| If required, who is responsible for ensuring an opportunity is secured? If students:* How far in advance of the course/program start date does a student need to start searching for a position?
* What resources will you provide to students to support their search?
* What internal partnerships (e.g. Career Services) are available to students to support them in finding a suitable EL opportunity?
* What additional supports will you provide for students who do not have personal or professional networks that can be leveraged for potential opportunities?
* What types of instructions and/or criteria will you provide students who are exploring potential opportunities?
* How will the position be vetted? How will you build in flexible and inclusive criteria that will allow for a diverse range of host organizations?
* At what point in the student’s search will you be available to liaise with a potential host organization a student has connected with?
* When does the position need to be confirmed?
* If students are being interviewed by host organizations, how will you prepare them for the cultural context of the hiring process? (e.g. industry or location-specific interview norms)
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| What happens if a student plans to enrol in this course, but is unable to secure a position?* How does this impact their degree and course planning?
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| Question | Response |
| --- | --- |
| Student Supports |
| What types of pre-experience activities or training will be provided?* (see list of general recommended topics and supports)
* Will it be in class or out?
* What subject-specific topics will be covered?
* Who will provide/facilitate the activities or trainings?
* Would the students or host organization benefit from having the host organization be involved in pre-departure trainings specific to the populations your students may be engaging with?
* Are there workshops the EL Hub can facilitate (e.g. Integrating into a New Workplace; Principles of Community Engagement; Completing an EL Learning Plan; Mid-Experience Reflection; Post-Experience Debrief)?
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| For online courses:* What additional supports might be required to support students searching for placements (i.e. OnQ course page or website created before course start date to facilitate document sharing, pre-departure training etc.)?
* Will opportunities for EL be the same for students in international locations?
* Are EL requirements for hours and placement locations flexible enough to accommodate full-time work schedules and/or additional responsibilities?
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| What procedures and communications need to be created regarding inclusivity/accessibility?* Are there any other accessibility considerations?
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| How will requirements for hours spent at a host organization or working on a project be tracked and verified? |  |
| Student Supports |
| What types of resources will you provide that explain who a student should contact in case of an incident during their EL opportunity (e.g. sexual violence, including sexual harassment; physical injury; travel restrictions; conflict in the workplace)? |  |

| Question | Response |
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| Targets |
| What is the target for the number of students in the course or program? |  |
| What is the target for the number of students to secure an EL activity each year? |  |
| Host Organization Outreach and Relationship Building (if applicable) |
| What types of host organizations might offer relevant opportunities?* How will you ensure potential host organizations represent the diversity of student identities and interests enrolled in your course or program?
* How will you attempt to engage with a variety of host organizations across employment sectors (i.e. government, not-for-profit, for-profit)
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| Impact on Host Organization:* What role will the host organization play in the design and delivery of the EL opportunity?
* How will the host organization benefit from hosting or working with the student(s)and engaging with your course or program?
* What type of expertise and value do you and your students bring to the host organization or community partners?
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| Question | Response |
| --- | --- |
| Host Organization Outreach and Relationship Building (if applicable) |
| If staff or faculty member are sourcing opportunities:* How will you assess the availability of opportunities?
* How far in advance of the course/program start date will outreach begin?
* What tools/resources are required?
* What criteria are you using to assess host organization suitability, including accessibility, health and safety, and an inclusive and welcoming work environment?
* Do the criteria you are using allow for a diverse range of potential host organizations that reflect the intersecting identities of your students?
* Do host organizations have transparent I-EDIAA policies or statements?
* Are there existing relationships with these organizations, or will new relationships be created? Are there colleagues on campus that are operating similar programs or working with similar host organizations? Have you reached out to collaborate your approach to host organization outreach?
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| How are you ensuring host organizations are clear about their role, including nature of work given to student, amount of time in workplace, supervision and assessment of student performance, and any formal documentation they need to submit? |  |
| Will the EL activity be paid?* If so, will the host organization be paying the student directly?

Is there funding or wage subsidy being offered to employers or host organizations?* Who will be distributing the funds and/or subsidy?
* Have you investigated funding rules and regulations? (e.g. tax credits, federal wage subsidy programs)
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| Host Agreements PARTNER RESPONSIBLE: University Secretariat and Legal Counsel; usec.contracts@queensu.ca |
| Are you aware of any existing agreements between Queen’s and the host organizations you are engaging with?  |  |
| Have you factored in the time it might take to develop new Experiential Learning Agreements with new host organizations (1-4 months)? |  |
| How will you ensure that experiential learning agreements and other personal or confidential information collected by Queen’s is kept private and confidential? |  |

| Risk Management PARTNERS RESPONSIBLE: Department of Environmental Health and Safety, ehssa@queensu.caOffice of Insurance and Risk Management, insurance@queensu.caUniversity Secretariat and Legal Counsel, usec.contracts@queensu.ca  |
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| Considering the answers to the following questions will help you prepare your responses to questions posed in the EL Risk Management Questionnaire; once the questionnaire has been completed, representatives from Risk Management partners on campus will reach out and advise of next steps:* Where will the EL activity take place?
	+ On-campus?
	+ At a site or with a host organization off-campus (local/national/international)?
	+ Does the location present any specific risks?
	+ Are there transportation requirements to/from and as part of the day-to-day specifics of the EL activity?
	+ Does the location present any specific risks?
* Will the student be paid?
	+ If yes, what form of payment? (i.e. payroll, honorarium, wage subsidy)
	+ Who is issuing the payment?

What risks to student safety are inherent in the EL activity?* Does the EL activity involve any special/marginalized populations?
* Are there any known risks/concerns with the community partner?
* Does the EL activity involve any potentially harmful substances, machinery, activities or facilities requiring proper training? If so, who is providing the training?
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| After Completing the EL Risk Management Questionnaire:* Have you addressed all relevant risk management considerations (health & safety, insurance coverage, formalized agreement, OCASP)?
* If the EL activity includes a host organization, is the host aware of their responsibilities?
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| Research PARTNER RESPONSIBLE: Research Contracts Unit, Vice-Principal Research, researchcontracts@queensu.ca |
| Is the EL activity research? Will the results be publicly disseminated in the form of a thesis, academic publication, public presentation or other public disclosures?* If so, have you connected with the Research Contracts Unit (Vice-Principal Research) about any agreements that might be required?
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| How will intellectual property, ethics review, and non-disclosure issues be addressed (especially for research-related positions)?* Have you had discussions with the host organization about who will own or have intellectual property rights to the student’s work output from the EL activity?
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| Does the EL activity involve research of human participants/data/biologics? If so, have you connected with the Research Ethics Office about an ethics review? |  |
| Is the student expected to be able to publish or otherwise use the results of their work from the EL activity? |  |

1. MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change. Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.  [↑](#footnote-ref-1)