



UNIVERSITY OF SASKATCHEWAN
College of Law
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Experiential Education

Practicum Supervisor Guide

2025-26 academic year



Contact Us

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For holiday closures and the official listing of major academic events or deadlines for the academic year, see the [USask Academic Calendar](#).

Experiential Learning
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Introduction

The Experiential Education Program at the University of Saskatchewan's College of Law is designed to bridge the gap between theoretical legal education and practical professional experience. The practice of law is increasingly interdisciplinary and requires graduates who are adaptable, innovative, and collaborative. Experiential learning (EL) is now taking a more noticeable place in most law schools across Canada.¹ These practical opportunities intertwined with knowledge-based learning are crucial to the success of our law graduates. The College's responsiveness to the shifting legal education landscape ensures that the experiential learning opportunities build and enhance students' skills and capacity, preparing them to navigate the complex and ever-changing legal profession with integrity and effectiveness.

Thank You

Thank you for contributing your time, expertise, and guidance to support law students through their practicum placements. Supervising a student is not just about directing their work but also navigating the nuanced dynamics of mentorship, professional responsibility, and educational development. Your role is critical in modeling not only legal skills but also ethical practice, reflective learning, and professional resilience. The College of Law values your partnership and is committed to providing the resources and support you need to create a constructive and respectful learning environment.

College of Law Contacts

Placement Supervisors share responsibility for maintaining open lines of communication with College of Law staff and collaborating effectively to support student learning and development. Please connect with the Associate Dean, Academic (ADA) ada.law@usask.ca with any questions you may have.

Guiding Principles

You play an important role in upholding the profession's integrity by mentoring students within a credible, well-regarded framework that prepares them to meet the regulatory and ethical expectations of legal practice. This guidance contributes to the broader initiative of professional excellence within the legal community. To ensure that practicum experiences sustain the standards, the program is guided by the following core values:

- **Diverse Learning Opportunities:** Provide students with a range of experiences that align with both their professional interests and the needs of the justice system.
- **Supportive Growth Environment:** Create a learning space that fosters well-rounded and meaningful development, both academically and professionally.
- **Sustainable and Respectful Partnerships:** We are committed to ensuring that practicum placements are mutually beneficial and sustainable. We strive to respect your time and resources by providing well-prepared students, clear expectations, and ongoing support from the College of Law.
- **Community Engagement:** Facilitate opportunities for students to contribute to impactful, community-engaged legal services and collaborations, reinforcing their commitment to public service and advocacy.
- **High Standards of Supervision:** Offer quality supervision that maintains professional standards, ensuring the integrity of the student's work while enhancing their practical learning experience.

These program values ensure that EL opportunities are structured, purposeful, and aligned with both educational objectives, professional standards, and a host's mission.

¹ Smyth, Gemma; Hale, Samantha; and Gold, Neil. (2018). Clinical and Experiential Learning in Canadian Law Schools: Current Perspectives. *Canadian Bar Review*, 95 (1). <https://scholar.uwindsor.ca/lawpub/49>

Alignment with National Standards

The [Federation of Law Societies of Canada](#) mandates that all Canadian common law programs meet rigorous standards outlined in the *National Requirement*. Last year, the Federation approved an amendment emphasizing the importance of experiential learning as a key component of legal education. The updated *Academic Program* clause will require law schools to offer experiential learning opportunities, whether elective or mandatory, into the Class of 2029's JD curriculum.² This shift reflects a nationwide commitment to providing the opportunity for students to gain practical, supervised experience before graduation. Through your participation in practicum placements as the supervisor, you are helping to fulfill this evolving national standard, helping students build professional competencies, reflective habits, and a public service ethic.

Ethical Development

While the [Law Society of Saskatchewan Code of Professional Conduct](#) does not directly apply to law students as they are not yet members of the Law Society, it provides the ethical standards that govern the legal profession. These standards must be followed by the **supervising lawyer** and in practice during the student's placement. The placement supervisor has a professional responsibility for all matters entrusted to them. All legal tasks must be carried out under appropriate supervision, and the student's role should always reflect their status as a law student. They cannot present themselves as lawyers. As the placement supervisor, you can guide the student by providing sufficient oversight, assigning duties, and regularly reviewing their work to ensure accuracy, ethical compliance, and timely completion. While there are professional expectations of a work setting, the student's primary role is a **learner** - developing legal skills under your careful guidance.

Admission

A student's actions during their placement carry significant weight, not only shaping their professional reputation but also influencing their eventual admission to the legal profession. Well before they are called to the bar and take part in ceremonial milestones such as signing the roll book, the Law Society evaluates their suitability to practice law by assessing factors including honesty, integrity, respect for the rule of law, financial responsibility, and adherence to ethical standards. Demonstrating professionalism now positions them positively for future admission, while misconduct and ethical lapses can seriously impact their eligibility to become a lawyer. You will help students understand these professional standards.

“Lawyer’s personal experiences and embodied knowledge are always adding to the interpretation of law, mediating clients’ experiences, and impacting daily practice inside the firm, clinic, business, courtroom, tribunal, mediation, community meeting space, and the many other places law practice touches. That personal and community relationship with the practice of law is part of the landscape – one that changes over time and the changing seasons.” — Professor Gemma Smyth, [Learning in Place: Externship Coursebook](#) (2024)

² Federation of Law Societies of Canada, *National Requirement* (12 March 2024) at 11, online: <https://flsc.ca/wp-content/uploads/2024/04/NRR-approved-on-March-12-2024-ENG.pdf>

Experiential Education

Experiential learning (EL) places students in diverse environments where they'll encounter the social, economic, and cultural factors that shape legal practice and access to justice. *Experiential education* (EE) is an active method of teaching and learning that integrates theory and practice by combining academic inquiry with actual experience (Stuckey, 2007, p. 165). It is the broader framework that structures *experiential learning*. The approach involves educators purposefully engaging learners in pedagogical elements like direct experience under supervision, formative evaluation, and focused reflection. This is in order to increase knowledge, develop skills, clarify values, and develop a student's capacity to contribute to their communities (Jones, 2015, p. 15). This transformative pedagogical approach—as illustrated by the [University of Saskatchewan](https://teaching.usask.ca/teaching-essentials/experiential-learning.php)—involves the core elements of experiential learning—knowing, doing, and contextualization.

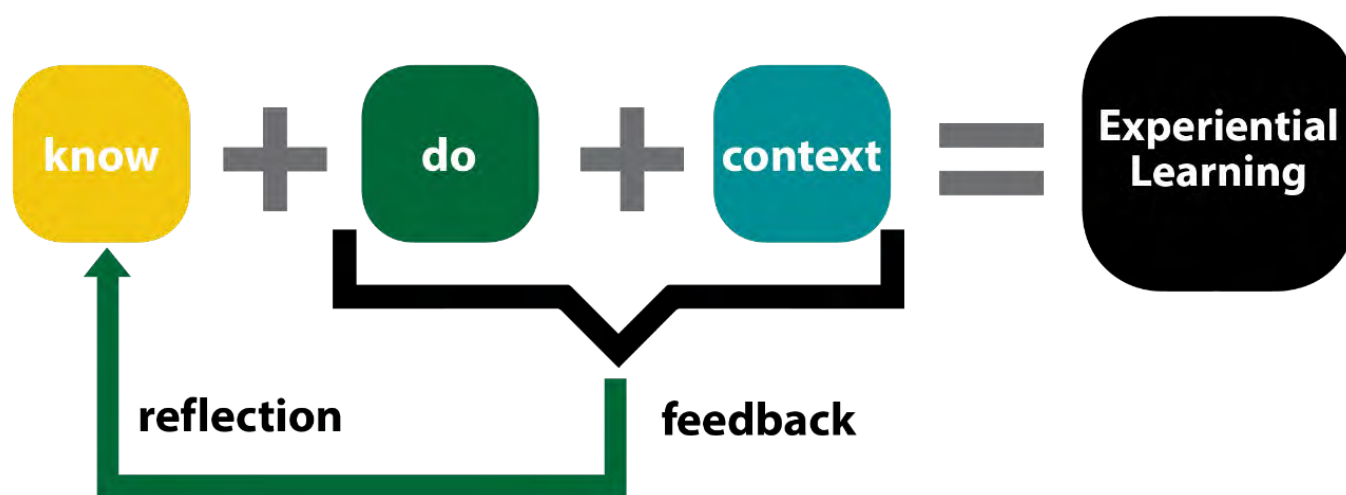


Figure 1

The Experiential Learning Cycle: Know, Do, Context. From *Experiential Learning*, by University of Saskatchewan, n.d. , Teaching Essentials (<https://teaching.usask.ca/teaching-essentials/experiential-learning.php>).

Placement supervisors help bring to life the cycle of knowledge, action, context, and reflection. Students begin by building a strong academic foundation, legal principles, and professional standards. Under your guidance, they transform this knowledge into action, drafting legal documents, interviewing clients, and much more. The context you provide whether it is in a legal clinic, a corporate firm, or a community organization, offers invaluable insight into the diverse environments where legal practice unfolds. Through your mentorship, students step back to evaluate their experiences, draw meaningful insights, and prepare for future challenges.

This guide is designed to support you in this important role, providing practical resources, clear expectations, and best practices to ensure a meaningful and successful practicum placement experience for both you and the students.

Knowledge It all begins with a strong academic foundation. Students build essential competencies through their coursework, including legal analysis, substantive law knowledge, research skills, writing skills, and professional communication abilities, as necessary building blocks to help them be successful in a placement setting.

Examples: Conducting legal research and analyzing case law.

Action EL emphasizes active participation in legal practice by refining legal arguments and strengthening their research, writing, and oral communication skills through work on problems and projects that support the scope and goals of the placement organization.

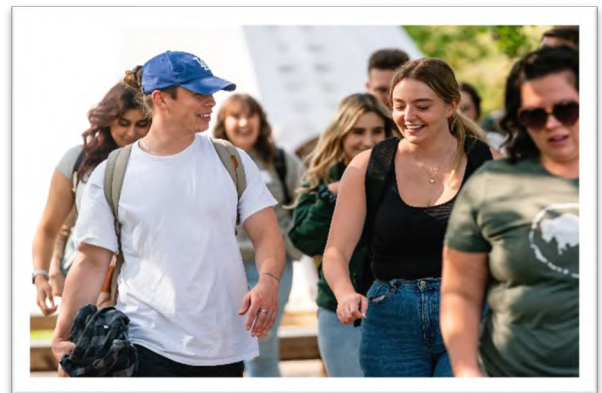
Examples: Drafting memos, preparing case summaries, contributing to policy projects.

Context By engaging with varied settings, students gain a deeper appreciation of complexities and nuances. This then allows them to perceive expertise through a lens that extends beyond courses and the mastery of a set of legal rules. EL such as [clinical] models have proven effective at surfacing systemic factors inherent to justice outcomes; they can and do lead students to adopt critical and sensitive models for lawyering.³

Examples: A placement in a clinic focused on legal services.

Reflection Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas.⁴ It is the thread that makes continuity of learning possible and ensures the progress of the individual.⁵ It allows students to draw meaningful connections between practicing law and substantive knowledge.

Examples: Journaling, participating in sharing circles, or submitting reflective essays on key moments.



³ Lowenberger, Brea, Michaela Keet & Janelle Anderson. "Collaborative Policy-Making, Law Students, and Access to Justice: The Rewards of Destabilizing Institutional Patterns" (2017) 34:1 Windsor YB Access Just 148.

⁴ Rodgers, C. "Defining reflection: Another look at John Dewey and reflective thinking." (2002). Teachers College Record, 104(4), 842–866.
Note: A paraphrase of Rodgers' interpretation of Dewey's ideas.

⁵ Leering, M, "Conceptualizing Reflective Practice for Legal Professionals" (2014) 23 Journal of Law and Social Policy 83.

Roles and Responsibilities

The success of the practicum placements relies on the active participation and collaboration of all involved parties. Each role has distinct responsibilities that contribute to a supportive and meaningful EL experience.

This section outlines the expectations for each group, emphasizing the importance of professionalism, communication, and mutual accountability. By understanding and fulfilling your roles, all participants help ensure that the practicum experience aligns with the learning outcomes and supports law students' growth.

Law Students commit to:

- Adhering to program policies and maintaining professionalism in all interactions.
- Reading and signing a confidentiality agreement and WIL Agreement.
- Participating in orientation and expectation meetings with the faculty member and/or the placement supervisor at the start of the placement.
- Attending the placement in-person at the agreed-upon times.
- Not providing legal advice. Students may perform legal work but are not licensed as a legal practitioner.
- Actively engaging and completing all tasks thoroughly, accurately, and in a timely manner.
- Providing weekly email updates to the seminar instructor and the placement supervisor.
- Communicating with placement supervisors and the Associate Dean Academic regarding any concerns or issues that arise during the placement.

Placement Supervisors commit to:

- Identifying a meaningful project or set of projects that support the organization's mission, with clear instructions regarding scope, deliverables, timelines, and expectations.
- Providing guidance, feedback, and formative evaluation of student performance throughout the placement.
- Creating a supportive and engaging learning environment, serving as mentors, role models, and guides.
- Offering opportunities, where appropriate, for students to observe, attend, or participate in professional activities such as meetings, hearings, interviews, or community engagements.
- Meeting one-on-one with students for at least 30 minutes each week to discuss tasks and project progress.
- Observing the guidance set out in Rule 6.1-1 of the *Law Society of Saskatchewan Code of Professional Conduct*⁶ regarding the direct supervision of non-lawyers.
- Addressing concerns promptly and maintaining open communication with the Associate Dean Academic.

Faculty or Sessional Lecturers commit to:

- Providing academic oversight and ensuring reflective learning opportunities are integrated into the practicum experience.
- Facilitating reflection and discussions where students can share insights and deepen learning.
- Conducting regular check-ins with students and placement supervisors to ensure alignment with the placement's learning objectives.
- Encouraging regular communication to help students maximize the educational value of your practicum.

⁶ Law Society of Saskatchewan. (2012). *Code of Professional Conduct, Rule 6.1-1*. <https://www.lawsociety.sk.ca/regulation/code-of-professional-conduct/>

Placement Structure

The College's EL offerings are structured to provide law students with meaningful and supportive learning experiences through specific pedagogies designed to develop applied competencies, professional identity formation, and reflective thinking. These pedagogies include place-based learning, regular supervision, project-based work, seminar participation, and reflective practice, each contributing, in an integrated fashion, to the student's understanding of legal practice.

Place-based Learning: Placements are intentionally designed to allow students to learn within the context of their host organizations, enhancing their understanding of professional environments and practice settings. At the start of your placement, they should:

- Receive introductions to key staff and team members and receive an overview of the organization's goals.
- Participate in the organization's orientation session covering potential areas such as their goals, values, operational structure, and culture.
- Receive training on workplace systems, safety protocols, and organizational policies.

Regular Check-Ins and Supervision: Consistent communication with the team and you as the placement supervisor allows them to discuss their work, receive guidance, and integrate learning. These meetings should:

- Be scheduled weekly with a dedicated time for focused discussions and mentorship.
- Provide a space for students to ask questions, receive formative feedback, and clarify expectations.
- Involve participation in relevant team meetings, events, and learning opportunities within the organization.

Project Component: Each student will complete a project that allows for the practical application of substantive knowledge and development of professional competencies. It should:

- Be collaboratively defined by the student and your organization, ensuring alignment with both your goals and the student's academic and professional objectives.
- Involve research, analysis, or the creation of tangible work, such as reports and presentations.

Seminar Participation: Students will participate in a regularly scheduled seminar led by an instructor. The seminar will provide space for:

- Opportunities to connect academic content with practical experiences, discussing topics like ethical considerations, professional conduct, and reflective practice.
- Structured discussions on relevant topics that enhance understanding and support reflective learning.

Reflective Practice: Students will engage in reflective or research-based work that deepens their understanding of professional practice. The nature of their final assignment will vary depending on their placement and seminar. Assignments may include reflective papers, research papers, or other written work designed to help them critically assess their experiences, connect theory to practice, and build skills for thoughtful lawyering.

Insurance and Liability

University Insurance Coverage

The University's Liability insurance includes students as Additional Insureds while registered as a student, undergraduate or otherwise, at the University, in respect of any activity related to the discipline in which they are so registered, in furtherance of their education or training in such discipline, whether conducted on or off the campus. This policy also includes liability coverage for bodily injury, property damage, and personal injury, as well as professional and malpractice liability.

Work-Integrated Learning Consents and Waiver of Liability

Prior to beginning any work-integrated learning assignment, all participating students must complete and sign a Work-Integrated Learning Consents and Waiver of Liability form. This form acknowledges that students, for the duration of their placement, will be considered workers under the WCB framework and are thus entitled to the rights and protections under *The Workers' Compensation Act*, 2013. By signing this form, students also waive the right to sue any employer, host organization, or worker for any injuries sustained during their placement. For information on the Act and the Agreement, see the following [Government of Saskatchewan webpage](#).

Course Attributes

The College's EL opportunities provide students with the opportunity to earn credit units towards their *juris doctor* (JD). There are placements available in both the Fall and Winter terms and are assessed on a Pass/Fail basis, ensuring that the focus remains on competency development and practical experience.

Participation in a practicum placement requires students to complete an application process, and most placements have specific pre- or co-requisites to ensure readiness for the professional environment. The practicum placements are designed exclusively for second- and third-year JD students. Each placement is a non-repeat course, allowing students to gain a unique learning experience that supports their academic progression and professional growth within a structured and guided framework. All courses follow the [USask Academic Calendar](#) dates.

Attendance Policy & Completion of Hours

Consistent attendance is a critical component of a successful practicum placement. Students are expected to notify their placement supervisor in advance of any planned absences, ensuring that disruptions to the placement are minimized. In cases of unforeseen circumstances, such as illness or personal emergencies, students must promptly communicate their situation to the Placement Supervisor and/or faculty member.

Failure to maintain consistent attendance or to appropriately communicate absences may trigger a formal review of the student's practicum progress and could potentially impact their academic standing. This policy underscores the importance of professionalism, reliability, and accountability.

Confidentiality

Confidentiality is foundational to ethical and responsible legal practice and is essential to preserving trust between students, clients, and placement hosts. We expect students to uphold rigorous standards of confidentiality and professionalism. During their practicum, they may have access to sensitive or confidential information protected by law, institutional policy, or ethical standards. Before starting their placement, they are required to sign a confidentiality agreement provided by the University of Saskatchewan, outlining their responsibilities. By signing, they agree to:

- **Protect Confidential Information:** Maintain the confidentiality of all information accessed or acquired during their placement, using it exclusively for purposes directly related to their assigned role.
- **Limit Access:** Refrain from seeking or using confidential information beyond what is necessary to fulfill their placement responsibilities.
- **Prevent Misuse:** Ensure they do not knowingly or carelessly disclose or misuse confidential or personal information.
- **Secure Data Handling:** Return or permanently delete confidential or personal information at the conclusion of their placement.

These confidentiality obligations remain in effect beyond the completion of their practicum placement. Breaches of confidentiality may have serious legal, academic, and professional consequences. Students must demonstrate the highest standards of integrity to uphold the reputation and trust placed in them by the University and the broader legal community.

Accommodations

In compliance with the University of Saskatchewan's [Duty to Accommodate Policy](#), which is guided by the [Saskatchewan Human Rights Code \(2018\)](#), the College of Law works collaboratively with students to provide educational opportunities in a non-discriminatory manner. As such, the College endeavors to accommodate students who follow proper university policy and procedure to request placement accommodations on the basis of a prohibited ground such as disability, family status or religion.

The determination of appropriate accommodations in a placement setting occurs at an accommodation planning committee (APC) meeting where dialogue between [University of Saskatchewan's Access and Equity Services](#) (AES), the placement organization, the College and the practicum student identifies what accommodations are considered reasonable and possible at each practicum location.

To better offer accommodations for both the clinical and seminar portions, students must notify the College of Law Associate Dean Academic ADA.law@usask.ca of any accommodation requirements as early as possible. Early notice of such requests is important to ensure accommodations can be offered, in time for the beginning of the experience. While efforts will be made to grant accommodation requests, the placement organization and the College cannot guarantee that accommodations will be made available for either the Fall or Winter terms, and student deferral to a later term may be necessary.

Accommodation requests are assessed on a case-by-case and students must follow the procedures for requesting accommodation as outlined in the USask Duty to Accommodate policy and any other College level applicable policy or procedure.

Student Academic Standing

Students who enroll in a practicum, be it 12 CU or 3 CU, are taking on unique professional and academic responsibilities. Once the student commences the program, they are expected to follow through with their commitment in a professional manner. Students at risk of failing the practicum portion will be notified as early as possible. Those who do not address identified issues and that are eventually marked as failing the practicum component may or may not be permitted to complete supplemental work to achieve the credit units for completion, subject to section “V. Supplemental Work”, in the [College of Law Academic Regulations](#). The form that supplemental work may take will vary depending on the situation at hand, pursuant to section 77 of the Academic Regulations:

77. Unless the Board of Examiners determines otherwise, the weight and method or methods of assessment for supplemental work must be the same as utilized by the instructor during the academic year in so far as it is practical. Where it is not practical to use the same method or methods, the instructor with the approval of the Associate Dean Academic may use a method or methods that the circumstances warrant.

If a student in the practicum is found to have engaged in unethical and/or unprofessional behaviour, and/or received multiple unsatisfactory formal and informal reviews, they may be removed from the program. In addition to the above, students may also be terminated immediately following conduct deemed so egregiously unprofessional or unethical that remediation is not appropriate.

Preparing for a Practicum Student

Effective preparation for a student placement involves setting up a functional workspace, providing necessary resources, and communicating clear expectations. This allows them to integrate smoothly into your organization and engage meaningfully in their assigned tasks.

Prepare the Workspace

Ensuring that the student has access to the necessary resources and tools will help them hit the ground running. Consider the following:

- ☐ **Technology and Equipment:** Provide a designated workspace, access to a computer, Wi-Fi, and any required software. Coordinate with IT support as needed.
- ☐ **Materials and Resources:** Share any documents, policies, or reference materials the student might need. This could include precedents, samples, or guides relevant to their work.
- ☐ **Practical Logistics:** Prepare access to office supplies, printers, and any secure systems the student might need for their tasks.
- ☐ **Organizational Context:** Offer a brief overview of how your office is structured and how your team contributes to broader organizational goals.

Establish Clear Expectations

Clear communication before the placement begins will help students feel prepared and confident:

- ☐ **Work Hours:** Confirm the student's regular schedule (typically Monday–Thursday) and clarify expectations around attendance, punctuality, and flexibility (including any remote or hybrid elements, if applicable).
- ☐ **First Day Details:** Let students know where to go, who to meet, how to access the building, and what to bring.
- ☐ **Role and Responsibilities:** Provide a clear outline of initial tasks or projects. If possible, share a brief overview of the work plan or expected focus areas in advance.
- ☐ **Dress Code and Office Etiquette:** Explain any dress expectations (in and out of court or events) and provide guidance on communication style, email protocols, and professional norms in your office.

Onboarding and Orientation

A thoughtful onboarding experience can help the student feel valued and supported from day one:

- ☐ Personally greet the student or arrange for a team member to do so.
- ☐ Provide an office tour and introduce the student to key staff members.
- ☐ Review safety protocols, confidentiality agreements, and any necessary paperwork.
- ☐ Schedule an initial "get to know you" meeting to discuss learning objectives and set a positive tone.
- ☐ Look for ways to include the student in your team's routines such as inviting them to coffee debriefs, staff meetings, other informal gatherings, or lunch if appropriate.

Plan Ahead for Meaningful Work

To maximize the student's learning experience:

- ☐ Prepare initial assignments with clear due dates and specific expectations.
- ☐ Identify opportunities for the student to observe or participate in meetings, hearings, client interactions, or other learning experiences.
- ☐ If possible, arrange shadowing opportunities, exposure to diverse tasks, and regular feedback sessions.

Student Self-Assessment and Supervisor Formative Evaluation

This process is designed to foster growth through structured self-reflection and supervisor feedback. The assessment framework for the practicum serves primarily as a formative tool rather than a strictly evaluative one. It is intended to help students develop knowledge, competencies, and professional identity rather than grading performance. It also serves as a touchpoint to foster meaningful conversation between you and the practicum student and documents their progression throughout the placement experience. Each competency is assessed as either **met** or **not yet met**, providing clear benchmarks for your development. The evaluation process unfolds across three key milestones:

Evaluation Stage	Timeline	Supervisor Action
Initial Meeting	Week 1–2	Review outcomes and set project goals
Midway Evaluation	Midpoint of term	Provide written feedback; flag concerns
Final Evaluation	Second-last week	Review final self-assessment and debrief

- **Initial Meeting:** Review learning outcomes and evaluation criteria with your practicum student and develop the project outline.
- **Midway Evaluation:** Students complete the self-assessment and receive supervisor feedback. If expectations aren't met, a collaborative improvement plan (with the ADA) should be implemented and reviewed weekly.
- **Final Evaluation:** Students should complete a final self-assessment and review it with you to reflect on their growth throughout the placement.

These evaluations not only document their progress but also develop the critical self-awareness necessary for the deeper reflection they will undertake in their final reflective assignment.

Reflective Activities

Effective reflection goes beyond a simple description of experiences during their practicum. It involves questioning assumptions, analyzing contexts, considering diverse perspectives, and drawing meaningful conclusions that inform future practice. Their culminating reflective assignment for a practicum may be a contribution to the open-source law externship coursebook by Professor Gemma Smyth, [Learning in Place: Externship Coursebook](#) (2024). This collective approach allows their reflections to become part of a valuable resource for future law students while positioning their experiences within the broader landscape of legal education. However, the reflective activities do depend on the 3 CU or 12 CU experience.

Program Evaluation

At the end of each term, practicum supervisors will be invited to participate in a program evaluation. This process gathers feedback on the student’s performance, the placement experience, and the support provided by the College of Law. Your insights will help identify strengths and areas for improvement, guiding future program development to ensure practicum placements remain effective and mutually beneficial. Supervisor input is important to maintaining a high standard of experiential learning and strong partnerships with host organizations.

Land Acknowledgement

Written on Treaty 6 Territory and the Homeland of the Métis, this placement supervisor resource is informed by collaborators and Teachers across Turtle Island. First Nations and Métis ancestors shape and influence the College of Law's efforts as we attempt to inspire and support experiential learning opportunities in this place. As educators and lifelong students in the kihci kiskinohamatowikamik setting, we must acknowledge our immense privilege of being able to teach, learn, heal, create, and flourish on this land. In embracing Indigenous Principles of Learning, we recognize the interconnectedness of all beings and the importance of learning from the land and its original caretakers. Each day, we reaffirm our relationships with one another through miyo-wîcêhtowin.

Recognizing the dynamic nature of academic and experiential education engagements, we also acknowledge that throughout the students' placement experiences, they may find themselves on various traditional territories and Métis homelands across the nation or beyond. We encourage them to seek knowledge about these lands and their peoples, and we urge them to engage with other communities with respect and mindfulness. We hope their travels are safe, engaging, and conducted in a spirit of genuine respect and reciprocity.



Community Acknowledgement

Shared expertise and insights were crucial in shaping the experiential education vision for the College of Law. We extend our sincere appreciation to counterparts and faculty from across Canada, whose contributions and support have been invaluable throughout the development and refinement of the EE Program.

University of Saskatchewan's College of Law Experiential Learning Working Group

University of Saskatchewan's EL Community of Practice

The USask EL Community of Practice serves as a collaborative platform for EL practitioners, including co-op coordinators and practicum coordinators, across the USask campus. By convening, sharing best practices, and generating new knowledge, the CoP enhances the quality and scope of EL opportunities for students. The College's participation in the CoP contributes to advancing EL efforts at USask.

University of Saskatchewan's Gwenna Moss Centre for Teaching and Learning

GMCTL supports stakeholders with EL through workshops, consultations, and resource development, offering guidance on integrating EL into curricula. They provide technology support for incorporating educational technologies into EL activities and engage in research to advance understanding of its effectiveness. Additionally, GMCTL facilitates community partnerships to create real-world EL opportunities for students, enhancing the authenticity and relevance of their learning experiences.

