Community Engaged Learning (CEL) Course Guide
Winter-Summer 2025

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Winter Term Courses
January-April 2025

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MUSIC 3812B – Music Education in Community

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Project or Placement: Placement
Faculty: Music
Student Level: 3rd Year
Faculty Instructor: Laura Curtis (laura.curtis@uwo.ca)

Course Description:
This course places students in real-world community and school educational situations in which students can draw together and apply the concepts they have learned about Music Education in the previous two years of the Music Education program.

Each student will dedicate a minimum 16 hours to their partner organization's music program during the months of February-March and will plan their schedules around their course schedules. This activity should not be considered as equivalent to a student teaching placement for a Bachelor of Education program.

Key Learning Outcomes:
- Apply theoretical learning in music and pedagogy to practical real-life situations by planning/assisting/leading music learning situations
- Demonstrate the ability to reflect critically upon the application of academic learning outside the classroom in written reflections and oral presentations
- Demonstrate enhanced understanding of diverse cultures and communities in written reflection and oral presentations
- Demonstrate evidence of effective communication, teambuilding, and problem-solving skills in work with community partners and clients

Course Timeline:
- December 23-January 10: Winter Break
- Early to Mid-January: Students will read through all project proposals and rank their top 3 placements; after being matched, each student group will connect with Partners by email to schedule an initial meeting
- Late January: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define placement deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular placement sessions between students and Partners as outlined in the Student and Community Partner Expectations Agreement

- **Early April:** Students will complete placements and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 20
- Students Per Project Group: 1-2
- Number of Project Groups: 7-10
- Weekly Project Hours Per Student: 2-4
- Weeks of Project Work: 12

Past Project Examples:
1. Developing a music program for children in the community from families living in poverty or vulnerable young families | *Family Centre Westminster*
2. Creating a video and presentation sharing the story of the musical experiences shared by the student and program participant outlining the infinite possibilities for the people served to engage in what they love | *PHSS Medical & Complex Care in Community*
3. Coordinating with staff to create programs and activities for student participation at the Coffee House and producing a final project participation evaluation and exit interview | *Luke's Place*

COMPSCI 1033 – Media & Communications

Project or Placement: Project
Faculty: Science
Student Level: 1st Year
Faculty Instructor: Dr. Laura Reid (lreid2@uwo.ca) & Bryan Sarlo (bsarlo@uwo.ca)

Course Description:
This course explores the use of different types of media (e.g., text, images, sound, animation) to convey ideas and facilitate interaction. Topics include the design and use of a range of software tools for media creation and editing, covering image, sound, animation and video. This knowledge will be applied to authoring web sites.

Key Learning Outcomes:

- Apply Design Principles in a real-world scenario (design a poster for a client)
- Practice using graphic editing software

Course Timeline:

- December 23-January 10: Winter Break

- **Early to Mid-January:** Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- **Late January:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- **February 17-21:** Reading Week (students on break)
- **Ongoing:** Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- **Early April:** Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 800
- Students Per Project Group: 1
- Number of Project Groups: 800
- Weekly Project Hours Per Student: 3
- Weeks of Project Work: 2

Past Project Examples:
1. Designing a poster to advertise National AccessAbility Week to celebrate efforts to remove barriers for persons with disabilities in Canada | *Every Canadian Counts (ECC)*

CBE 4450 – Chemical Engineering in Society

Project or Placement: Project
Faculty: Engineering
Student Level: 3rd Year
Faculty Instructor: Dr. Amarjeet Bassi (abassi@uwo.ca)

Course Description:
Students will collaborate with industry and/or government partners to address engineering problems, framed using the United Nations Sustainable Development Goals. Teams will analyze social and environmental aspects of engineering activities, including economic, social, health, safety, legal, and cultural considerations, while incorporating sustainable design and environmental stewardship.

Key Learning Outcomes:
- Understanding the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions

- Understanding the concepts of sustainable design and development and environmental stewardship

Course Timeline:
- December 23-January 10: Winter Break
- Early to Mid-January: Partners will visit class and present their project proposals for students to ask questions
- Early to Mid-January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- Early April: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 10-15
- Students Per Project Group: 4-5
- Number of Project Groups: 2-3
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 19

MRKT 6013 – Advanced Marketing Strategy

Project or Placement: Project
Faculty: Continuing Studies
Student Level:
Faculty Instructor: Janis Wallace (wallace.comms@gmail.com)

Course Description:
During this course, students connect the knowledge of the program with the workplace by developing an integrated marketing plan for a community partner. They will collaborate in teams with members of a community organization to design creative and effective solutions that address that partner's business needs.

Each team will build its plan, research, budget, and measure ROI, with the final assignment being a complete integrated plan presented to the client. The students will work with the course instructor and a representative of the community partner to determine an appropriate project that can be completed during the term.

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During the term, each team will submit components of the plan, as outlined in the course schedule. At the conclusion of the project, each team will submit a final report and deliver a pitch presentation to the class and the client.

Key Learning Outcomes:
- Manage a project from concept to completion
- Interact in a professional business capacity, using clear and concise client and group communication
- Participate in the development of a marketing plan
- Think creatively and strategically about marketing implementation
- Prepare and deliver a pitch presentation
- Understand how to apply marketing theory to a real-world situation
- Practice strong communication and relationship building skills

Course Timeline:
- December 23-January 10: Winter Break
- Early to Mid-January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- March: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 35
- Students Per Project Group: 4-5
- Number of Project Groups: 6-7
- Weekly Project Hours Per Student: 2-3
- Weeks of Project Work: 10

Past Project Examples:
1. Developing a marketing strategy for the Middlesex Workforce Development Partnership's newest project aimed at promoting Work Integrated Learning (WIL) to youth, employers, parents, and educators across Middlesex County | *Middlesex County*
2. Developing a comprehensive and feasible Advanced Marketing Strategy for addiction care, education, and interventions with a goal of leading to more effective addiction treatment solutions and education programs | *EPIC Recovery*

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3. Creating a marketing plan including a comprehensive social media plan and an attractive website to advertise the church to wedding planners and couples | *First St. Andrew's United Church*

MMJC 9503G – Shoot for the Heart: Harnessing the Power of Video Storytelling

Project or Placement: Project
Faculty: Faculty of Information and Media Studies
Student Level: Graduate
Faculty Instructor: Jeremy Copeland (jcopela4@uwo.ca)

Course Description:
Whether you're a journalist wanting to draw international attention to a refugee crisis, working for an aid organization asking for donations to help those refugees, or trying to promote your organization for any other reason, video can be a powerful storytelling tool. Used effectively, video allows viewers to form an emotional connection to people in your stories and to care about the issues that impact their lives. This course will teach students how to use video to tell engaging, informative, and compelling stories.

Key Learning Outcomes:
- Build on video storytelling skills learned in the first semester
- Research, shoot, and produce video stories for journalism and/or communications in an ethical, compassionate, and culturally sensitive manner
- Develop and practise skills to adapt and thrive in a changing media landscape
- Develop, practise, and apply curiosity about the world and value different lenses and perspectives to create effective communications and journalism
- Use video to tell stories that engage, inform, and inspire viewers

Course Timeline:
- December 23-January 10: Winter Break
- Mid-January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- Early April: Students will complete projects and share deliverables with partners

Key Numbers:

- Estimated Student Enrollment: 15
- Students Per Project Group: 3-4
- Number of Project Groups: 10
- Weekly Project Hours Per Student: 3
- Weeks of Project Work: 12

Past Project Examples:

1. Creating a video telling the story of Changing Ways, promote new projects, and explain the importance of their work | *Changing Ways*
2. Creating a video to bring attention to the Community Support Sector and the availability of supports in our communities | *Cheshire Independent Living Services*
3. Creating a promotional video that will highlight the impact that volunteers are making on the lives of people with developmental disabilities | *Community Living London (CLL)*

HS 3240B – Environmental Health Promotion

Project or Placement: Project
Faculty: Health Sciences
Student Level: 3rd Year
Faculty Instructor: Dr. Denise Grafton ([dgrafton@uwo.ca)](dgrafton@uwo.ca)

Course Description:
The course introduces students to key concepts and theories used in the practice of environmental health promotion. It explores contemporary strategies to address issues such as air pollution, water quality and scarcity, sustainable food systems, vector-borne illness, disaster preparedness, environmental injustice and climate change using the tools of health promotion. Given the globalized scope of the topic, cases are drawn from a variety of local, national and international settings. The intervention strategies studied utilize diverse forms of health promotion practice, including health communication and education, community capacity building, advocacy and policy making. The course employs a range of learning tools, including lectures, facilitated discussion and multimedia resources. Students will also have the opportunity to engage directly with expert practitioners in the field through a community engaged learning project done in collaboration with environmental organizations in London.

Learning Outcomes:
- Understand key concepts and theories relevant to environmental health promotion.

- Build knowledge around the use of diverse health promotion strategies (e.g., health education, community capacity building) to address environmental threats and challenges
- Understand how environmental health interventions are designed, implemented, and evaluated

Course Timeline:
- December 23-January 10: Winter Break
- Mid-January: Partners will visit class and present their project proposals for students to ask questions; following class, students rank their top 3 projects
- Mid-January: After being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- March: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 80
- Students Per Project Group: 5-6
- Number of Project Groups: 12-14
- Weekly Project Hours Per Student: 3
- Weeks of Project Work: 8-9

Past Project Examples:
1. Creating short videos and taking photos of interviews from Community Partners and urban agriculture organizations in London to tell the story of how urban agriculture is benefiting climate action, increasing food security, and building community | *Urban Roots London*
2. Conducting research and creating knowledge translation deliverables to make evidence-informed sexual and reproductive health and rights materials accessible to the general public | *Sexual and Reproductive Health & Rights Hubs*
3. Reviewing and updating the Sustainable Living Pocket Guides to share sustainability-related information and resources with wide audiences, on and off-campus | *Western Sustainability*

POLS 3201 – International Law

Project or Placement: Project
Faculty: Social Science
Student Level: 3rd Year
Faculty Instructor: Dr. Dan Bousfield (dbousfie@uwo.ca)

Course Description:
This course will help students critically assess the political perspectives on contemporary issues in international law. This course will help students explore the theoretical perspectives on international law, as well as key issues, debates and topics. A range of issues in International Law will be addressed, including dispute settlement, terrorism, and international impunity, the law of the sea, environmental protection and human rights. Drawing on insights of international relations, this course will explore both theories and issues of international law in the contemporary world.

Key Learning Outcomes:
- To understand key concepts and theories relevant to environmental health promotion
- To build students' knowledge around the use of diverse health promotion strategies (e.g., health education, community capacity building) to address environmental threats and challenges
- To learn about how environmental health interventions are designed, implemented and evaluated through participation in a community engaged learning project

Course Timeline:
- December 23-January 10: Winter Break
- Late January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January to Early February: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- April: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 50

- Students Per Project Group: 4-6
- Number of Project Groups: 4-6
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 10

Past Project Examples:
1. Promoting student-created videos and feedback survey to collect statistics, feedback, observations, and recommendations to improve the online awareness sessions for rights and responsibilities in the community | *Rights and Responsibilities Awareness Initiative*
2. Developing research outlines and findings in a final report including identifying issues, policy, data, and case law that are relevant to international students and potentially actionable | *The Canada Network*
3. Researching existing laws related to cycling globally and providing an overview of the legislation in various countries | *London Cycle Link*

POLS 3390 – Politics of Technology

Project or Placement: Project
Faculty: Social Science
Student Level: 3rd Year
Faculty Instructor: Dr. Dan Bousfield (dbousfie@uwo.ca)

Course Description:
This course examines the intersection of technology with political dynamics, focusing on critical areas, such as ethics in AI, algorithmic bias, data manipulation, online activism, big data, gender, race and identity online, digital security, environmental tech, labor in the digital economy, genetics and digital health, privacy vs. surveillance, hybrid warfare, and digital diplomacy. It seeks to understand how these technological aspects impact policy, democracy, and societal norms. Through this lens, the course offers insights into the evolving role of technology in shaping public policy, ethical considerations, and regulatory responses.

Key Learning Outcomes:
- Identify the relevant actors in key political technologies
- Evaluate a key event or issue in the realm of technology's impact on politics
- Gain historical context on a technological innovation and its subsequent regulation
- Analyze and understand the impact of technology on public policy, focusing on ethical considerations and regulatory responses to digital challenges

Course Timeline:

- December 23-January 10: Winter Break
- Late January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January to Early February: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- April: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 50
- Students Per Project Group: 4-6
- Number of Project Groups: 4-6
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 10

POLS 3510 – Decolonizing Politics

Project or Placement: Project
Faculty: Social Science
Student Level: 3rd Year
Faculty Instructor: Dr. Dan Bousfield (dbousfie@uwo.ca)

Course Description:

This course examines the intersection of technology with political dynamics, focusing on critical areas such as ethics in AI, algorithmic bias, data manipulation, online activism, big data, gender, race and identity online, digital security, environmental tech, labor in the digital economy, genetics and digital health, privacy vs. surveillance, hybrid warfare, and digital diplomacy. It seeks to understand how these technological aspects impact policy, democracy, and societal norms. Through this lens, the course offers insights into the evolving role of technology in shaping public policy, ethical considerations, and regulatory responses.

Key Learning Outcomes:
- Identify the relevant actors in key political technologies
- Evaluate a key event or issue in the realm of technology's impact on politics
- Gain historical context on a technological innovation and its subsequent regulation

- Analyze and understand the impact of technology on public policy, focusing on ethical considerations and regulatory responses to digital challenges

Course Timeline:
- December 23-January 10: Winter Break
- Late January: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- Late January to Early February: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- February 17-21: Reading Week (students on break)
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- April: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 50
- Students Per Project Group: 4-6
- Number of Project Groups: 4-6
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 10

Past Project Examples:

1. Creating a social media campaign, planning an event, or writing a grant to work towards the achievement of gender equity on campus | *Gender Equality Coalition*
2. Researching and compiling best practices for advocating for marginalized communities within shelter environments | *Type Diabeat-It*
3. Conducting a literature review of the organization's leadership model with recommendations on how to deliver a respectful, equity-driven shared model | *The PATCH Hutton House*

Summer Term Courses
May-August 2025

HIS 9100 – Knowledge Synthesis

Project or Placement: Project
Faculty: Faculty of Information and Media Studies
Student Level: Graduate

Faculty Instructor: Dr. Katelyn Esmonde (kesmonde@uwo.ca)

Course Description:
In this course, theoretical concepts and application of learning encountered throughout the Master of Health Information Science (MHIS) program are reflected upon, analysed, and synthesized into a meaningful whole. This course serves to support students to integrate, through experiential learning, theoretical aspects of research that have been introduced and explored in other core MHIS courses including but not limited to Introduction to Health Informatics, Perspectives in Knowledge Translation, Interdisciplinary issues in HIS, and Qualitative/Quantitative Research Methods. The Knowledge Synthesis course is based on the understanding that the synthesising of knowledge occurs through direct and vicarious experiences, reflection, critical analysis, consultation of the literature, and the sharing and critiquing of ideas.

Key Learning Outcomes:
- Reflect upon the processes inherent in the field of study
- Integrate relevant philosophies, theories, and evidence that underlie practices in the field of study
- Demonstrate ability to expand and advance practice in the field of study
- Analyse the interpersonal processes inherent in practice in the field of study
- Work collaboratively to plan, implement, coordinate, and execute project innovations in field of study
- Plan, lead, and synthesize discussion of relevant topics and literature
- Critique activities and knowledge synthesis, identifying strengths and areas for future development
- Demonstrate interprofessional collaboration, self-awareness and reflexivity, critical reasoning and problem solving and applied expertise

Course Timeline:
- May: Students will read through all project proposals and rank their top 3 projects; after being matched, each student group will connect with partners by email to schedule an initial meeting
- May: Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables
- Ongoing: Regular virtual or in-person check-ins between students and partners, as outlined in the Student and Community Partner Expectations Agreement
- Early August: Students will complete projects and share deliverables with partners

Key Numbers:
- Estimated Student Enrollment: 17-19
- Students Per Project Group: 1-4
- Number of Project Groups: 4-19

- Weekly Project Hours Per Student: 7-8
- Weeks of Project Work: 14

Past Project Examples:
- A continually updated register of AI systems in use in Canada
- Peer reviewed publication
- Website report
- Region-wide environmental scan that broadly reviewed the state of Black health
- Synthesized qualitative data, namely interview and focus group research findings