

Community Engaged Learning (CEL) Course Guide

Fall 2025 & Full Year 2025-2026

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Fall Term Courses

September-December 2025

MUSIC 3812A: Music Education in Community**Format:** 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 October-November (Fall course) or February-March (Winter course) 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:

1. **Early to Mid-September:** Students will read through all project proposals and will rank their top 3 placement. After being matched, each student group will connect with partners by email to schedule an initial meeting.
2. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define placement deliverables.
3. **November 3-9:** Reading Week (students on break).



4. **Ongoing:** Regular placement sessions between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **Early December:** Students will wrap up placements and share deliverables with partners.

Key Numbers:

- **Estimated Student Enrollment:** 20
- **Students Per Project Group:** 1-2
- **Number of Project Groups:** 10
- **Weekly Project Hours Per Student:** 2-4
- **Weeks of Project Work:** 8

Past Project Examples:

- Developing a music program for children in the community from families living in poverty or vulnerable young families | *Family Centre Westminster*.
- 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*.
- 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*.

POLS 3210F: Canada-US Relations**Format:** Project**Faculty:** Social Science**Student Level:** 3rd Year**Faculty Instructor:** Dr. Dan Bousfield (dbousfie@uwo.ca)**Course Description:**

This course will help you critically assess the current state of Canadian-American relations through a variety of perspectives, issues, and policy debates. We will emphasize the importance of theories and arguments related to North American integration and divergence from local, regional, and global perspectives. We will explore economic and political integration as well as forms of divergence where students will analyze developments in the areas of defence, security, environment, culture, and labour. Students will also debate and discuss the processes of policy development in comparative terms, with an emphasis on the role of actors in civil society.

Key Learning Outcomes:

- Discuss different approaches to Canada-US relations.
- Describe the key events, changes over time, and the current state of Canada-US relations.
- Think critically and write about an issue in Canada-US relations.
- Evaluate the effectiveness of policy or inter-state issues in Canada-US relations.
- Participate in a presentation about the history, context, or ideas of a Canada-US issue.
- Analyze current policy and political issues between Canada and the US.
- Discuss a current Canada-US issue in historical context.

Course Timeline:

1. **Early to Mid-September:** Students will read through all project proposals and will rank their top 3 projects. After being matched, each student group will connect with partners by email to schedule an initial meeting.
2. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November 3-9:** Reading Week (students on break).
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **Early December:** Students will wrap up projects and share deliverables with partners.

Key Numbers:



- Estimated Student Enrollment: 50
- Students Per Project Group: 2-5
- Number of Project Groups: 2-3
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 10

Past Project Examples:

- Researching and drafting a written report and infographic on funding programs available to those living with chronic, long-term disabilities in Canada and the US | *Every Canadian Counts*.
- Investigating how to support patients who often need to travel to the US for care through a written report, 1-page summary document for patients, and a proposal presentation to share with rare disease organizations | *Loeys-Dietz Syndrome Foundation of Canada*.
- Analyzing the key differences between Canada and the US when it comes to sexual and reproductive health and rights through an environmental scan, literature review, and written report with visuals | *Sexual and Reproductive Health and Rights Hub*.



POLS 3390F: Politics of AI

Format: 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:

1. **Early to Mid-September:** Students will read through all project proposals and will rank their top 3 projects. After being matched, each student group will connect with partners by email to schedule an initial meeting.
2. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November 3-9:** Reading Week (students on break).
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **Early December:** Students will wrap up projects and share deliverables with partners.

Key Numbers:

- **Estimated Student Enrollment:** 50
- **Students Per Project Group:** 2-5



- Number of Project Groups: 2-3
- Weekly Project Hours Per Student: 2
- Weeks of Project Work: 10

Past Project Examples:

- Conducting literature review of systematic barriers facing BIPOC youth in Ontario, developing a source database, and producing an AI-fueled content creation guideline demonstrating how AI can be used ethically to co-create inclusive, youth-friendly mental wellness resources | *mindyourmind*.

INTEGSCI 3002A: Science in Your Community**Format:** Project**Faculty:** Science**Student Level:** 3rd Year**Faculty Instructor:** Dr. Christina Booker (cbooker2@uwo.ca)**Course Description:**

Make an impact in your community through this experiential learning course. Engage with a local company or non-profit organization to advance scientific literacy and help them address scientific problems. Mentor and inspire newer undergraduates. Examine the impact of science in communities across the globe. Construct evidence-based responses to scientific issues.

Key Learning Outcomes:

- Relate interdisciplinary knowledge to various fields of research, practice, and policy in the community.
- Explain scientific arguments to both scientific and general audiences.
- Identify and describe specific local and/or social issues, explain governing structures and social policies that impact them, and identify barriers to implementing change.
- Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended aims.
- Describe the compositions of diverse populations and inequalities among those populations.

Course Timeline:

1. **Early to Mid-September:** Partners will visit class and present their project proposals for students to ask questions. Following class, students will rank their top 3 projects.
2. **Late September:** After being matched, each student group will connect with partners by email to schedule an initial meeting.
3. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
4. **November 3-9:** Reading Week (students on break)
5. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.



6. **Early December:** Students will wrap up projects and share deliverables with partners.

Key Numbers:

- **Estimated Student Enrollment:** 30
- **Students Per Project Group:** 4-5
- **Number of Project Groups:** 7-8
- **Weekly Project Hours Per Student:** 2
- **Weeks of Project Work:** 10

Past Project Examples:

- Disseminating an ecology/biology topic through preparing a plan and impact assessment, conducting scientific research, and presenting findings in a creative way | *Nature London*.
- Producing a map of city-owned land that could potentially be used for urban agriculture and a document of networks of community Food Hubs across the city | *Urban Roots*.
- Aggregating and analyzing data from a survey following the initial stages of the Youth Diabetes Awareness Initiative | *IDHC Health*.

BIO 4920F: Seminar in Biology**Format:** Project**Faculty:** Science**Student Level:** 4th Year**Faculty Instructor:** Dr. Graeme Taylor (gtaylor8@uwo.ca)**Course Description:**

This course is intended for students to further develop the skills necessary to search, understand, synthesize, discuss, and present (orally and written) the published literature on topics in biology. This course offers students the opportunity to think broadly about biology, both its results and scientific process. This course gives students the opportunity to practice several different kinds of communication and critical thinking, and gives students opportunities to mobilize their acquired knowledge through educating others on various topics of biology through community partnerships.

Students will work with community organizations that have a biological focus (i.e. conservation, zoology, marine biology, agriculture, ecology, environment, etc.) to research in detail a particular issue of importance to the organization and of interest to the student. It is our hope that the research will culminate in knowledge mobilization through designing and delivering a lesson or creating educational materials.

Key Learning Outcomes:

- Apply scientific knowledge of biological problems to real-world settings and contexts.
- Explain biological ideas and concepts through written and oral communication.
- Adapt communication and/or behaviour to match a wide range of unique audiences/demographics.
- Communicate a scientific concept to the public at large, be they professionals in your communities or be they 5-7 year-old students.

Course Timeline:

1. **Early to Mid-September:** Students will read through all project proposals and will rank their top 3 projects. After being matched, each student group will connect with partners by email to schedule an initial meeting.
2. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November 3-9:** Reading Week (students on break)
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.



5. **Early December:** Students will wrap up projects and share deliverables with partners.

Key Numbers:

- **Estimated Student Enrollment:** 20
- **Students Per Project Group:** 3-4
- **Number of Project Groups:** 6
- **Weekly Project Hours Per Student:** 3
- **Weeks of Project Work:** 8

Past Project Examples:

- Creating age-directed, interactive STEM lesson plans for children through research and knowledge translation | *Let's Talk Science*.
- Compiling research documents on various topics to support the "Beyond Climate Action: Urban Agriculture improves environmental conditions in the city and builds biodiversity" report | *Urban Roots*.
- Communicating to the public through a survey and report that a new flushable logo on packaging is the only way to know a product is safe for sewer use disposal | *City of London*.

Full Year Courses

September 2025-April 2026

ARTHUM 4490X: Experiential Learning in the Arts and Humanities**Format:** Project or Placement**Faculty:** Arts and Humanities**Student Level:** 4th Year**Faculty Instructor:** Dr. Barbara Bruce (bbruce2@uwo.ca)**Course Description:**

SASAH's experiential learning course asks students to work individually or in groups for an organization (either local or international) committed to building a resilient community through arts and culture or with an eye to understanding the impact of arts and culture on other fields of knowledge and practice. A key focus of the course is personal resilience in relation to the resilience of both natural systems or environments and social organizations. Specifically, we will explore and implement the idea and experience of cultural resilience as the inspiration for creativity, change, and renewal across systems, environments, and organizations. Students will work both individually and/or in small groups on a set of assigned tasks for a community organization decided in advance between the organization, Western Student Experience's CEL team, and the SASAH Experiential Learning Coordinator. Together, they will establish the overarching proposal and goals for the placement, with an eye toward a final outcome of benefit to the broader community.

Key Learning Outcomes:

- Work both autonomously and collaboratively with the designated organization to identify environmental and/or social needs and problems specific to local and/or international communities.
- Cultivate and exercise both personal and group resilience toward helping communities draw upon their innate and often unexplored capacity for cultural resilience.
- Curate and analyze relevant research materials to best understand and put into practice the content and context of the group's investigation.
- Organize and formulate a report and/or related group/community outcome that provides a working answer to a central query or closely related set of queries.
- Where applicable, devise and deliver a plan for sharing research findings with a relevant academic and/or public audience whose social benefit is the project's primary concern.

Course Timeline:

1. **Mid-September:** Students will be matched with partners based on topics of interest.
2. **Mid-late September:** Partners will meet with students to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November 3-9:** Reading Week (students on break).
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **Early December:** Students in single-term placements will wrap up final deliverables and share them with partners.
6. **Late December-Early January:** Winter Break.
7. **February 14-22:** Reading Week (students on break).
8. **April:** Students wrap up final deliverables and partners are invited to students' final CEL presentations.

Key Numbers:

- **Estimated Student Enrollment:** 2-3
- **Students Per Project Group:** 1-3
- **Weekly Project Hours Per Student:** 6-8
- **Weeks of Project Work:** 15-30

Past Project Examples:

- Researching volunteer programs across the non-profit sector to assist in developing greater volunteer retention to help operate organization's Free Store; supporting in-person holiday program by meeting with and assisting visitors at the event, and by supporting volunteers to help increase their operational efficiencies; maintaining website and uploading updated digital content (e.g., videos) | *Lifespın*.
- Designing and facilitating a financial literacy workshop to correspond with the organization's project fundraising workshop for their Youth Taking Action program; participating in organization's contributions to International Day for the Elimination of Racial Discrimination, in collaboration with multiple organizations in the London community | *Cross Cultural Learner Centre*.

MULTI 4400Y: Scholar's Electives Capstone**Format:** Project**Faculty:** Multidisciplinary**Student Level:** 4thYear**Faculty Instructor:** Associate Deans across various faculties**Course Description:**

This capstone course is designed to capitalize on the knowledge and skills you have learned through your undergraduate degrees and challenge you to apply them within a real-world setting in a community-based project with an interdisciplinary team, as well as enhance your communication skills through presentations to a lay audience. Students will be required to work in interdisciplinary teams under the supervision of community partners to complete projects that meet community-identified needs. Students will also participate in reflective practice strategically aligned to relate and contribute to their community engagement component.

Key Learning Outcomes:

- Relate degree/discipline specific content to various fields of research, practice, and policy.
- Enact strategies for building and maintaining reciprocal collaborations and partnerships.
- Adapt oral and written communication and/or behaviour to match unique audience/demographic.
- Apply content knowledge to real-world settings and contexts.

Course Timeline:

1. **Early November:** Partners will visit class and present their project proposals for students to ask questions. Following class, students will rank their top 3 projects.
2. **Mid-November:** After being matched, partners will meet with student groups virtually to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **Late December-Early January:** Winter Break.
4. **Mid-January:** Partners are invited to visit class to watch students' project proposal presentations and provide feedback.
5. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
6. **February 14-22:** Reading Week (students on break).
7. **Late March:** Students wrap up projects and partners are invited to students' final CEL presentations.



Key Numbers:

- Estimated Student Enrollment: 22
- Students Per Project Group: 4-5
- Number of Project Groups: 6
- Weekly Project Hours Per Student: 2-4
- Weeks of Project Work: 10

Past Project Examples:

- Creating a digital community survey about how urban agriculture can be strengthened within London along with a report on the survey feedback | *Urban Roots*.
- Creating an event plan for an annual gala / signature fundraising event along with an Annual Project Plan outlining the business of the committee for 12 months | *Suicide Prevention Middlesex London*.
- Investigating the landscape of homelessness in London via an in-depth ethnographic lens along with data analysis and recommendations for community and political interventions | *Purple Hands UWO*.

MME 4499: Mechanical Engineering Design Project**Format:** Project**Faculty:** Engineering**Student Level:** 4th Year**Faculty Instructor:** Dr. John Makaran (jmakaran@uwo.ca)**Course Description:**

MME 4499 is the full-year 4th year capstone project course that is the culmination of what students have learned in their program. Students will experience all phases of the engineering analysis, prototyping, testing, and preparation of design documentation. This course is intended to provide students with an opportunity to learn and practice the design methodology and associated soft skills by seeking an engineering solution to a real-life problem. Students will not only be evaluated on technical deliverables, but also on project management, time management, and communication skills.

Key Learning Outcomes:

- Systematically generate an engineering solution that satisfies the requirements and constraints imposed by the design beneficiary.
- Apply and justify the steps involved in the engineering design process by demonstrating critical thinking about the design and design decisions.
- Prepare professional-quality design documentation to include sketches, detail and assembly drawings, bills of materials, schematics, etc.
- Apply communication skills to effectively communicate engineering ideas verbally and in writing.
- Apply design-related skills to include project management as well as the assessment of environmental, legal, ethical, and social implications of the developed design solutions.

Course Timeline:

1. **Mid-September:** Partners will visit class and present their project proposals for students to ask questions. Following class, students will rank their top 3 projects.
2. **Late September:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November 3-9:** Reading Week (students on break).
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **Late December-Early January:** Winter Break.
6. **February 14-22:** Reading Week (students on break).
7. **Mid-March:** Partners are invited to students' final design presentations.



Key Numbers:

- Estimated Student Enrollment: 85
- Students Per Project Group: 3-4
- Number of Project Groups: 10
- Weekly Project Hours Per Student: 2-3
- Weeks of Project Work: 26

Past Project Examples:

- Designing and implementing a water collection and delivery system for the community gardening facility that is non-permanent, easy to store, and aesthetically pleasing | *Hutton House*.
- Designing and building a prototype for a standalone personal mobility assistive device to support the tenant of a lower unit up and down a set of concrete stairs | *Lifespın*.
- Developing a motorized hospital bed prototype to empower a single staff member to efficiently control and maneuver a motorized bed during emergencies, thus ensuring the prompt and secure evacuation of residents | *PHSS Medical & Complex Care in Community*.

OT 9652: Engaging in Occupation: Community & Population Level Practice**Format:** Project**Faculty:** Health Sciences**Student Level:** Graduate**Faculty Instructor:** Dr. Carri Hand (chand22@uwo.ca)**Course Description:**

This occupational therapy course aims to prepare students to work with organizations and communities, oriented toward change and social justice. During the academic year, small groups of occupational therapy students will work with community organizations on projects that will assist the organization to better meet the needs of the population they serve. The projects are not required to directly relate to occupational therapy, however, the student groups will bring an occupational therapy lens to the projects, which may focus on the importance of meaningful activities, how to promote engagement in meaningful activities in the population that the organization serves, a focus on equity in the service provision, how to better meet the needs of people with disabilities, how to structure environments to meet the needs of the users, or others.

The overall goals of the collaboration are to provide a benefit to the organization and to help the students learn about working toward change within community organizations. Students are not expected to fulfill day-to-day or ongoing roles at the organization, such as a volunteer or staff member might perform. Instead, their project will result in a deliverable that the organization can use moving forward.

Each student group will form a relationship with an organization and develop the project together. Organizations do not need to have a project in mind in order to work with a student group - part of the process may be to collaboratively set goals. The students would learn about the organization's needs, issues or goals and collaboratively develop and implement a plan, as well as provide the organization with resources that will enable continued implementation and sustainability. The scope of the project will be determined by the student's and partners available time and resources.

Course Timeline:

1. **Mid-September:** Partners will visit class and present their project proposals for students to ask questions. Following class, students will rank their top 3 projects.
2. **September 12 (or shortly after if unavailable):** Partners will meet with student groups virtually to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **November-December:** Clinical placements (students on placements with minimal time to work on CEL projects).



4. **November 3-9:** Reading Week (students on break).
5. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
6. **Late December-Early January:** Winter Break.
7. **Mid-February:** Students wrap up final deliverables and partners are invited to the community project showcase.

Key Numbers:

- **Estimated Student Enrollment:** 92
- **Students Per Project Group:** 5-6
- **Number of Project Groups:** 16
- **Weekly Project Hours Per Student:** 2
- **Weeks of Project Work:** 13

Past Project Examples:

- Conducting an assessment of partner offices and making recommendations to encourage dementia-friendliness, accessibility, and inclusivity.
- Conducting an environmental scan of programs being offered in Canada, England, and USA to inform program development, and developing a chair-based exercise and cardio drumming-based exercise program.
- Creating flashcards and a wellness workbook to provide children in grades 4-5 with strategies to cope with and manage their anxiety.
- Developing programs for a young mother wellness program.

DAN 9330: Project Management**Format:** Project**Faculty:** Social Science**Student Level:** Graduate**Faculty Instructor:** Ajit Unnithan (ajit.unnithan@uwo.ca) and Abbas Alimorad (aalimora@uwo.ca)**Course Description:**

In this course, students will take the theories and analyses they've learned in Project Management and apply these to a real-world challenge for the benefit of the community. This can be a non-profit or even a small business.

Key Learning Outcomes:

- Apply the principles of Project Management to everyday life, from clinical research to social housing, from business transformation to construction, and from oil exploration to product development.
- Perform more effectively in a project environment.
- Demonstrate expertise in the five process groups and ten knowledge areas.
- Analyze information in a continuously changing managerial environment.
- Appraise and manage a project team in a way that project desired outcomes are produced.
- Write and pass the Certified Associate in Project Management (CAPM) exam.

Course Timeline:

1. **Late November:** Students will be matched into project groups by course instructors. CEL Coordinators will email partners to introduce student groups.
2. **Early to Mid-December:** Partners will meet with student groups to complete the Student and Community Partner Expectations Agreement and define project deliverables.
3. **Late December-Early January:** Winter Break.
4. **Ongoing:** Regular virtual or in-person check-ins between students and partners as outlined in the Student and Community Partner Expectations Agreement.
5. **February 12-22:** Reading Week (students on break).
6. **April:** Students will wrap up projects and share deliverables with partners.

Key Numbers:

- **Estimated Student Enrollment:** 54
- **Students Per Project Group:** 5-6



- Number of Project Groups: 10
- Weekly Project Hours Per Student: 5
- Weeks of Project Work: 10

Past Project Examples:

- Creating a social media plan, website development plan, and client-sourcing plan for 1-year and 5-year timelines | *Gamespeed Data*.
- Creating a social media plan with planned content including models and examples of newsletters to highlight the work at the centre for patients and caregivers | *Mary J. Wright Child and Youth Development Clinic*.
- Revitalizing the website, seeking out fundraising opportunities, and helping the organization to gather targeted impact feedback | *Daya Counselling Centre*.