# Request for Partnership Proposal: Community-Engaged Learning Course

## Deadlines

**May 13, 2022:** For Fall courses, and full-year courses with a CEL component that starts in Fall semester.

**September 16, 2022:** For Winter and Summer courses, and full-year courses with a CEL component starting in Winter semester.

## Background

Thank you for your interest in community-engaged learning!

The following form is intended for instructors at the University of Toronto who would like to integrate community-engaged learning (CEL) into their teaching, and who would like assistance from the Centre for Community Partnerships (CCP) with arranging partnerships with community organizations. This form will assist us in helping you. After we have received your form, we will follow up to discuss next steps.

For the CCP, a “community-engaged learning” initiative has the following qualities:

1. It takes place in partnership with a community, or a grassroots, non-profit or public organization
2. It responds to community-defined priorities
3. It is reciprocal so both the community partner and the students benefit from the engagement
4. Students undertake reflection that connects their community engagement to the learning outcomes of the initiative

#### COVID19 and Remote CEL

COVID19 presents both challenges and opportunities for CEL. Some non-profit organizations may be identifying ways that students could provide them support. Many organizations and communities continue to face considerable human resource, financial, and program and service delivery challenges. Organizations may have limited capacity to create new opportunities for students.

#### Recommended CEL Models

We are recommending that instructors devise their CEL courses so that students are assigned in groups to community partners, rather than one student-one partner. There are three models for CEL that can work well in the current circumstances:

* In the consultation model, students collaborate on solutions to partner-identified challenges.
* In the project model, students engage in virtual work on project tasks identified by community partners.
* In the one-on-one model, organizations pair students with clients.

We have also detailed various ways for integrating community engagement beyond our definition of CEL. For more information on these models and tips for CEL course design, please see [Community-Engaged Learning in Online Spaces: A Guide for Instructors](https://studentlife.utoronto.ca/wp-content/uploads/Remote-CEL-Guide-for-Instructors.pdf) and [Community partnerships and CEL Course strategies in COVID Times: A Guide for Instructors](https://studentlife.utoronto.ca/wp-content/uploads/Community-Partner-Engagement-and-CEL-Course-Strategies-in-COVID-Times.pdf). The Centre for Community Partnerships will work with you to determine what model(s) of engagement might best assist you in achieving your learning objectives for your students, and to determine whether and what opportunities are available.

#### Submitting your request

If you do not require community placements for your students, but you would like our support with finding community co-instructors or guest lecturers, you do not need to complete this form. For those requesting placements, please complete the form below. Requests for supports and completed forms can be sent to **Rebs Lee**, Student Programs Administrator: [rebeccav.lee@utoronto.ca](mailto:rebeccav.lee@utoronto.ca).

## Course Details

#### Instructor name:

#### Instructor email address:

#### Course code and title:

#### Description of course (100 words):

Please avoid academic jargon and use plain, community-friendly language. This text will be used to communicate with potential community partners.

#### When will the course run?

Please note that the deadlines to request partnership support for 2021/2022 courses has passed. At this time we can consider requests for support for 2022/2023 courses.

## Engagement Details

**How many students would you ideally like to see undertaking a CEL option?**

**Would you prefer students to be working in groups? If so, how many groups and how many students per group would be ideal?**

**Please describe the model you would use to engage students in virtual community work? Please refer to the models described above.**

**What will students ideally learn from this community engagement experience?**

**What kinds of knowledge, skills and experience will students bring to the engagement experience?**

**What's the approximate number of total hours you would like your students to engage over the duration of the course?**

**When would you like your students to start and finish their community engagement?**