## Michäelle Jean Centre for Global and Community Engagement – Continuum of Engagement Options

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<th>Initiatives</th>
<th>Academic Year</th>
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<tr>
<td>Extracurricular Volunteering</td>
<td>Sept – Dec</td>
<td>From 1 hour to x hours</td>
<td>• Students propose placements to be entered in the Community Engagement (CE) Navigator or take volunteer position(s) offered on the CE Navigator. • Placements are on or off campus. Time commitment can sometimes be negotiated between students and community partners, though students may have to commit to a minimum number of hours. • Generally aligned with areas of interest/causes.</td>
<td>• Develop employability skills (e.g., soft skills, research, communication in work environment, teamwork) • May deepen knowledge of one’s area of study • Develop personal and/or professional networks • Deepen understanding of community and of other cultures</td>
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<tr>
<td>Community Service Learning</td>
<td>Jan - April</td>
<td>30 hours per term (fall – winter) / 20 hours (summer)</td>
<td>• Part of classroom learning • Usually carried out over one term • Apply concepts learned in class • Optional — except for Faculty of Medicine &amp; Faculty of Education</td>
<td>• Develop employability skills (e.g., research, communication in work environment, teamwork) • May deepen knowledge of one’s area of study • Develop personal and/or professional networks • Deepen understanding of community and of other cultures</td>
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<tr>
<td>TD Environmental Leaders Program</td>
<td>May - June</td>
<td>30 hours over 3 to 4 months</td>
<td>• Satisfy interest in or raise awareness of environmental sector • Pre- and post-service training • Develop employability skills (e.g., communication) • Group projects (6 to 15 students, ideally 10 to 15) • Opportunities to present project results to a broader audience (e.g., general public)</td>
<td>• Develop project management and leadership skills • Satisfy interest in or raises awareness of environmental sector • Improve communication skills • Develop ability to work in multidisciplinary team • May deepen knowledge of one’s area of study • Develop personal and/or professional networks.</td>
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<tr>
<td>Alternative Student Break</td>
<td>July - August</td>
<td>Less than 30 hours (Oct. &amp; Feb. reading weeks) (local)</td>
<td>• Group projects (from 6 to 20 students with a team leader) with orientation and debriefing</td>
<td>• Improve communication skills • Develop ability to work in multidisciplinary team • May deepen knowledge of one’s area of study • Develop personal networks</td>
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<td>International/Students for Canada’s North</td>
<td></td>
<td>Varies</td>
<td>• International: Centre has facilitated placements in the past (e.g., Taiwan, China). Specific projects with faculties and services. • Community engagement scholarships facilitate student participation • Pre-departure training and debriefing offered + Blackboard Learn module on preparation, health, safety, ethic of service, cultural adaptation, reverse culture shock and reflection (before, during and after). Additional face-to-face sessions on health and safety. • North: Scholarships offered to work in the North building on existing or new partnerships</td>
<td>• Develop project management and leadership skills • Satisfy interest in a specific location in the North or abroad • Develop intercultural adaptation skills • May deepen knowledge of one’s area of study • Develop personal and/or professional networks</td>
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**Outcomes**

- Develop employability skills (e.g., soft skills, research, communication in work environment, teamwork)
- May deepen knowledge of one’s area of study
- Develop personal and/or professional networks
- Deepen understanding of community and of other cultures

**Characteristics**

- Develop personal and/or professional networks
- Deepen understanding of community and of other cultures
- Develop project management and leadership skills
- Satisfy interest in or raises awareness of environmental sector
- Improve communication skills
- Develop ability to work in multidisciplinary team
- May deepen knowledge of one’s area of study
- Develop personal and/or professional networks

**Placement**

- Part of classroom learning
- Usually carried out over one term
- Apply concepts learned in class
- Optional — except for Faculty of Medicine & Faculty of Education
- Group projects (from 6 to 20 students with a team leader) with orientation and debriefing

**Volunteering**

- From 1 hour to x hours
- Generally aligned with areas of interest/causes.

**Environmental sector**

- Satisfy interest in or raise awareness of environmental sector
- Pre- and post-service training
- Develop employability skills (e.g., communication)
- Group projects (6 to 15 students, ideally 10 to 15)
- Opportunities to present project results to a broader audience (e.g., general public)

**Time commitment**

- 30 hours per term (fall – winter) / 20 hours (summer)
- Less than 30 hours (Oct. & Feb. reading weeks) (local)
- Varies
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| Living Learning Communities (in residences - first year student) – implemented in collaboration with Housing Service |               | From 1 hour to x hours| • Flexible time commitment — negotiated between students and community partners; students may have to commit to a minimum number of hours.  
• Students explore leadership and volunteering by developing and implementing volunteer projects  
• Thematic approach: Environment & Sustainability, Health & Wellness, Social Justice & Politics, Community Building & Youth Empowerment | • Develop interpersonal skills (e.g., communication)  
• May deepen knowledge of one’s area of study based on four themes (see right)  
• Increase awareness of surrounding community  
• Strengthen sense of student belonging |
| Days of Service                                      |               | Less than 1 day       | • Group projects (4 to 20 students with a team leader)  
• Short-term volunteer opportunities — less than a day  
• Responds directly to a community partner need  
• Meant to be a social and fun volunteer experience, giving students hands-on experience in the community. | • Develop interpersonal skills (e.g., communication)  
• Meet new people or develop personal networks.  
• May deepen knowledge of one’s area of study  
• Increase awareness of community  
• Strengthen sense of student belonging |