As Fr. Sosa, SJ, suggests, educating for justice requires several considerations, from working with the most vulnerable in our society, to training for a critical conscience and constructive, solution-oriented dialogue. In this regard, teaching and learning requires creativity, imagination, and connection with the world around us. In CELTS, we exist at the intersection of engaged learning, teaching, and scholarship that transforms education into the creative action of students, faculty, and community partners.

CELTS serves as a connector, convener, and catalyst for innovation in learning and teaching through community-based learning courses and high-impact learning programs. As one of the teaching and learning centers on campus, as well as a community partnerships center, CELTS often serves at the intersection of faculty, students, and community partners actively engaging together toward a public good and a more just society.

In addition to implementing the Engaged Learning University Requirement, CELTS facilitates high-impact learning programs with faculty, community partners, and students through academic internships, learning portfolios, service-learning, and undergraduate research. In the Ignatian tradition, learning is both experiential and connected to the community. As students engage in hands-on experiences through community-based learning, research, and reflection, they learn in new, deep, and different ways. CELTS supports faculty as they recast their teaching and learning to engage students in real-world problems and experiences, transforming their classroom spaces. CELTS supports community partners to share their knowledge, skills, and experiences with our Loyola students, as they become co-educators and co-creators of learning in the community. CELTS offers students robust experiential opportunities to bring their learning to life through high impact learning programs and Engaged Learning courses across the curriculum.

Through the CELTS programs, courses, and initiatives, teaching and learning transforms faculty, students, and community partners, as they become co-learners and co-teachers in this shared space. The walls of the classroom break down barriers opening up learning and teaching into the community. In this annual report, you will find samples of community-engaged teaching and learning, as well as high-impact learning, through the voices of students, faculty, and community partners. Reflective narratives, coupled with featured highlights, reveal the breadth and depth of engaged teaching and learning at Loyola University Chicago—reminding us how learning transforms us and strengthens our communities.

Inviting you to sit at the center with us,

Patrick M. Green, EdD
Executive Director, Center for Engaged Learning, Teaching, & Scholarship (CELTs)
Director, Engaged Learning University Requirement
Clinical Assistant Professor, School of Education
AT THE CENTER

Our overall experience with Loyola interns and volunteers is that they are smart, motivated, and interested. They bring new ideas and (especially needed) technical skills to our organization and help us increase our outreach and services.”

CHRISTINA VERDIREAM, CIPOLLA LAW GROUP

At the Center of...
Connecting Faculty, Students, and Community Partners Together

The programs, courses, and initiatives emerging from CELTS sit at the intersection of three constituencies: faculty instructors, undergraduate and graduate students, and community partners. We connect faculty, students, and community partners together, and our work with each of these three audiences is intentional and strategic.

Through a variety of engaged learning courses and high-impact learning programs, the CELTS team links faculty and students with community partner organizations and experiences throughout the Chicago community and beyond. We promote community opportunities to students, and we facilitate faculty programs to support their teaching and learning in the context of Engaged Learning courses.

“The work that I have done at my internship actively strengthens and builds bridges throughout the Rogers Park and Chicagoland community. Looking out for others is at the foundation of the Jesuit tradition and Loyola’s values.”

CARINNE JARVIS, ’22, BIOLOGY

“CELTS found a great community partner to participate in our engaged learning course on Requirements Analysis and Communication. That organization has even become a repeat client in our course! Our students love working on real projects for real clients, particularly when that client is a non-profit doing good in the Chicago community. Thank you CELTS for maintaining relations with many community partners.”

GEZINUS J. HIDDING PHD, ASSOCIATE PROFESSOR INFORMATION SYSTEMS, QUINLAN SCHOOL OF BUSINESS

CELTS Mission

Advancing Loyola’s Jesuit, Catholic mission of “expanding knowledge in the service of humanity through learning, justice, and faith,” the Center for Engaged Learning, Teaching, and Scholarship (CELTS) is a teaching and learning center that sits at the intersection of innovative experiential learning pedagogy, community-engaged learning, and the scholarship of engagement.

The goal of CELTS is to foster community-engaged, high-impact experiential learning in collaboration with undergraduate and graduate students, faculty, staff, and community partners. Through this collaboration, each participant serves as a co-educator, developing creative pedagogical approaches and producing scholarly initiatives focused on teaching, learning, and community engagement.

CELTS
Center for Engaged Learning, Teaching, & Scholarship
At Loyola University Chicago, engaging in the community and research inside and outside the classroom is part of the curriculum. All undergraduate students are required to complete a three-credit Engaged Learning course, a University requirement which includes a structured learning experience integrated into a course that engages students in learning outside the classroom. This learning happens through community-based learning, engaging with a non-profit community organization, interning at a professional organization, or delving into a research project.

The Center for Engaged Learning, Teaching, and Scholarship (CELTS) supports faculty in the creation and development of Engaged Learning courses, connecting students and community partner opportunities while facilitating critical reflection opportunities on their experiences. Each year, new Engaged Learning courses are offered to students, and the CELTS team promotes and assists with the development of the new courses to create new opportunities for Loyola students.

“CELTS is the backbone of my teaching practice. I loved learning more about public spaces project work, and I brought that inspiration into my Ignatian Design Thinking course. Patrick Green’s visit to Ignatian Design Thinking helped all of us understand how to bring more hope into our design work.”

STACY NEIER BERAN, PHD, SENIOR IGNATIAN LECTURER, QUINLAN SCHOOL OF BUSINESS

This experience allowed me to think critically and outside the box. This opportunity allowed us to apply the concepts and ideas taught in class and use it in a hands-on experience.”

SHOAIB HAQ, ’24, HEALTHCARE ADMINISTRATION

5 Categories of Engaged Learning Courses
- Service-Learning
- Academic Internship
- Undergraduate Research
- Fieldwork
- Public Performance

583 Engaged Learning courses offered across summer 2021, fall 2021, and spring 2022

6,719 Loyola students participated in Engaged Learning courses across 2021-2022

At the Center of...
Creating Innovative Courses and Active Learning Inside and Outside the Classroom

From promoting courses to answering questions and connecting to experiences across Chicago, CELTS is the faculty and student resource for the Engaged Learning University requirement. The CELTS team provides resources for faculty and students to identify community partnerships and opportunities, as well as critical reflection resources, research opportunities, and teaching and learning strategies for Engaged Learning course development.
Since its beginning, CELTS has offered a variety of educational development programs for faculty to enhance their teaching and learning strategies, to train them in experiential learning strategies, and to support their high-impact learning courses. From book groups to seminar series of workshops, from speakers to faculty panels, from affinity groups to communities of practice, the Center for Engaged Learning, Teaching, and Scholarship facilitates numerous teaching and learning programs.

“The various programs that I have been involved with provided current resources and relevant research; contacts and connections for networking, and language to revitalize my teaching pedagogy and better meet the needs of students.”

DEBORAH WATSON, CLINICAL ASSISTANT PROFESSOR, INSTITUTE OF PASTORAL STUDIES

**Programs**

**Specifications Grading and Assessment Innovation**

Faculty discussed innovative approaches to grading that retain rigor, connect to learning outcomes, address issues of implicit bias, and motivate students to learn and excel. The group engaged with approaches to grading such as Specifications Grading, anti-racist grading, and peer review.

**STEM Faculty Learning Community**

STEM Faculty gathered to discuss and explore active learning strategies and challenges unique to their classrooms.

**Faculty Certificate in Experiential Learning**

This educational development program for Loyola’s faculty builds strategies in teaching experiential learning courses. Various workshops focused on integrated course design, implementing experiential learning, working with community partners, and facilitating critical reflection.

**Engaged Learning Community of Practice**

Instructors teaching Engaged Learning courses discussed different approaches to the various categories of Engaged Learning, creating engaged teaching and learning spaces, working with community partners, and developing robust techniques for teaching their courses.

**Reflection Practices in the Experiential Classroom**

Reflection is a key element of experiential learning, and this group focused on best practices and design of robust reflection activities in the classroom, especially around integration of experiential learning practices.

**Activist Academic Reading Group**

The group discussed how scholars can integrate their academic identities, scholarship, teaching, and service with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics.

"Discussions with peers in CELTS reading groups has inspired me to rethink my approach to pedagogy and my practices in online and face-to-face classrooms, to rethink how I see myself as an (activist) educator, and most importantly it inspired me to reflect upon and reconsider my teaching, learning, and research practices."

MEGHAN DOUGHERTY, PHD, ASSOCIATE PROFESSOR, SCHOOL OF COMMUNICATION

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"Through the fascinating topics and interactions with my colleagues’ research, I grew a great deal pedagogically and as a director."

SANDRA KAUFMANN, DIRECTOR OF DANCE, COLLEGE OF ARTS AND SCIENCES

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At the Center of...

Supporting Faculty Pedagogy and Practice

In the Last 5 Years CELTS Offered

- 56 different types of seminars, workshops, affinity groups, and consultation services
- 4,000+ hours of faculty support, development, and consultation
- 8 nationally recognized expert presenters offered faculty development programs

faculty participants in development events, reading groups, and the seminar series in 2021-22

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COMMUNITY PARTNERSHIPS

Reflecting on the past year generates a revitalized excitement for the progression of our outreach and engagement efforts with various community partners. As society continues to emerge from the effects of the pandemic, we have strived to maintain and expand the numerous community partnerships that are central to CELTS’ work. From reconnection to new connections, our community partners continue to provide exceptional opportunities to engage our students in rich learning experiences, both virtually and in-person. Our community partners share our excitement to engage through new on-site volunteer opportunities, internships, project-based work, and site visits.

As we move forward, we are excited to continue visiting and connecting with our partners, while forming new partnerships within our shared community.

“At it was enriching for me to work with my student as she reflected on her academic internship at the Kovler Center for Victims of Torture. She used the French that she learned in the classroom at Loyola to help Francophone asylum seekers at the Kovler Center. It was amazing to see in action how learning another language is key to social justice.”

JULIA ELSKY, PHD, ASSISTANT PROFESSOR, MODERN LANGUAGES AND LITERATURE, COLLEGE OF ARTS AND SCIENCES

% of supervisors using various co-education approaches
89% Facilitated student reflection
75% Provided professional development opportunities
84% Had conversations with students about their performance
65% Presented foundational theories or concepts

COMMUNITY PARTNER SURVEY FEEDBACK

% of supervisors reporting student growth in various areas:
Justice-Orientation 72%
Social Engagement 92%
Critical Reflection 86%
Self-Efficacy 95%

800+
Community Partners
100%
of supervisors were satisfied with their Loyola student(s)
In addition to supporting faculty in their research endeavors and connecting them to the undergraduate research and scholarship, the CELTS faculty development programs promote engaged scholarship in which faculty connect their teaching and learning practice with community engagement through research, publishing in scholarly journals, and disseminating their work at professional conferences. The CELTS team facilitates faculty fellowship programs, communities of practice, and research writing programs, out of which scholarly endeavors grow.

Working with a cohort of faculty, the CELTS team facilitates a learning community in which the members develop scholarly projects related to teaching and learning along with community engagement. They meet to provide feedback to each other, as well as to develop innovative approaches to their scholarly work. What emerges from these projects vary from new publications and conference presentations to new community projects and new courses:

**PUBLICATIONS**

Dr. Christine Pajunar Li-Grining, Associate Professor, Psychology, published “Promoting Educational Equity: Embedding Transformative Social and Emotional Learning in Experiential Learning” in Experiential Learning & Teaching in Higher Education.

Li-Grining, Christine P. Roy, Amanda; Uriostegui, Marbella; Radulescu, Maria; Naqi, Zahra; and Boyer, Amanda (2021) “Promoting Educational Equity: Embedding Transformative Social and Emotional Learning in Experiential Learning,” Experiential Learning & Teaching in Higher Education: Vol. 4 : No. 2, Article 18. Available at: https://nsuworks.nova.edu/elthe/vol4/iss2/18

“The CELTS team introduced me to theoretical frameworks and the history regarding engaged learning. This has helped organize my thinking and guide my writing on this topic, which complements my experience with engaged teaching and learning with students.”

CHRISTINE PAJUNAR LI-GRINING, PH.D., ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHOLOGY AND DIRECTOR, CENTER FOR FACULTY EXCELLENCE

Faculty members Sandy Helquist (Chemistry), Susan McCarthy (Business), and Emma Feeney (Biology) co-authored a book chapter on STEM faculty learning communities with Susan Haarman and Patrick Green, CELTS, entitled “Covalent Bonds and Communities of Practice: The Impact of STEM Faculty Communities of Practice.”

**CONFERENCE PRESENTATIONS**

Susan McCarthy (Arrupe College) presented at the Consortium for Illinois Learning Communities with Susan Haarman and Patrick Green on Faculty Learning Communities.

Dr. Seungho Moon presented “The Aesthetics of Complexity and Messiness in Partnerships” at the American Educational Research Association (AERA).


**SCHOLAR-PRACTITIONER PUBLICATIONS**

In addition, the CELTS team contributes to the education field by publishing engaged scholarship on a variety of teaching and learning practices. The CELTS team continues to publish and contribute to the field of teaching and learning, as well as community engagement, through various educational journals and outlets, including:


COMMUNITY-BASED LEARNING COURSES

“The service-learning course allowed me to build strong knowledge about not only the issues in the healthcare system, but also in society. As a Loyola student, it is important to be educated on the prevailing issues that impact our community. This course has taught me to speak up and act in order to make a change.”

**JULIA BOROWSKA, BIOLOGY, ’24**

Service-Learning is a pedagogy and practice that provides a community-based experience integrated into traditional academic coursework. All service-learning courses involve two common elements: 1) Student engagement in a service experience that is responsive to community priorities and aligns with course outcomes; and 2) Structured opportunities for reflection embedded in the course that help students draw meaning from their community-based experiences and connect them to course content. These experiences and critical reflection become an “integrated text” for the course and assist with making learning the subject matter even more dynamic, integrated, and relevant.

Service-Learning is facilitated by the Center for Engaged Learning, Teaching, and Scholarship (CE LTS) through the following hallmarks:

**ENCOUNTER**
The opportunity to build relationships with the residents of our communities is taken seriously. Service-learning is more than completing a task; it is about honoring and appreciating the history, knowledge, and assets of that community and its members.

**ENGAGING THE MATERIAL**
We want students to think critically about how their academic course material is interplaying with their service-learning and lived experiences.

**COMMON GOOD**
We ask students to consider their actions in the community in the context of building toward the common good.

“I have learned so much about how to be a better communicator while at Loyola and that has helped me to excel in my project. Previously, I was busy trying to help people do what I thought they needed to do, but I have learned that through active listening and meeting people where they are and understanding their circumstances makes me a better leader and a better person.”

**ELIZABETH LANG, MANAGEMENT, ’22**
Academic internships at Loyola provide students with the opportunity to integrate academic knowledge with practical application in a professional setting, whether in a for-profit organization, government agency, or non-profit organization. Students benefit from dual structure and supervision, obtaining experience in the community doing meaningful work for their organization and critically reflecting on it in the classroom with their peers.

“Interaction with a serious, mindful, talented, intelligent student under the guidance of an excellent Internship professor/curriculum sets an exceptional example of what the internship process should look like.”

_INTERNSHIP SUPERVISOR KATY WAGNER, HALF A MILLION KIDS_

At the Center of...

**Pre-Professional Experience and Skill Building**

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“During my internship, I have seen my understanding of leadership emerge in my communication. This internship has extremely helped me with learning how to speak on a professional level while also being able to speak my mind”

_TIJANA NIKOLIC, PUBLIC HEALTH, ‘23, UNIVERSITY OF CHICAGO COMER CHILDREN’S HOSPITAL PEDIATRIC DEPT. INTERN_

“Being able to identify the readings with very specific details within Miracle Messages was enriching and allowed me to realize the type of management style and culture I want to work in as I approach graduation and enter into the labor force.”

_VERONICA GARRICK, SPANISH, ‘22, MIRACLE MESSAGES INTERN_
Learning Portfolio Program

"The portfolio helped keep me organized. It also gave me opportunities to reflect on the work I had done. Instead of going from assignment to assignment, I think my courses felt more like a puzzle that I was putting together. I could visualize how one assignment connected with the next one."

DAN LAMOUREUX, HIGHER EDUCATION ’23

At the Center of...

Digital Learning and Critical Reflection

The goal of the Learning Portfolio Program is to provide resources and support for faculty, staff, and students so that they may receive the maximum benefits of learning portfolios. Digication is the University’s official learning portfolio platform.

A learning portfolio is a digital collection of students’ demonstrated knowledge, competencies, and skills represented through learning artifacts. These artifacts are evidence of student learning and growth over time. They may be writing samples, research papers, reflections, photos, videos, blogs, or presentations. Learning portfolios assist students in deepening critical reflections and integrate learning across course concepts, academic disciplines, and co-curricular experiences. By engaging in multi-modal, digital pedagogy, students’ knowledge and skills are made visible through their portfolios and experiences in unique and enriched ways.

“I was given the opportunity to insert myself more fully into course content. I was able to be both educator and student in more than one capacity, leading and participating in course discussions as well as breaking out of traditional writing methods to use personal knowledge and experiences as viable truths.”

MICHELLE PETERS, HIGHER EDUCATION, ’23

Learning portfolios created in Digication during 2021-2022:

- **Total**: 740
- **Created by students**: 678
- **Created by faculty**: 62

Digitally Recipient, Writer, and Learner in Digication environment...
I would highly suggest this program for anyone interested in learning research and leadership skills as well as anyone who wants to make change through evidence-based practice."

SETH HAWKINS-HUISenga, NURsING, '22

Undergraduate research is an integral high-impact learning experience for many students at Loyola University Chicago. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the University engage in mentored research with a faculty, staff, or graduate student mentor through a variety of funded fellowships. Academic year 2021-2022 demonstrated significant growth in research experiences as students returned to research settings on campus and throughout the community. Over 173 students participated in 13 different funded fellowships from summer 2021 through spring 2022. In addition, new funded fellowships were developed to create more research opportunities for Loyola students in the future.

For more information about LUROP Fellowships, visit LUC.edu/LUROP

LUROP Fellowships by the numbers

- 11 Biology Summer Research Fellowships
- 3 Biology Research Fellowships
- 4 Carbon Undergraduate Research Fellowships
- 3 School for Environmental Sustainability Fellowships
- 5 Research Mentoring Program (RMP) Fellowships
- 2 Rudis Scholarships in Political Science
- 5 Women in Science Engaged in Research (WISER) Fellowships
- 2 Hank Center Fellowship for Catholic Intellectual Heritage
- 73 Mulcahy Scholar Fellowships
- 48 Provost Fellowships for Undergraduate Research
- 11 Social Justice Research Fellowships
- 8 Interdisciplinary Research Fellowships
- 5 Center for Urban Research and Learning Fellowship

25 majors represented
57 faculty mentors
173 Loyola students received funded fellowships through 13 different research fellowships

"This project has been so fulfilling. I'm learning so much about this work and excited to get to the point where I can do it safely myself. Truly, nothing has lit a spark in me as much as Theatrical Intimacy in my whole life. I'm learning that I am passionate about more than just performing and creating new art in the world—helping the community I love become a safer place for everyone is just as rewarding."

MAGGIE BITTINGER, THEATRE, '22

"I have learned so much about not only the subject of my research but also about how to manage my time well. I also learned the most about data entry and how to interpret data results. This is probably the area in which I have grown the most."

DANIELLE GREGORICKA-COLBY, PSYCHOLOGY, '22
In collaboration with University Libraries, the Center for Engaged Learning, Teaching, and Scholarship hosted the Undergraduate Research and Engagement Symposium virtually in spring 2022. Students displayed their research and community engagement presentations in a variety of multimedia formats. From video presentations and narrated slideshows, to research posters and learning portfolios, students demonstrated their learning from the past year guided by faculty mentors and instructors. Faculty, staff, alumni, graduate students, and community partners evaluated all of the students’ work, offering yet another opportunity for feedback and learning.

"I have achieved more than I ever imagined possible with this research project. From presenting my project at the HGSA Conference, to signing a license for my graphic novels to be published digitally by the Pritzker Military Museum & Library, and developing connections with military history museums nationwide, these graphic novels have opened so many doors."

MELINA TESTIN, HISTORY, '22

"I have also grown tremendously as a person. Conducting this research also caused me to discover new things about myself. I learned how much I enjoy the research process and how I look forward to finding answers to complex questions."

SARAH STROM, PUBLIC HEALTH, '22

I loved evaluating the student URES presentations. It was actually the highlight of my week. I saw some great and innovative work and it helped me to think about what is of interest to students right now. This is invaluable."

TERESA CALPINO, PHD, LECTURER, THEOLOGY, COLLEGE OF ARTS AND SCIENCES

To see the variety of student presentations, visit https://ecommons.luc.edu/ures/2022/
At the Center of...
Student Engagement
Around Chicago

Academic Internship sites
- 70 students
- 1 student

Undergraduate research sites
- 70 students
- 1 student

Service-Learning sites
- 70 students
- 1 student
The Social Justice Internship Program provides a select group of students the opportunity to complete a two-semester internship experience with a Chicago non-profit organization that specializes in community service, advocacy, and equity for all. In addition to gaining an internship opportunity, students receive a scholarship award which is applied to the cost of tuition. While gaining a unique and impactful internship experience, students are supported by a unique two-semester Social Justice course, focusing on civic engagement, community leadership, and community development.

Over the academic year, students explore what it means to make an impact in their communities throughout and beyond their internship experience. This past year, students interned with Catholic Charities of Chicago, Misericordia Heart of Mercy, Girlforward, ONE Northside, and Forging Opportunities for Refugees in America (FORA).

“I am confident and satisfied with the work I have been able to accomplish, as well as grateful for the people I have been able to meet. I would not trade this once in a lifetime opportunity for anything else.”

ESTHER MARCOS, ADVERTISING & PUBLIC RELATIONS, ‘23

“I can honestly say that I could not have been happier with my internship experience. My experience has taught me so much, not only about immigration but about others and myself. As an immigrant myself, I feel like I have gained a better understanding of myself and I have gained leadership skills in my community.”

DANIELA CABRERA, GLOBAL STUDIES, ‘23

“Thanks to the SJI program, I have gained the confidence to enact change in the LUC community, and have developed a greater sense of pride in my work. All of the individuals who took part in the program allowed me to feel empowered, valued, and seen.”

GISELLE HERNANDEZ, SOCIOLOGY, ‘23
EQUITY AND ACCESS TO OPPORTUNITIES

With this internship I will be able to ensure my success not only in finding a job but also in making a difference in the environmental and political sectors. Receiving this $1500 scholarship lessens the burden of having to choose between my career and my financial circumstances.

BRYAN DOMINGUEZ, ENVIRONMENTAL POLICY, ’22, ENVIRONMENT AMERICA INTERN

Participating in unpaid Engaged Learning opportunities can be a financial burden to students, and CELTS aims to alleviate that burden and increase equity and opportunities for students through the distribution of scholarship and fellowship funds. In conjunction with University and external partners, this year CELTS distributed $610,000 to 232 students in Engaged Learning courses and undergraduate research work. In addition to the Loyola Undergraduate Research Opportunities Program (pp. 18-19) and Social Justice Internship (pp.24-25), we do this through the ASPIRE and Mellon scholarships.

Over $610,000 in funding for student research and academic internship support

**ASPIRE**
- 20 $1500 scholarships awarded ($30,000)

**Mellon**
- 26 $1500 scholarships awarded ($39,000)

**Social Justice Internships**
- 13 $4000 scholarships awarded ($52,000)

**LUROP**
- 173 funded fellowships awarded ($489,000)

**ASPIRE**
In collaboration with the Student Government of Loyola Chicago (SGLC) and the Office of Financial Aid, the CELTS team facilitates the All Students Prosper If Resources Exist (ASPIRE) Scholarship for students engaged in unpaid opportunities connected to their Engaged Learning course.

**MELLON**
Through a grant from the Andrew W. Mellon Foundation, we support students in unpaid academic internships with a focus on the Humanities.

**SELECTED SITES WHERE SCHOLARSHIP WINNERS WORKED**
- PAWS
- Environment America
- Chicago Department of Aviation
- Chemistry, biology, and psychology research labs
- Japan America Society of Chicago
- Loyola Medicine - Burr Ridge
- State Senator Mike Simmons
- Lincoln Park Zoo
- Kane County Coroner
- Chicago Parent Magazine
- Consulate General of Pakistan - Chicago
- Girls Who Code
- Chicago Refugee Coalition
- Heartland Alliance Majorie Kovler Center for Survivors of Torture Program
- Metropolitan Organization to Counter Sexual Assault
- Office of IL Senator Tammy Duckworth
- Reading is Fundamental
- U.S. Department of Homeland Security
- Rush University Medical Center
- Penguin Foot Pottery
- Haymarket Center
- Office of Chicago Alderman Maria Hadden
- Northwestern Cardiac Rehab
- Rainbows for All Children
- Modern Luxury
- Advocate Illinois Masonic Medical Center

At the Center of...
Gaining Experience and Funding Possibilities
EXPERIENTIAL LEARNING (EXPL) COURSES

The Center for Engaged Learning, Teaching, and Scholarship (CELTS) offers a number of Engaged Learning courses for undergraduate students, which provide students from any major the opportunity to engage transdisciplinary courses focused on service-learning, academic internships, and/or undergraduate research. Each course requires students to complete a learning portfolio as the capstone project for the course.

EXPL 390 - Internship Seminar in Organizational Change and Community Leadership

EXPL 390 is a 3-credit seminar course that focuses on organizational and community leadership through an internship. Students work a minimum of 100 hours over the semester in a professional role at their organization, while reflecting on their work experience in the context of organizational and community leadership, civic engagement, and community development. Students construct a learning portfolio to document and present their learning, growth, and connection between course content and their internship experiences.

At the Center of...
Student Leadership in the Community and Student Formation in the Classroom

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EXPL 391 Seminar in Undergraduate Research

This seminar course offers undergraduate students the experiential opportunity to engage in research while building a foundation in research methods. Students may be part of the Loyola Undergraduate Research Opportunities Program (LUROP) through a funded fellowship, or students may be working independently with a faculty mentor (volunteering in a lab or working on a research team). As an engaged learning course, students conduct original research with a faculty mentor and reflect on the research experience in the context of various research paradigms, application of research methodologies, and implications for ethical research. This course provides students the opportunity to develop a formal written research paper, project, and/or poster, preparing to present their research in a professional setting.

"Overall, this class has been a great experience, and I feel that I have gained more confidence in my research skills. I am looking forward to building on what I have learned this semester as I do more research over the summer.”

ANNA BRYANT, PSYCHOLOGY AND CRIMINAL JUSTICE, ’23

"Throughout this course, I have had multiple opportunities to reflect on my own leadership style and personal preferences of work environments. I have developed a deeper understanding of what cultures I thrive in and will use this knowledge as I embark on future opportunities.”

ALISHA SAYANI, HUMAN RESOURCE MANAGEMENT, ’22

At the Center of…

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