MISSION STATEMENT: Advancing Loyola’s Jesuit, Catholic mission of “expanding knowledge in the service of humanity through learning, justice, and faith,” the Center Engaged Learning, Teaching & Scholarship is an undergraduate curriculum center that collaborates with community, staff, and faculty partners, as co-educators, to coordinate, develop support, and implement academic experiential learning for students.

As a curriculum development center at Loyola University Chicago, the Center for Engaged Learning, Teaching, & Scholarship anchors the mission and implementation of initiatives within community-based learning literature and high-impact learning practices (Kuh, 2008). The Center for Engaged Learning, Teaching & Scholarship establishes criteria of practice rooted in the Ignatian Pedagogical Paradigm (IPP), the Council for the Advancement of Standards (CAS), as well as rooted in learning theory, such as Mezirow’s Theory of Transformative Learning (1997, 2001), Kolb’s (1984) model of experiential learning, and Integrated Course Design (Fink, 2013). Fostering both critical service-learning experiences and critical reflection (Dewey, 1908, 1910; Mitchell, 2008; Ash & Clayton, 2009) on those experiences across the curriculum remains a hallmark of Loyola University Chicago’s Center for Engaged Learning, Teaching & Scholarship. Through interrogating issues with a social justice lens, the Center for Engaged Learning, Teaching, & Scholarship vision is to build an education that creates engaged, justice-oriented citizens through integrative learning for community impact.

Goal: Building transformational undergraduate learning experiences at Loyola University Chicago in pursuit of the common good.
CELTS Conceptual Framework References and Resources
For links to scholarly articles, resources and tools that helped shape the Center for Engaged Learning, Teaching & Scholarship conceptual framework, please visit the articles, websites, and resources listed or linked below:

Ignatian Pedagogy: The foundation to the CELTS Conceptual Framework.

Kolb’s Cycle of Experiential Learning

Context

Asset-Based Community Development
Co-Educator Partnership Model
Identity Exploration
Integrated Course Design

Experience

High Impact Learning Practices
Educating for Solidarity
Critical Service-Learning
Mezirow’s Theory of Transformative Learning

Reflection

DEAL Model of Reflection
C2L: Catalyst for Learning ePortfolio research and resources
Rodger’s Framework for Meaningful Reflection
Catholic Social Teaching

Action

Social Change Wheel
Civic Minded Graduate
Ignatian Advocacy

Evaluation

VALUE Rubrics
CAS Standards
Critical Social Justice