



Center for Engaged Learning, Teaching, & Scholarship



The Center for Engaged Learning, Teaching, & Scholarship (CELTS)

CELTS is a center that celebrates **community-engaged teaching and learning** by connecting faculty, students, and community partners for **high-impact learning experiences**.



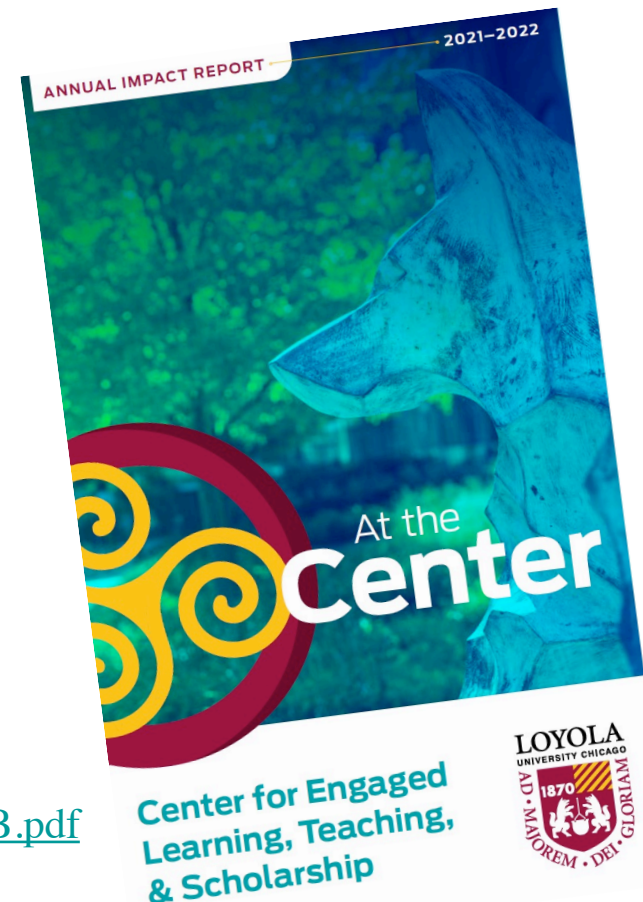
Center for Engaged Learning, Teaching, and Scholarship (CELTs)

High-Impact Learning Programs

- Service-Learning
- Academic Internships
- Undergraduate Research
- Learning Portfolios
(ePortfolios)

Learn more at:

https://www.luc.edu/media/celts/CELT_ImpactReport_2022_WEB.pdf



Service-Learning Courses

- **2,541** Loyola students provided over **91,000** hours of service to the Chicago community
- Over **100** faculty
- **120+** courses in over **30** different academic programs
- **800+** community partner organizations

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



At the Center of...
Linking Community
Wisdom and Classroom Learning

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 (CELTS) 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.



2541 students participated

130 sections of service-learning courses across **30** departments

91,000 +

hours of working and learning in the community

“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 learned that through active listening and meeting where they are and understanding their circumstances, I became a better leader and a better person.”

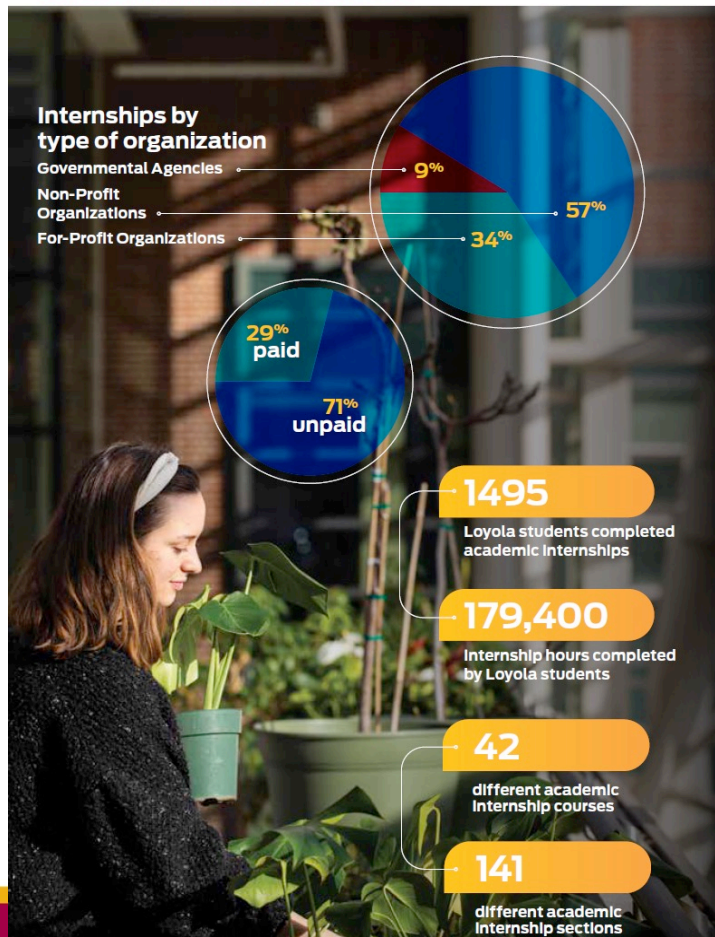
ELIZABETH LANG, MANAGEMENT, '22



Academic Internships

- Over **1,495** students participated in academic internships
- **141** academic internships courses offered in **42** academic programs

ACADEMIC INTERNSHIP COURSES



“ 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

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.

“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



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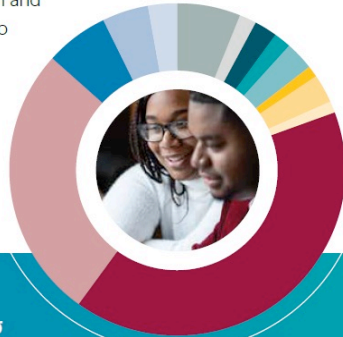
Undergraduate Research Program

- **173** Students engaged in funded research fellowships with a faculty mentor
- **661** students presented at the Undergraduate Research and Engagement Symposium

UNDERGRADUATE RESEARCH PROGRAM

“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



At the Center of...
Guided Mentoring
and Critical Inquiry

25
majors represented

57
faculty mentors

2 New research fellowships developed and launched for 2022-23:
John Grant Fellowships for Research in Bioethics
College of Arts and Sciences Summer Research Fellowships

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

LUROP Fellowships by the numbers

- 11 Biology Summer Research Fellowship
- 3 Biology Research Fellowship
- 4 Carbon Undergraduate Research Fellowship
- 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

“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

173 Loyola students
received funded fellowships through 13

“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,



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Learning Portfolio (ePortfolio) Program

- **678** Students engaged in building an ePortfolio
- **80+** programs with Loyola faculty and staff members used ePortfolio technology in their courses and programs
- Learning portfolios provide space for digital learning and critical reflection

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.

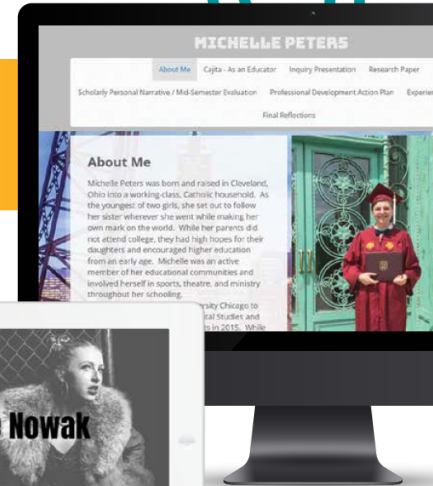
"I was given the opportunity to insert myself more fully into course content. I was able to be both educator and student in more than one capacity, leading and participating in course discussions as well as breaking out of traditional writing methods to use personal knowledge and experiences as viable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

MICHELLE PETERS, HIGHER EDUCATION, '23

Learning portfolios created in Digication during 2021-2022:

740 Total

678 Created by students 62 Created by faculty



Faculty Development Programs
Pedagogy Resources
Critical Reflection Resources
One-on-one Consultations
Experiential Learning Course Design



Faculty Development Programs



Spring 2023 Faculty Development Programming

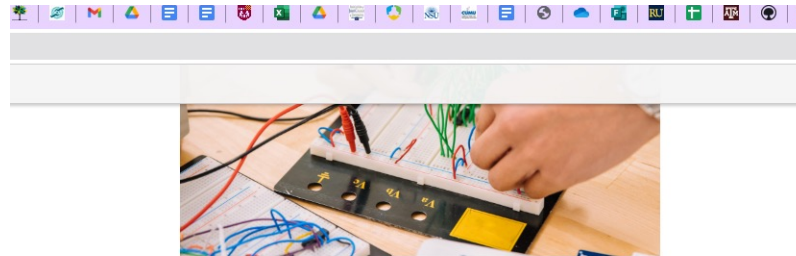
- Faculty Certificate In Experiential Learning
- Ungrading Discussion And Praxis Group
- Stem Faculty Learning Community
- Engaged Learning Community Of Practice





Sign up for our *Engaged Teaching and Learning Newsletter*

<https://www.luc.edu/celts/engagedteachingscholarship/facultydevelopmentprograms/engagedteachingandlearningnewsletter/>



STEM Faculty Learning Community

Wednesday, November 9th, 12pm – 1pm

Faculty Learning Communities are monthly meetings of faculty from STEM disciplines where faculty can discuss the pedagogy best practices and challenges unique to their field, trending issues, and build collegiality. **All meetings in Fall will be held in person in Sullivan 201 and include lunch!**

Sign up [here](#) or email shaarman@luc.edu

CELTS Faculty Programming



Faculty Certificate in Experiential Learning

CELTS offers faculty certificate program for Loyola's faculty to build strategies in teaching experiential learning courses. Faculty will begin by submitting a course syllabus on which they plan to work and enhance with experiential learning the following semester/year. Faculty will be encouraged to engage in 6 workshops; as a culminating project, faculty will share a course syllabus including the experiential learning course elements. Upon completion of the series, faculty participants will:



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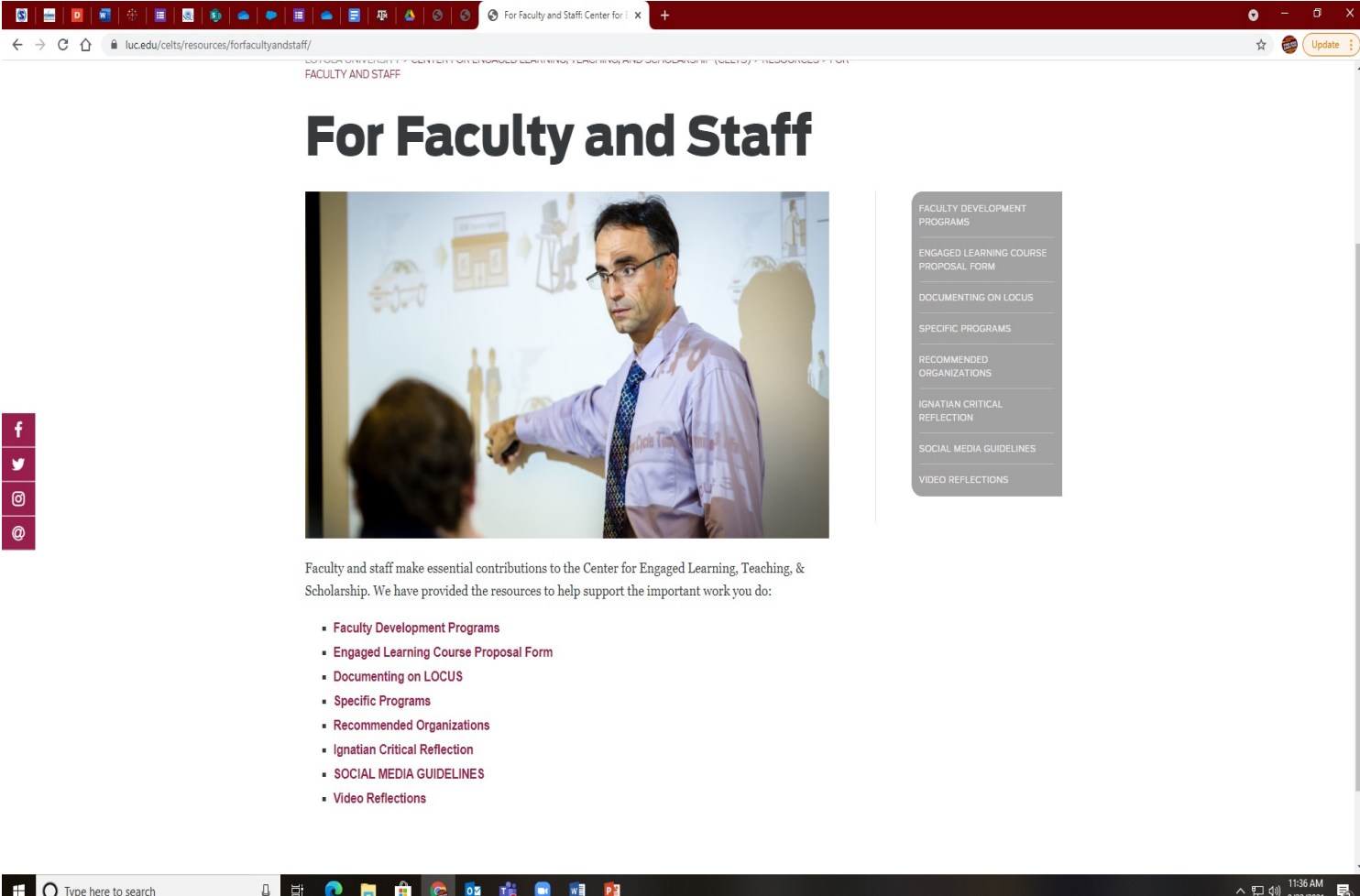
Community Partnerships in and around Chicago

- *Shedd Aquarium*
- *Chicago Children's Museum*
- *Misericordia Heart of Mercy*
- *GirlForward*
- *Step Up for Mental Health*
- *Upwardly Global*
- *Lakeview Pantry*
- *Offices of Chicago Aldermen*
- ***Many more!***



Faculty Development Programs

- Visit <https://www.luc.edu/celts/resources/forfacultyandstaff/>



For Faculty and Staff

FACULTY DEVELOPMENT PROGRAMS

ENGAGED LEARNING COURSE PROPOSAL FORM

DOCUMENTING ON LOCUS

SPECIFIC PROGRAMS

RECOMMENDED ORGANIZATIONS

IGNATIUS CRITICAL REFLECTION

SOCIAL MEDIA GUIDELINES

VIDEO REFLECTIONS

Faculty and staff make essential contributions to the Center for Engaged Learning, Teaching, & Scholarship. We have provided the resources to help support the important work you do:

- Faculty Development Programs
- Engaged Learning Course Proposal Form
- Documenting on LOCUS
- Specific Programs
- Recommended Organizations
- Ignatius Critical Reflection
- SOCIAL MEDIA GUIDELINES
- Video Reflections

ENGAGED LEARNING · ENGAGED TEACHING · ENGAGED SCHOLARSHIP

CELTS
Center for Engaged Learning,
Teaching, & Scholarship

Type here to search

11:36 AM
9/22/2021

Faculty Development Programs

Visit <https://www.luc.edu/celts/engagedteachingscholarship/facultydevelopmentprograms/>

The screenshot shows a web browser window displaying the CELTS website. The browser's address bar shows the URL: <https://www.luc.edu/celts/engagedteachingscholarship/facultydevelopmentprograms/>. The website header includes the CELTS logo and navigation links: A-Z, CONTACT, DIRECTORIES, LOCUS, SUPPORT LUC. The main navigation menu contains: PROGRAMS, ENGAGED TEACHING/SCHOLARSHIP, STUDENT LEARNING INITIATIVES, RESOURCES, SYMPOSIUM, ABOUT. The page title is "Center for Engaged Learning, Teaching, and Scholarship (CELTS)". The breadcrumb trail reads: LOYOLA UNIVERSITY > CENTER FOR ENGAGED LEARNING, TEACHING, AND SCHOLARSHIP (CELTS) > ENGAGED TEACHING/SCHOLARSHIP > FACULTY DEVELOPMENT PROGRAMS. The main heading is "Faculty Development Programs". Below the heading is a paragraph: "The Center for Engaged, Learning, Teaching & Scholarship provides a number of professional development programs for faculty and staff." There are two expandable sections: "ENGAGED TEACHING AND LEARNING NEWSLETTER" and "CERTIFICATE IN EXPERIENTIAL LEARNING". A sidebar on the right lists various programs: ENGAGED TEACHING AND LEARNING NEWSLETTER, FACULTY CERTIFICATE IN EXPERIENTIAL LEARNING, ANTI-RACIST AND SOCIAL JUSTICE PEDAGOGY PROGRAMS, STEM FACULTY LEARNING COMMUNITY, SPECIFICATIONS GRADING AND ASSESSMENT INNOVATION, LEARNING COMMUNITIES AND LINKED COURSES, FACULTY FELLOWS, and ENGAGED LEARNING COMMUNITY OF PRACTICE. The footer of the browser window shows the Windows taskbar with the search bar and system tray.



Faculty Development Programs

www.LUC.edu/CELTs

How do I access CELTS resources?

- Engaged Teaching and Learning newsletter
- 4 Programs (LUROP, Service-Learning, Academic Internships, Learning Portfolios)
- Community partnerships
- Web resources
- Consultations – meeting with staff via zoom or in-person

**CELTs FALL 2022
FACULTY DEVELOPMENT**

Transform your teaching with the Center for Engaged Learning, Teaching & Scholarship! These workshops are open to all instructors interested in engaged teaching and experiential learning. Most programs will be on Zoom. For more information email shaarman@luc.edu.

Engaged Learning Faculty Community of Practice
12pm - 1pm - 9/22, 10/20, 11/17

Engaged Online Learning: Best Practices
10am-11am - 9/29, 10/13, 11/10

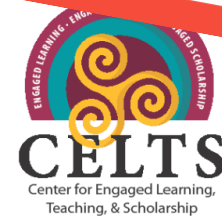
Academic Internship Affinity Group
12pm-1:30pm - 9/20

Specification Grading and Assessment
10-11am - 9/20, 10/4, 10/18

Experiential Learning Faculty Certificate Program
11:30am-1pm - 9/14, 9/21, 10/5, 10/19, 11/2

STEM Faculty Learning Community
12pm-1pm - 9/28, 10/12, 11/9
This program will be offered in person and include lunch.

 Center for Engaged Learning, Teaching & Scholarship
Sullivan 295 | 773-508-3366 | celts@luc.edu



Engaged Learning at Loyola

www.luc.edu/engagedlearning

ENGAGED LEARNING COURSES AT LOYOLA



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

“ 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.”

SHOAB HAQ, '24, HEALTHCARE ADMINISTRATION

At the Center of...

Creating Innovative Courses and Active Learning Inside and Outside the Classroom



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.

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.

“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, PH.D. SENIOR IGNATIANT LECTURER, QUINLAN SCHOOL OF BUSINESS



extraordinary lives

Engaged Learning University Requirement (part of Loyola curriculum)

Engaged Learning courses provide all of the following:

- A structured learning experience that engages students in learning **outside the classroom**
- **Critical reflection** on that experience through classroom assignments
- Synthesis of the experience through a **final project or portfolio**



Engaged Learning University Requirement Loyola University Chicago

A course requirement totaling three (3) credits:

- *Service-Learning*
- *Academic Internships*
- *Undergraduate Research*
- *Fieldwork*
- *Public Performance*



www.luc.edu/engagedlearning



Engaged Learning University Requirement Loyola University Chicago

A course review process online:

- October 1 for **Spring** Semester and **J-Term**
- December 1 for **Summer Terms**
- February 1 for **Fall** Semester

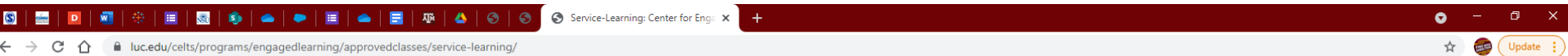
www.luc.edu/engagedlearning

The screenshot shows the website for the Center for Engaged Learning, Teaching, and Scholarship (CELTS) at Loyola University Chicago. The page has a dark blue header with the CELTS name and the Loyola 150 logo. Below the header is a navigation menu with links for PROGRAMS, ENGAGED TEACHING/SCHOLARSHIP, STUDENT LEARNING INITIATIVES, RESOURCES, SYMPOSIUM, and ABOUT. The main content area includes a breadcrumb trail: LOYOLA UNIVERSITY > CENTER FOR ENGAGED LEARNING, TEACHING, AND SCHOLARSHIP (CELTS) > PROGRAMS > ENGAGED LEARNING. The main heading is "Engaged Learning". Below the heading is a paragraph: "The Engaged Learning requirement supports the mission of Loyola University Chicago by embedding opportunities for students to explore the many different forms of experiential learning as part of their academic coursework. As of Fall 2012, all undergraduate students are required to complete at least one Engaged Learning course/s totaling at least three (3) credit hours prior to graduation." To the right of the text is a sidebar menu with links: ABOUT ENGAGED LEARNING, ENGAGED LEARNING REQUIREMENT, STUDENT RESOURCES, FACULTY RESOURCES, APPROVED CLASSES, and CONTACT US. Below the text is a photo of a student presenting in front of a screen displaying "Research Objectives". The bottom of the page shows a Windows taskbar with the time 11:57 AM and date 9/22/2021.



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Service-Learning Criteria



LOYOLA UNIVERSITY > CENTER FOR ENGAGED LEARNING, TEACHING, AND SCHOLARSHIP (CELTs) > PROGRAMS > ENGAGED LEARNING > APPROVED CLASSES > SERVICE-LEARNING

Service-Learning

For a course to be designated as “Service-Learning”, satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for service-learning courses are based on research and best practices, the CAS Standards for Service-Learning (2009), and the Principles of Good Practice for Service-Learning Pedagogy (Howard, 1993).

1. *The academic course establishes the service expectation of 20+ hours of service to work in the community or in the environment, or on a community-based project connected to the content of the course.*
2. *Learning objectives related to the service experiences are clearly articulated.*
3. *There is a clear articulation of the community partnership or project and how it addresses community-defined priorities.*
4. *The syllabus assignments and final projects synthesize classroom- and community-based learning.*
5. *Activities and assignments encourage students to reflect on larger community issues, sustainability issues, social structures, and/or topics of social justice (e.g. perpetuating dependence vs. building capacity within the community).*

The Center for Engaged Learning, Teaching, & Scholarship publishes a listing of ALL approved service-learning classes each semester. This list can be found on the [Service-Learning Program website](#)



Serving Three Audiences



Q & A

- ***Contact information:***

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Loyola University Chicago*

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- Visit www.luc.edu/CELOTS for more information on CELTS

- Visit www.luc.edu/engagedlearning for information about the Engaged Learning University Requirement



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