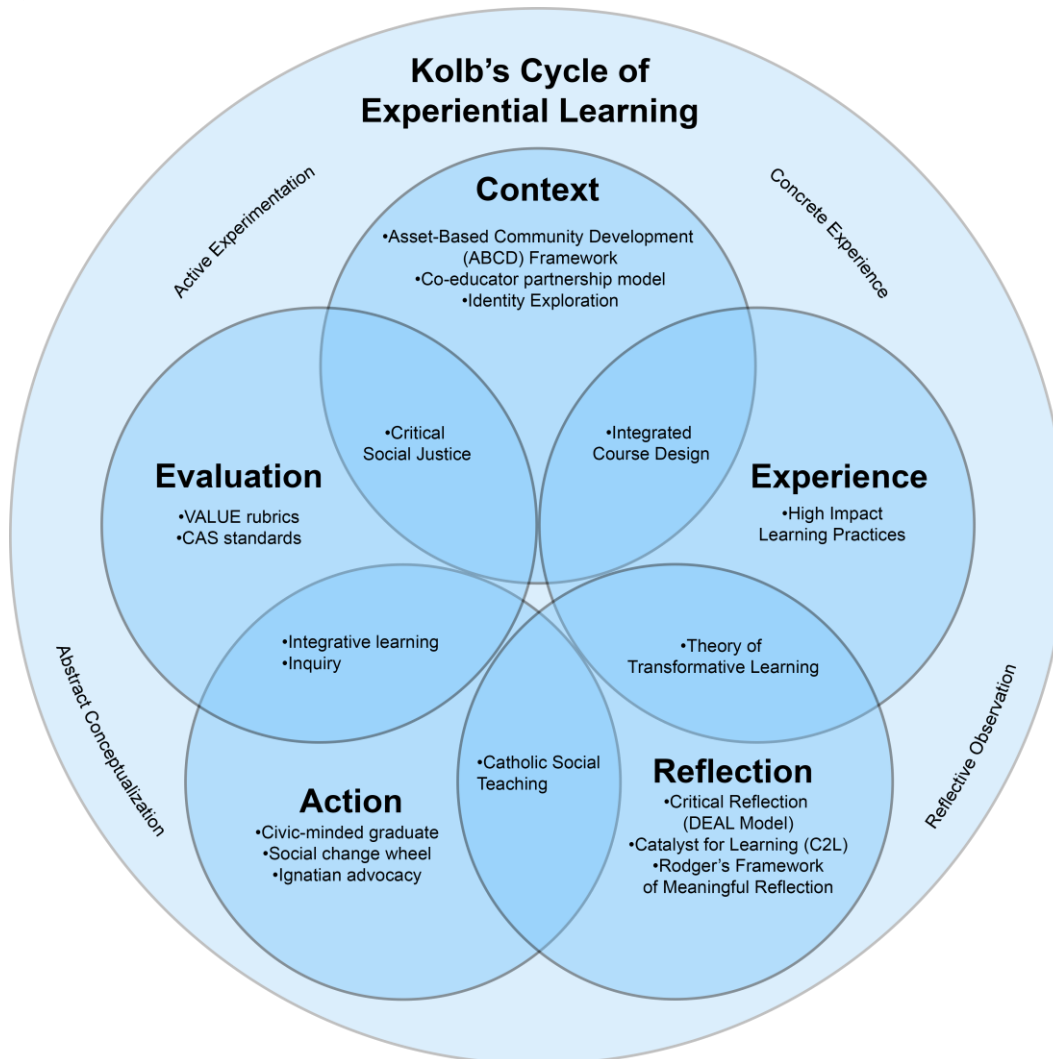


Center for Engaged Learning, Teaching & Scholarship Conceptual Framework

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 the 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](#)

Kolb, D. 1984 Experiential Learning: Experience as the Source of Learning and Development
Englewood Cliffs, NJ: Prentice Hall

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](#)