Experiential Learning
at the University of Dayton

Academic Year 2019-2020
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**Office of Experiential Learning**  
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Dear UD Community & Prospective Students and Families:

On behalf of the Office of Experiential Learning, I am delighted to present you with this Experiential Learning at the University of Dayton - Academic Year 2019-2020 catalog. Inside you'll find a description of diverse experiential learning (EL) programs offered across numerous university offices, centers, and institutes, as well as EL activities and initiatives embedded in the academic curriculum. The catalog includes examples of different types of EL offered at the university, including community-engaged learning, research, education abroad, faith and vocation programs, leadership and professional development programs, co-ops, internships, project-based learning and more.

The catalog also highlights six key EL focus areas: Sustainability, Community-Engaged Learning and Civic Innovation, Research and Advocacy, Global and Intercultural Learning, Faith and Vocation, and Leadership and Professional Development. The catalog also features examples of 2019-2020 courses across the curriculum that incorporate EL programs and activities, along with course instructor information. The catalog can be used as a guidebook for colleagues to explore and collaborate on EL initiatives, and it can also serve as an advising tool for students who are interested in getting involved in EL programs through our centers institutes, or experiential courses. Prospective students and families can browse the catalog to explore numerous outstanding EL opportunities and resources available at the university, and connect with our vast network of faculty and staff educators who are deeply engaged in EL.

As you browse the catalog, I believe you will find that the University of Dayton is a truly incredible place. Our Catholic and Marianist identity and educational mission to lead and serve for the Common Good makes us a unique and passionate community dedicated to success in all aspects of learning and teaching. UD’s outstanding educators and mentors have developed an abundance of opportunities both within and beyond the classroom for students to grow, thrive, and discover their vocational paths and purposes. We understand that meaningful education isn’t just about acquiring information- at UD, we encourage individuals to deepen their learning by reflecting on the meaning, value, and impact of their educational experiences. Each member of our community has a valuable story to tell, and our mentors help students discern and navigate the lessons and realizations they experience along their distinct learning journeys.

We have an outstanding number of high-quality EL programs across every area of the university where students can learn-by-doing and apply their knowledge to make a positive impact in the world. Our faculty, staff, and students are deeply engaged and responsive to the social, political, economic realities of our current times. They want to be change-agents who improve their communities with the valuable skills and knowledge they gain during their time here. The opportunities highlighted in this catalog represent our university’s dedication to developing confident, capable, and collaborative problem-solvers and servant leaders. I hope you enjoy reading more about our extensive array of EL programs and I welcome the opportunity to discuss these with you in more detail through email (kvelasquez1@udayton.edu) or by phone (937) 229-3906. Please also feel free to visit the Office of Experiential Learning in person or through our website: udayton.edu/el.

Karen Velasquez, Ph.D.
Director of Experiential Learning
University of Dayton
Experiential Learning at UD
Practical Experience for a Positive Impact

At the University of Dayton (UD) our mission is that every student will engage in substantive, deeply meaningful experiential learning (EL). EL affords students the opportunity to gain real-world experience and apply concepts from the classroom to develop important skills including problem-solving, leadership, teamwork, and intercultural competence. Through EL, students explore their personal, academic, and professional interests and goals, and discover ways to make a positive impact on communities at UD and beyond.

EL at the UD is guided by our Catholic, Marianist identity and mission to educate the whole person—mind, hands, and heart—in leadership and service for the common good. Our EL opportunities complement and add value to traditional classroom learning, and also help advance the university’s institutional learning goals. Our diverse community of EL practitioners includes a broad network of faculty and staff who are dedicated to implementing high-quality EL and providing valuable mentorship for students as they engage in hands-on learning.

Diverse EL Opportunities Inside and Beyond the Classroom

Students have access to a multitude of EL opportunities which add value to their education experience and help prepare them for life beyond graduation. EL programs and activities take place both inside and beyond the classroom, and are found in university courses as well as outside of the traditional curriculum. Some principle forms of EL at UD include:

- Community-engaged Learning
- Research
- Education Abroad
- Faith and Vocation Experiences, Retreats, and Immersions
- Practicums
- Student Employment and Internships
- Co-operative Education
- Leadership and Professional Development
- Project-based Learning

Students participate in at least 3-4 transformative EL opportunities by the time they graduate.
Distinctive Features of EL at UD

• **Highly-Engaged Student Body:**
  Students get involved in our many EL opportunities early on in their college journeys. Many participate in at least 3-4 different transformative EL experiences such as an internship, semester abroad, co-op, and hands-on research, by the time they graduate.

• **Close-Knit Campus Community:**
  Students benefit from the valuable mentorship of faculty, staff, and peers who actively connect their students to EL opportunities and offer guidance throughout their immersion into new learning environments.

• **Holistic Approach to Learning:**
  Our committed mentors and advisors also encourage students to find connections among lessons learned inside and beyond the classroom. Students are offered opportunities to reflect on their learning journeys, integrate their curricular and EL experiences, and develop their own unique stories to share with the world.
OEL supports educators in developing, implementing, promoting, and assessing diverse EL opportunities at the university. OEL also creates communities of practice by connecting colleagues who are engaged in EL. By creating venues for the UD community to reflect on and share their EL knowledge and expertise, OEL strives to continuously foster innovative, high-impact learning opportunities.

- The Director of Experiential Learning consults with individuals, departments, and centers/institutes at the university to help them meet their EL goals, whether they be creating or expanding an EL program, evaluating student learning, developing promotional materials, or connecting their work with the mission, values, and institutional goals of UD.
- OEL provides faculty and staff educators with opportunities to develop and showcase their EL programs in a variety of ways, including EL research and scholarship workshops and an annual EL mini-conference featuring presentations on a variety of EL topics.
- The Director of Experiential Learning also conducts IRB-approved qualitative research with faculty, staff, and students to explore diverse EL pedagogies and best practices. Her research illuminates the ways faculty, staff, and students learn in diverse social contexts and make meaning of their EL experiences.
- OEL’s Experiential Learning Innovation Fund for Faculty (ELIFF) mini-grant program, intended to stimulate the creation of EL opportunities across the curriculum, has provided funding and curriculum development support to over 45 faculty members from 19 departments since 2016. In 2018-2019 alone, over 600 students benefited from ELIFF sponsored projects.
Experiential learning gave me the freedom to explore my own passions and develop a deeper and more wholesome understanding of myself and the world...That’s what experiential learning does, I think. It confronts you with reality. And even though it may not be what I expected, in the end I am so grateful to be able to witness the truth of a place and culture and not just my stereotype of it. I learned open-mindedness, adaptability, and humility.”

— University of Dayton student Melanie Zabrowski on her education abroad experience.

OEL’s Experiential Learning Innovation Fund for Faculty has provided funding and curriculum development support to over 45 faculty members from 19 departments since 2016.
In 2018-2019 alone, over 600 students benefited from ELIFF sponsored projects.

**OEL Resources for Students**

- OEL provides students with opportunities to reflect upon and integrate their EL experiences. Our monthly EL Lab workshops bring students together from diverse backgrounds and majors to think deeply about their EL experiences and consider how EL has impacted their personal, academic, and professional goals. OEL also creates videos, mini-documentaries, podcasts, and blog stories highlighting students’ stories and EL accomplishments.

  — Since 2016, the OEL has produced nearly 200 video interviews and features with students focused on their EL experiences

- OEL also offers Experiential Learning Student Stipends to students with financial need in order to support their participation in EL programs and activities on and off campus.
Examples of Opportunities for Students to Showcase their Experiential Knowledge

There are numerous venues at UD for students to showcase what they’ve learned as a result of participation in EL. Some examples include:

- **Stander Symposium:**
  This annual event provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments. The Stander Symposium represents the Marianist tradition of education through community and is the principal campus-wide event in which faculty and students actualize our mission to be a “community of learners.” Each year over 400 students present their research on a variety of EL topics.

- **Social Science Research Symposium:**
  Each Fall term, the social sciences departments and the Roesch Chair in the Social Sciences present the Annual Raymond A. Roesch, SM Social Sciences Undergraduate Symposium, featuring the scholarly work of undergraduate students. It is a day of stimulating ideas and research across the fields of anthropology, economics, political science, psychology, social work, and sociology.

- **Honors Student Symposium:**
  The Honors Student Symposium, modeled on the style of a professional conference, is an academic and social event at which senior Honors thesis students present their thesis research. The first Symposium was held in March 2007 and continues to be a well-attended event at which both presenters and audience enjoy a rewarding experience.

- **Office of Experiential Learning - EL Lab Workshops:**
  In the EL Lab, students produce reflective narratives about their EL experiences using digital media and the guidance of peer mentors. Students are given reflection prompts and concept mapping tools to develop their EL narratives. The purpose of the workshops is to empower students to create unique and compelling stories about their educational experiences.
Experiential Learning: Thematic Areas
Six key areas of focus for EL programs inside and beyond the curriculum at UD include: Sustainability, Community-Engaged Learning and Civic Innovation, Research and Advocacy, Global and Intercultural Learning, Faith and Vocation, and Professional and Leadership Development.

1. Sustainability

- **Hanley Sustainability Institute (HSI):**
  HSI was established in 2014 with a $12.5 million gift from the foundation of George Hanley ’77 and Amanda Hanley. HSI works with the UD and Dayton community to make progress towards our goal of a more sustainable campus and community and becoming a leader in sustainability education. Through EL opportunities such as the Sustainability Leaders Program, students work on energy and sustainable solutions, water resources initiatives, local food insecurity projects, and a campus composting initiative.

  - **Lincoln Hill Garden:**
    One of UD’s main sustainability initiatives, Lincoln Hill Garden is a multipurpose site with educational and recreational elements that increase neighborhood access to fresh, healthy foods and offers open green space for community gatherings and nature play. UD and HSI have partnered with Mission of Mary Cooperative, East End Community Services, and MKSK to design, construct, and activate Lincoln Hill Gardens. In addition to offering UD students numerous hands-on learning opportunities, the urban farm produces nourishing foods and creates job-skill training opportunities for diverse neighborhood residents.

- **Rivers Institute:**
  The Rivers Institute brings key partners in the Greater Dayton community together to promote, preserve and protect our watershed. Students, faculty and staff work with community members, stakeholders, and local organizations to build community around our rivers. UD Rivers Stewards participate in EL by interacting with Miami Valley’s groundwater resource. The River Stewards have also reached over 25,000 people through the RiverMobile community outreach program and connected hundreds of local citizens to our rivers through kayaking programs.
The River Stewards have reached over 25K people through the RiverMobile community outreach program.

- **Sustainability Programs in the Academic Curriculum:**
  This interdisciplinary program in the College of Arts and Sciences includes a Bachelor of Arts and Bachelor of Science in Sustainability, the Sustainability, Energy and the Environment (SEE) minor and a graduate certificate in Sustainability. The Bachelor of Arts in International Studies: Global Health and Environment Concentration is also offered by the College of Arts and Sciences. Learn more about **UD’s Sustainability Programs** at: www.udayton.edu/artssciences/academics/sustainability/index.php. The Master of Science in Renewable and Clean Energy is offered by the School of Engineering. Learn more in the **UD Catalog** at: catalog.udayton.edu/graduate/schoolofengineering/programsofstudy/renewablecleanenergy/
At UD, the notion of service is really important and I think the Marianist values coupled with the kind of accessibility of organizations in the community creates a really rich environment for collaborating... it’s community-engaged learning, its experiential learning, its service, its collaboration.”

— Art & Design Professor Glenna Jennings on Experiential Learning at the University of Dayton

Examples of Experiential Sustainability Courses 2019-2020:

— Dr. Felix Fernando’s course Cities and Suburbs (ASI 322) offers students the opportunity to work with the City of Dayton on developing the city’s Sustainability Plan.

— Dr. Don Pair and Dr. Zachary Piso’s course Sustainability Research Methods I (SEE 401) is a project-based, experiential course where students collaborate with one another and campus partners to propose a sustainability project at UD.
2. Community-Engaged Learning & Civic Innovation

- **Fitz Center for Leadership in Community**: The Fitz Center offers a variety of EL programs including **Dayton Civic Scholars, Dayton Corps, Neighborhood School Centers, River Stewards** and the **Semester of Service** Program. The goal of EL in the Fitz Center is to provide students and faculty with opportunities to foster civic innovation through collective impact, asset-based community development, social change, and the creation of intentional community.

- **Institute for Applied Creativity for Transformation (IACT)**: The educational framework of IACT is based on the principles of applied creativity, transdisciplinary approaches, and real-world challenges. Students at IACT focus on sustainable changemaking for the common good. EL opportunities at IACT include the Undergraduate Certificate in Applied Creativity for Transformation, the Collaboration Accelerator, and the GEMnasium, the University’s ‘test lab’ for students, faculty, staff and regional partners to prototype new teaching and learning models for servant-leadership and social innovation. GEMnasium by the numbers, as of Spring 2019: 3 semesters, 15 different disciplines, 33 educators, 41 course sections, 850+ students

- **Examples of Experiential Community-Engaged Learning Courses 2019-2020**:  
  - Dr. Theo Majka’s **Urban Sociology SOC 351** incorporates community projects, where students have the opportunity to work in local organizations including Mission of Mary Farm, Homefull, Learning Tree Farm, Montgomery County Juvenile Courts, Big Brother-Big Sister, and programs in conjunction with the Fitz Center and Dayton Public Schools.
  
  - Glenna Jenning’s **Art and Social Practice VAR 350** course has students partner with local food-related organizations in the creation of art works that raise awareness of food justice and food insecurity in Dayton.
Adventure Central has benefitted from amazing University of Dayton students for nearly 20 years. These experiential learners come prepared, enthusiastic, with their sleeves rolled up and ready for action! Every time a UD student comes to participate in our shared community the youth are excited, whether it be to get help with homework, play a game, or co-create a project. Adventure Central and experiential learning at UD are a perfect partnership!”

— Nate Arnett, Director, Adventure Central

GEMnasium by the numbers...
As of Spring 2019:

3 semesters

15 different disciplines

33 educators

41 course sections

850+ students

University of Dayton Students Create Nature Art with Youth at Adventure Central. Photo Credit: Celia Montemurri.
For students, experiential learning adds a real world experience and it illustrates it’s not just abstract course material. They can see its application and importance in a local setting.”

— Dr. Theo Majka, Sociology
A Sample of UD’s Community Partnerships in the City of Dayton:

1. 4 Paws for Ability
2. Abigail’s Journey
3. Adventure Central
4. American Red Cross
5. Aullwood Audubon Society
6. Big Brothers/Big Sisters
7. Bogg Ministries
8. Boonshoft Museum
9. Boy Scouts
10. Carlyle House
11. Catholic Social Services of the Miami Valley—Refugee Services
12. Coats for Kids
13. Community Blood Center
14. Co-op Dayton
15. Crayons to Classrooms
16. Dakota Center
17. Daybreak
18. Dayton Children’s Medical Center
19. DECA
20. El Puente
21. Five Rivers MetroParks
22. Good Neighbor House
23. Good Shepherd Ministries
24. Good Will/Easter Seals Miami Valley
25. Gospel Mission
26. Habitat for Humanity
27. Holt Street Miracle Center
28. Homefull
29. House of Bread
30. Humane Society
31. K12 Art Gallery
32. Learning Tree Farm
33. Life Enrichment Center
34. Life Essentials
35. Marianist Environmental Education Center
36. Mercy Manor
37. Mission of Mary Cooperative
38. Mission of Mary Farm
39. Montgomery County Jail
40. Pawsitive Warriors Rescue
41. Ruskin Elementary School
42. Shoes for the Shoeless
43. St. Benedict the Moor School
44. St. Mary’s Church—Dayton Catholic Hispanic Ministry
45. St. Vincent DePaul Gateway Shelter and Food Pantry
46. The Food Bank Dayton
47. Trotwood Madison Schools (Lego League)
48. United Way of Greater Dayton
49. Victory Project
50. We Care Arts
51. Welcome Dayton
52. Wesley Community Center
53. Westbrook Village Elementary (Real Men Read program)
54. YWCA Shelter

A full interactive map may be found here: https://cutt.ly/awrXknt. Map Data @2019 Google.
3. Research and Advocacy

**Human Rights Center (HRC):** The goal of EL at the HRC is to develop student research and writing skills; to expose students to advocacy methods and strategies; and to cultivate advocates who can apply human rights frameworks in their work after graduation. **Abolition Ohio** offers students community-based and on-campus EL activities around the prevention of human trafficking. Through the **Malawi Research Practicum,** students co-design research projects with Determined to Develop - a Malawi based NGO, then travel and conduct fieldwork working with the community over nine weeks then return to synthesise their findings in applied research reports.

— Since 2013, Malawi Research Practicum students have produced over 35 research reports providing Determined to Develop with much needed analytics to continue working with and in the Chilumba Catchment area - northern Malawi. These projects provide foundational research enabling Determined to Develop to design and build its community and development programs around formal and informal education and economic empowerment.

**Cohorted Research Programs in the College of Arts and Sciences - Dean’s Summer Fellowship Program (DSF):** DSF offers students in the College of Arts and Sciences (CAS) the opportunity to conduct summer research in any academic discipline under the guidance of a faculty mentor. CAS also features numerous other cohorted research programs for students such as the Integrative Science and Engineering Center Summer CoRPs (Collaborative Research Projects) program, Physics Summer Research Experience, a partnership between UD, Morehouse College, Morgan State University, and St. Mary’s University.
Examples of Experiential Research-Based Courses 2019-2020:

- Dr. Ryan McEwan’s *Environmental Instrumentation Lab BIO 479L* course at Old River Park, a 2-acre environmental research area maintained by the university, where students clear invasive plant species and establish research plots to measure the area’s plant and animal life.

- Dr. Zelalem Bedaso’s *Intro to Geochemistry GEO 412/412L* course features a hands-on hybrid field-lab approach where students will collect their own environmental data and geological/water samples. Students analyze the samples in the lab and generate their own data.
Since 2013, Malawi Research Practicum students have produced over 35 research reports providing Determined to Develop with much needed analytics to continue working with and in the Chilumba Catchment area in northern Malawi.

My approach to experiential learning has a few aspects to it; 1. engage community partners outside of the university, 2. have it be problem based, so there is something students are going to get done and work on, and 3. student leadership and independence in that process, so that they’re problem solving and engaging in the complexity of the ecological situation...‘who are the stakeholders?’, ‘what are the resources?’...in so far as I can get students to engage with this sort of mesh between the environment and the social and problem solving - that is where the maximum impact happens.”

— Professor Ryan McEwan on his approach to experiential learning
4. Global and Intercultural Learning

- **Center for International Programs:**
  The goal of EL within the CIP is to provide deepened intercultural engagement and development opportunities for faculty, staff and students on campus and abroad. CIP creates experiences designed to foster intercultural competency, cross-cultural knowledge, dialogue, relationships and reflection with the goal of increasing personal growth for individuals across cultural differences. EL programs

- through CIP include the Global Education Seminar, Global Learning Living Community (GLLC), Breaking Bread, Sages and Seekers, and SAIL, a yearlong education abroad and leadership development program for students. Students interested in education abroad can visit **UD’s education abroad website**.
  - The GLLC is home to 92 residents who actively engage in programs throughout the year and has existed as an experiential opportunity on campus for over 10 years.
  - Since Fall 2016, 62 students have participated in the Semester Abroad and Intercultural Leadership program.
The GLLC is home to 92 residents who actively engage in programs throughout the year and has existed as an experiential opportunity on campus for over 10 years.

- Multi-Ethnic Education and Engagement Center (MEC): The Multi-Ethnic Education and Engagement Center (MEC) provides special programs to create a supportive campus environment based on the academic, social, and cultural needs of a diverse community of scholars. This center serves as a resource for the entire campus community while providing multicultural students and their families with an additional connection to the University. Experiential programs at MEC include the P.E.E.R.S. mentor program, the MEC Retreat, and Cultural Heritage Month Programming.

- London Flyers: University Honors Program: Today's economy requires professionals with specific disciplinary skills and experience in a multicultural and global workforce. Up to five Honors students are selected each year to gain valuable global workplace experience by interning 20 hours per week in London, attending courses and seminars, and exploring the UK.
• **ETHOS Center:** The ETHOS Center in the School of Engineering (SoE) provides service-learning experiences through technical immersions, student activities, research and hands-on projects. Through these experiences, students have gained perspectives on how engineering and technology are influenced by the world. Participating students have been able to use their engineering skills for humanitarian purposes, serving others through practical engineering knowledge. The SoE also offers other global learning EL programs such as the Collaborative Online International Learning (COIL) Program in which students work on group projects with peers from international institutions of higher learning.

• **Examples of Global and Intercultural Learning Courses 2019-2020:**

  — Dr. Miranda Hallett’s *Anthropology and Human Rights ANT 325* course provides an overview of anthropological approaches to human rights, and prepares students with deep historical, anthropological, and political knowledge about El Salvador. The course culminates in an 8-day trip to El Salvador during the intersession.

  — Dr. Kathleen Schelten’s *International Medical Experience MED 339* course explores the health related conditions of Central America in preparation for participation in a nine day medical/dental/public health brigade to this area. Upon completion of this course, students will possess the knowledge and skill set necessary to participate in a medical service project with an international service organization focused on providing acute and preventative medical care to underserved populations in rural Nicaragua.

Once we get to Mexico, students have independent projects and they’ll choose a particular topic of interest like tourism, language contact, cultural representation, or cultural heritage. They do observations, interviews, and they link that with some of the academic findings from this semester. Pretty much everyday we have guest lecture, or a tour around the city, and we spend a couple of days in my research area, which is a small, Maya speaking town, so they’re really going to become immersed and see all facets of local life. So in these two weeks it’s all experiential, it’s not so much the textbooks, it’s what they’re seeing, and how they’re applying these academic concepts in the real world.”

— Dr. Stephanie Litka-Bieber on Experiential Learning in Mexico through her Language and Culture Course
5. Faith and Vocation

- **Center for Social Concern:** The CSC seeks to unite faith and action for justice. This mission is carried out by numerous opportunities for reflective service, service-learning, and education and advocacy for justice. Catholic social teaching is the foundation and guide of this mission, and is integrated into all of the Center’s programs. EL opportunities at the CSC include REAL Dayton, Cross-Cultural Immersion Trips, SERVICE Saturdays, BreakOuts, the UD Summer Appalachia Program, Catholic Social Ministry Gathering, and more.

- **Chaminade Scholars (Honors Program):** The Chaminade Scholars Program is an opportunity for Honors students to deeply explore faith, reason and vocation in an interdisciplinary community. All Chaminade Scholars engage in a common set of seminar-style courses, retreats and leadership experiences. The Chaminade Scholars became part of the Honors program in 2011, and includes a partnership with Campus Ministry. All CS courses are now CAP approved courses. Since 2016, cohorts plan and implement a legacy project. Projects have included a conference on vocation, and developing a senior retreat. Both cohorts in class of 2019 and 2020 applied for and received vocation mini grants to support the implementation of their project, “Hidden Gems” and mini course on vocation.

- **Examples of Experiential Faith and Vocation Courses 2019-2020:**
  - Neomi DeAnda’s *Liberation Theologies* REL 358 course focuses on the study of the theology of liberation and its specific expression among theologians of the Third World, particularly Latin America. Students participate in Theatre of the Oppressed to explore theories of liberation theology experientially.
  - Sandra Yocum’s *Faith Tradition: Prayer* REL 256 course, a partnership with Campus Ministry, explores the rationale for and practice of prayer in diverse faith traditions, with an emphasis on the connection between prayer and social justice. A key experiential component of the course is a weekend retreat experience at St. Meinrad Monastery.
6. Leadership and Professional Development

- **The Office of Career Services** is committed to providing excellent career-related resources and programs, career advising, and opportunities to build the confidence students and alumni need to succeed in their work and lives.

  - **On-Campus Employment and Internships.** Each year, the university offers approximately 3,000 jobs to students. **Handshake,** the university’s online hiring network, allows students to search and apply for employment and internship opportunities. In 2018-2019, Handshake had 7,810 active employers offering full-time, internship, co-op, on-campus and part-time positions.

  - Interns typically work part-time during the school year and/or full-time during the summer. Students can also work a full-time internship during fall or spring for one semester, while maintaining their full-time student status. Most internships are paid, and some academic departments offer students credit for internships; students can consult a **Career Advisor and internship coordinator** in their department for more information.

  - The **UD Career Services Guidebook 2019** from the Office of Career Services includes an overview of EL highlights as well as facts about where students go after graduation (**Flyer First Destination Survey**). According to the 2017-2018
Flyer First Destination Survey, up to 90% of graduating students (depending on academic area) engaged in some form of experiential learning involving internships, co-ops, on-campus student employment, Flyer Enterprises, volunteer/service learning, research or teaching assistantships, graduate assistantships, clinicals, or student teaching experiences.

**Center for Student Involvement and Student Leadership Programs:** The Center for Student Involvement works to prepare students for their future by designing EL opportunities that help students to explore personal identity, engage meaningfully across difference, and make connections between their experiences in the campus union and their future vocational goals. These opportunities range from student employment to involvement in student-run clubs and organizations. There are 290 student organizations on campus, including 35+ organizations focused on service; 21 values-based fraternities and sororities, and 2500+ organization meetings and events each year. Student Leadership Programs seeks to develop within students the capacity, efficacy, and resiliency necessary to enact leadership for the common good, by interrogating and challenging organizational and systemic dynamics to positively transform communities.

The Student Employment for the Real World program involves nearly 100 students each year, and has been recognized by the Association for College Unions International (ACUI) and by Student Affairs Professionals in Higher Education (NASPA) as a high-impact educational practice and award winning program. The Student Leadership Ambassadors facilitated 6 programs for approximately 120 students in the inaugural year of the program, and look forward to more opportunities to develop, implement, and assess culturally relevant and socially responsible leadership workshops.
• Business, Entrepreneurship, and Networking Opportunities: Flyer Enterprises is one of the nation’s top student-run businesses. They produce annual revenues of $1.2 million across their businesses. It is comprised of 180 associates, working for 9 different divisions consisting of two culinary divisions, two coffee divisions, two service divisions and three divisions under a joint venture agreement with UD Dining Services. Throughout the year, Flyer Enterprises’ employees have the privilege to network with different companies to learn about opportunities for internships, as well as full-time positions.

• DC Flyers, through the University Honors Program, gives students the opportunity to explore careers in Washington, D.C. through summer internships. Participants represent the University of Dayton in our nation’s capital, benefiting from the mentorship of co-workers, faculty, peers and the local UD alumni network. Since 2014, 79 students have completed the DC Flyers internship program.

• Examples of experiential leadership and professional development courses 2019-2020:
  — Nicky Adams’ Writing for Grants and Non-Profits ENG 392 course involves students writing grant proposals for area nonprofit organizations and conducting informal interviews with professionals in the community.
  — Vince Lewis’s Sophomore Experience/Micro-Business Course MGT 220/221 course: In this year long experience, students pitch an idea, choose the ones they like, form teams, and get funded to run a micro-business for the academic year. The teams are funded via a $5,000 loan from the university, their challenges is to launch, scale, and grow their enterprise during the year and pay their loan in the Spring.
On campus, there are:

290 student organizations including:

35+ organizations focused on service

21 values-based fraternities and sororities and

2.5K+ organization meetings and events each year.

Going out there and seeing real-life problems firsthand and actually being the one who is solving them not only gives you a certain gratification, but it also goes a long way toward helping you understanding that there are multiple sides to every single problem and how your academic career is preparing you [to solve these problems]."

— University of Dayton student Ummiya Chaudhary on the value of experiential learning
Examples of Campus Centers and Institutes Offering Experiential Learning Opportunities:

1. **ArtStreet: Institute for Applied Creativity for Transformation**
   - Collaboration Accelerator
   - Concourse D Freedom Enterprise
   - GEMnasium Stepping Stones
   - Undergraduate Certificate in Applied Creativity for Transformation

2. **Campus Ministry – Center for Social Concern**
   - BreakOuts
   - Cross-Cultural Immersion Trips
   - REAL Dayton
   - SERVICE Saturdays
   - The UD Summer Appalachia Program

3. **Career Services**
   - Alumni Mentoring Program
   - Career & Internship Fairs
   - Career Advising
   - Handshake System: Job postings and Events
   - Internships and Cooperative Education
   - On-Campus Recruiting
   - Student Employment: On-campus employment

4. **Center for International Programs**
   - Breaking Bread
   - Global Education Seminar (GES)
   - Global Learning Living Community (GLLC)
   - Sages and Seekers
   - Semester Abroad and Intercultural Leadership (SAIL)

5. **ETHOS Center**
   - Dayton Local Immersions
   - ETHOS International & Domestic Immersions
   - ETHOS-Sonlight Power Graduate Service Program
   - Graduate Immersions
   - Weekend Breakouts

6. **Fitz Center for Leadership in Community**
   - Dayton Civic Scholars
   - Dayton CORPS
   - Neighborhood School Centers
   - River Stewards
   - Semester of Service

7. **Hanley Sustainability Institute**
   - Lincoln Hill Garden
   - Sustainability, Energy and the Environment Integrated Learning Living Community (ILLC)
   - UD Sustainability Representatives and Leaders

8. **Honors Program**
   - Berry Summer Thesis Institute (BSTI)
   - Chaminade Scholars Program
   - DC Flyers Program
   - Global Flyers Program
   - Thesis Research

9. **Human Rights Center**
   - Abolition Ohio
   - Malawi Research Practicum
   - Moral Courage Project

10. **Multi-Ethnic Education and Engagement Center**
    - Cultural Heritage Month Programming
    - MEC Retreat
    - P.E.R.S. Mentor Program

11. **School of Business Administration – Centers of Excellence**
    - Center for Project Excellence
    - Davis Center for Portfolio Management
    - Fiore Talarico Center for Professional Selling
    - Hanley Trading Center L. William Crotty Center for Entrepreneurial Leadership

12. **Student Development & Student Leadership Programs**
    - Center for Student Involvement
    - Fall Leadership Conference
    - Neighborhood Fellows & Resident Assistants
    - Student Employment for the Real World Program
    - The Collegiate Leadership Competition
    - The Student Leadership Ambassadors Program

13. **Women’s Center**
    - Women’s Center Policy Internship Program in Partnership with Women & Gender Studies Program
    - Women’s History Month Programming
A complete list of University of Dayton centers and institutes, many of which offer experiential learning opportunities, can be found at: [udayton.edu/about/centers-and-institutes.php](http://udayton.edu/about/centers-and-institutes.php).

A full interactive Campus Map can be found here: [udayton.edu/map](http://udayton.edu/map).
Experiential Learning in the Academic Curriculum
EL is integrated into hundreds of courses at the undergraduate and graduate levels, across the academic units. The list that follows offers a sampling of courses which incorporate EL as either a requirement or a core component of the course.

**EL and the Common Academic Program (CAP)**

The Common Academic Program (CAP) is an innovative, common learning experience shared by all undergraduates, regardless of their major. It is an evolving, flexible curriculum that is responsive to the changing times while remaining grounded in the University of Dayton’s Catholic and Marianist identity. CAP also has an integrated, developmental approach that builds and demonstrates connections across various aspects of student learning. As such, many CAP courses incorporate an experiential learning component. In the list that follows, CAP courses are marked with a +. For courses with multiple sections, please note that the EL opportunity may only be incorporated in particular sections.
EXP Program

EXP courses are zero-credit courses that are high-quality EL experiences which exemplify EL best practices and aspirational learning goals for EL at the University of Dayton. EXP courses are pass/fail courses that appear on students’ official transcripts. They are an important way for students to make their deep involvement in EL more visible to advisors, employers, and grad schools, and they can be valuable for students’ academic and professional development. EXP courses are also important institutional markers of UD’s commitment to providing every student a chance to engage in meaningful EL.

EXP courses 2019-2020:
• EXP 100-103
• EXP 104 Lean Six Sigma
• EXP 105 Experiential Program China Institute
• EXP 106 EXP STEM Stories
• EXP 200 El Salvador Immersion
• EXP 201 Cross-cultural Immersion to India
• EXP 202 Cross-cultural Immersion to Guatemala
• EXP 203 Tijuana Immersion
• EXP 204 Belize Immersion
• EXP 205 Spring BreakOut to Puerto Rico
• EXP 206 Spring BreakOut to Ecuador
• EXP 207 Cross-cultural Immersion to Zambia
• EXP 300 Global Flyers Oxford Program
• EXP 301 D.C. Flyers Program
• EXP 302 Berry Summer Thesis Institute
• EXP 303 Global Flyers-London
• EXP 304, Global Flyers-India
• EXP 305 Summer Undergrad Research Experience
• EXP 306 Undergraduate Research Experience
• EXP 307 Semester of Service
• EXP 308 Hanley Sustainability Institute Experiential Learning
• EXP 309 Clare Boothe Luce Scholars
• EXP 310 ISE Summer CoRPs Program
• EXP 350 Statehouse Civic Scholars
• EXP 351 Malawi Practicum in Human Rights & Development
• EXP 431 The Moral Courage Project
• EXP 500 Responsible Conduct of Research
• EXP 599 Graduate Student Summer Fellowship
• EXP 800 DPT in China

School of Business Administration (SBA): Providing meaningful opportunities for all our students to engage in experiential learning is a key part of the SBA's mission. EL opportunities in the SBA include: Engaging with Business Program for the Non-Business Major, Business Wisdom through International, Service, and Experiential Education (BWISE), L. William Crotty Center for Entrepreneurial Leadership, Flyer Angels, Flyer Enterprises, Student Run Business on Campus, UD2NYC, Competitions, Global Learning, and Flyer Consulting.

Examples of Experiential SBA Courses:
• Economics- FIN 469: Portfolio Management and Securities Analysis (Jeffrey Zhang)
• Management Information Systems - MIS 465, 475+, OPS 485, OPS 495+ - Senior Capstone Courses (Stephen Hall)
• Management - MGT 220/221 - The Sophomore Experience/Micro-Business Course (Vince Lewis)
• Management - MGT 430+ - The Capstone Experience in Entrepreneurship (Vince Lewis)
• Marketing - MKT 350: Digital Marketing (Irene Dickey)
• Marketing - MKT 494 Social Media Marketing & Analytics (Irene Dickey)
College of Arts and Sciences (CAS)

Experiential and community-engaged learning are prominent components of student learning in the College of Arts and Sciences. Our students are the beneficiaries of the distinctive elements of that learning — namely, its emphasis on active participation, reflection, mutuality and reciprocity, integration of knowledge and experience, and engagement of the whole person.

Examples of Experiential CAS Courses:

- Anthropology, Sociology, and Social Work - ANT 325 Anthropology and Human Rights/El Salvador Immersion (Miranda Hallett)
- Anthropology, Sociology, and Social Work - ANT 315+ - Language and Culture (Stephanie-Litka Bieber)
- Anthropology, Sociology, and Social Work - SOC 351 - Urban Sociology (Theo Majka)
- Anthropology, Sociology, and Social Work - SOC 352+ - Community/Core Program (Theo Majka)
- Anthropology, Sociology, and Social Work - ANT/SOC 368 - Immigration and Immigrants (Theo Majka)
- Anthropology, Sociology, and Social Work - SOC 328+ - Racial and Ethnic Relations (Theo Majka)
- Anthropology, Sociology, and Social Work - SWK 303/SOC 309: Community Practice and Research (Molly Sayre)
- Anthropology, Sociology, and Social Work - SWK/SOC 380+ - Health and Inequality (Molly Sayre)
- Anthropology, Sociology, and Social Work - SOC 331+ - Marriages and Families (Jamie Small)
- Anthropology, Sociology, and Social Work - SOC 329+ - Sex, Crime, and Law (Jamie Small)
- Art and Design - VAR 350/SOC350+ - Art & Social Practice/Dinner in the Dessert Kitchen & Immigration Simulation (Glenna Jennings)
- Art and Design - VAP 320 Studio Practice/Facing Project (Glenna Jennings)
- Art and Design - VAH 482 History of Photography II / Moral Courage Project Collaboration (Glenna Jennings)
- Art and Design - VAP 330 - Alternative Photography (Julie Jones)
- Art and Design - Design Practicum - Kathy Kargl)
- Biology - BIO 499 Environmental Biology Internship (Ryan McEwan)
- Biology - BIO 479L Environmental Instrumentation Lab (Ryan McEwan)
- Biology - BIO 415L Neurobiology Laboratory (Pothitos Pitychoutis)
- Biology - BIO 310L Ecology Lab (Elizabeth Rhoads)
- Biology - BIO 411L Microbiology Lab (Yvonne Sun)
- Biology - BIO 466: Biology of Infectious Disease (Yvonne Sun)
- Communication - CMM 322: Interviewing and Business Communication (Laura Toomb)
- Communication - CMM 341: Audio Production (Jesseca Simmons)
- Computer Science - CPS 499 and CPS 592 - Visual Computing and Mixed Reality (Tam Nguyen)
- Criminal Justice Studies - CJS 101: Introduction to Criminal Justice Studies (Martha Hurley)
- Criminal Justice Studies - CJS 300: Criminal Justice Studies Career Development (Martha Hurley)
- Criminal Justice Studies - CJS 303+ - Theory of Practice of Corrections (Martha Hurley)
- Criminal Justice Studies - CJS 316+ - Criminal Justice Ethics (Martha Hurley)
- Criminal Justice Studies - CJS 322: Policing and Society (Martha Hurley)
- Criminal Justice Studies - CJS 408: Senior Seminar (Martha Hurley)
- Criminal Justice Studies - CJS 495 Internship in Criminal Justice (Martha Hurley)
- English - ENG 100+ - Writing Seminar 1 (Phyllis Bergiel)
- English - ENG 280+ - Introduction to Creative Writing (Meredith Doench)
- English / Women & Gender Studies - ENG/WGS 310: Feminist Theory and Methodology (David Fine)
- English - ENG 362 - Shakespeare (Elizabeth Mackay)
- English - ENG 372+ - Business and Professional Writing (Xiaoli Li)
- English - ENG 392+ - Writing for Grants and Non-Profits (Nicky Adams)
- Geology - GEO 412/GEO 412L: Intro to Geochemistry (Zelalem Bedaso)
• Geology- GEO 204+ - Geology for Teachers (Michael Sandy)
• Geology- GEO 115/115L+ - Physical Geology (Michael Sandy)
• Interdisciplinary Courses - ASI 160
• Interdisciplinary Courses - ASI 322: Cities and Suburbs (Felix Fernando)
• Interdisciplinary Courses - ASI 357+: Vocation and the Arts (Sr. Angela Ann Zukowski)
• Languages- CHI 345+ - Chinese Civilization and Culture (Jia Judy Yang)
• Math- MTH 219: Differential Equations (Alan Veliz-Cuba)
• Math- MTH 149: Calculus 2 for Life Sciences (Alan Veliz-Cuba)
• Music Education - MUS 287, 288, 289, 387, and 388: Music Therapy Practicum Courses - (Susan Gardstrom, Jim Hiller, Courtney Belt, Joy Willenbrink-Conde)
• Music Education- MUS 202: Professional Development (Joy Willenbrink-Conde)
• Music Education- MUS 125: Movement and Music Therapy
• Music Education- MUS 282: Functional Music Therapy Skills
• Music Education - MUS 286: Music Therapy Methods (Courtney Belt)
• Music Education- MUS 381: Clinical and Educational Improvisation
• Political Science and Human Rights - POL333: Politics of Human Rights (Joel Pruce)
• Pre-Medicine - MED 339 - International Medical Experience (Kathleen Scheltens)
• Psychology - PSY 363+ - Abnormal Psychology (Melissa Layman Guadalupe)
• Psychology - PSY 355: Developmental Psychopathology (Melissa Layman Guadalupe)
• Psychology- PSY 363+ - Abnormal Psychology (Roger Reeb)
• Psychology- PSY 497: Service Learning Experience (Roger Reeb)
• Religion - REL 256+ - Faith Tradition: Prayer (Sandra Yocum)
• Religion - REL 358+ - Liberation Theologies (Neomi de Anda)
• Sustainability, Energy, and the Environment - SEE 303/VAR 333+ - Constructions of Place (Glenna Jennings)
• Social Sciences Integrated - SSC 200+ Truthiness - (Miranda Hallet)
• Social Sciences Integrated - SSC 200+ - Engaged Scholarship for Homelessness (Roger Reeb)
• Theatre, Dance, and Performance Technology- CAP 302-01+ - Performative Wood Firing (Jerome Yorke)

School of Education and Health Sciences (SEHS)

SEHS provides students numerous EL opportunities. For example, Clinical Mental Health Counseling and School Counseling programs integrate coursework with practicum and internship experiences, and the School Psychology program includes two years of study followed by a full-time internship. Teacher Education prepares students to be educators by requiring 600+ hours of clinical experience, in preparation for state licensure. In Physical Therapy, students engage in hands-on training; in the Physician Assistant Education program, students gain clinical experience and participate in patient-centered medical home when possible. In 2018-2019, SEHS students participated in over 1,858 field experiences and internships.

Examples of Experiential SEHS Courses:

• Counselor Education & Human Services - EDC 553: Internship in College Student Personnel (Graham Hunter)
• Counselor Education & Human Services - EDC 602: Counseling Seminar, Assessment in Higher Education (Graham Hunter)
• Counselor Education & Human Services - EDC 555-556: Administration and Organization (Graham Hunter)
• Counselor Education & Human Services - EDC 569: Scholarly Project (Graham Hunter)
• Counselor Education & Human Services - EDC 545: Counseling Techniques Lab (Meredith Montgomery)
• Counselor Education & Human Services - EDC 583: Theories & Techniques of Group Counseling (Meredith Montgomery)
• Counselor Education & Human Services - EDC 584:
School of Engineering

The School of Engineering is creating an ecosystem that encourages and supports entrepreneurial thinking and experiential learning both inside and outside the classroom. As a University for the Common Good, we embrace and support engineering research and practice that is ethically, socially and environmentally responsible. We enhance the quality of the student experience by embracing entrepreneurially minded learning (EML) so that students can develop their curiosity, make connections, and create value in their workplaces and communities. Each year, the School of Engineering offers students more than 500 co-operative education (Co-Op) work placements inside and beyond the City of Dayton. Generally, engineering co-op students work with one employer for 3–5 work terms. In 2017-2018, the SoE had 559 co-op work placements; 393 in the Dayton Area & Southwestern Ohio, 83 in other Ohio locations, and 83 out-of-state.

EL activities and programs offered in the SoE include: 
- **Cooperative learning (co-ops) and internships**, Community-engaged learning (ETHOS/Innovation Center/Community Partnerships), Makerspace, Leonardo Enterprises, Undergraduate Research (SURE program/STEM catalyst). Collaborative Online International Learning Program (COIL). Additionally, EL is integrated in courses across the SoE curriculum.

In 2018, the School of Engineering received a $2M grant from the Kern Family Foundation (KEEN) to support community partnerships between the School and local non-profits, among other goals. The School is a leading KEEN partner and offers training and mentorship to schools just entering the network.

**Examples of Experiential SoE Courses:**

- Electrical and Computer Engineering: ECE 499/595: Internet of Things (Andrew Rettig)
- Electrical and Computer Engineering: ECE 499-05/595-05: Applied Internet of Things (Andrew Rettig)
- Engineering Management, Systems, and Technology - ENM 505: Management of Engineering Systems (Sandy Furterer)
- Engineering Management, Systems, and Technology - ENM 564: Lean Six Sigma for Engineers-Community Based EL Projects (Sandy Furterer)
- Industrial Engineering Technology - IET 408: Lean Management and Six Sigma Course (Sandy Furterer)
- Mechanical Engineering Technology - MCT 313 (Jacob Cress)
- Mechanical, Aerospace, and Renewable and Clean Energy Engineering - MEE 460 (01), 460 (02) - Mechanical Engineering Analysis (Kevin Hallinan)

Example courses:
- Practicum in Clinical Mental Health Counseling
- Counselor Education & Human Services - EDC 598: Internship in Clinical Mental Health Counseling (Meredith Montgomery)
- Health and Sport Sciences- HSS 353: Sports Media (Haozhou Pu)
- Health and Sport Sciences- HSS 354: Sport in Global Community (Haozhou Pu)
- Health and Sport Sciences- HSS 358: Sales and Fundraising (Peter Titlebaum)
- Physician Assistant Education - PAS 533: Applied Patient Assessment (Amy Christopher)
- Teacher Education - EDT 110, 212, 222+, 344, 340+, 318, 475; Teacher Education Lab Courses
- Teacher Education - EDT 442 Assessment and 444 Instructional Strategies (Joni Baldwin)
- Teacher Education- EDT 454: Methods of Literacy for Grades PK-5 (Mary-Kate Sableski)

- Practicum in Clinical Mental Health Counseling (Meredith Montgomery)
- Counselor Education & Human Services - EDC 598: Internship in Clinical Mental Health Counseling (Meredith Montgomery)
- Health and Sport Sciences- HSS 353: Sports Media (Haozhou Pu)
- Health and Sport Sciences- HSS 354: Sport in Global Community (Haozhou Pu)
- Health and Sport Sciences- HSS 358: Sales and Fundraising (Peter Titlebaum)
- Physician Assistant Education - PAS 533: Applied Patient Assessment (Amy Christopher)
- Teacher Education - EDT 110, 212, 222+, 344, 340+, 318, 475; Teacher Education Lab Courses
- Teacher Education - EDT 442 Assessment and 444 Instructional Strategies (Joni Baldwin)
- Teacher Education- EDT 454: Methods of Literacy for Grades PK-5 (Mary-Kate Sableski)
School of Law

There are multiple opportunities for EL at the Law School. All of our students are required to complete a minimum of 6 credit hours of experiential learning courses. Additionally, students have extracurricular opportunities available to them. Our Law Clinic provides the invaluable opportunity for our students to work with real clients, attorneys and judges. Each student is paired with another student and supervised by a clinical professor as they represent actual clients. Students are responsible for all aspects of the client’s defense, including client interview and counseling, court pre-trial conferences, fact discovery and pre-trial motions, plea negotiations and trial. Clinic areas of law include civil, criminal, immigration and intellectual property.

The externship course is one of the courses which satisfy the experiential requirement in the School of Law. The purpose of the externship course is to provide students with the opportunity to obtain significant practical experience in a law office and other lawyering settings that are reasonably similar to the experience of a lawyer, to develop professional lawyering skills, and to analyze and reflect critically on that experience from a variety of perspectives. The educational goals of the externship course include (1) exposing students to the practice of law and providing students with an opportunity to learn and use legal skills; (2) providing students with the opportunity to gain experience in a substantive area of the law related to the student’s professional interests; (3) providing students with the opportunity for reflective analysis and critical thinking about values, ethics and professionalism; and (4) providing opportunities for students to compare, evaluate, and reflect critically on topics related to their own career path and professional development.