



University of
Dayton

Experiential Learning

at the University of Dayton

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Letter from the Director of Experiential Learning



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 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 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 an EL program through our centers or institutes, or who would like to sign up for an **experiential course**. 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 (klovett1@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.

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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 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



*Math Professor Dr. Alan Veliz-Cuba, 2018 Recipient of the Experiential Learning Innovation Fund for Faculty.
Photo Credit: Sophia Williamson, Office of Experiential Learning.*

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.

Students participate in at least **3-4** transformative EL opportunities by the time they graduate.



University of Dayton Experiential Learning Conference in the Learning Teaching Center, April 2019. Photo Credit: Colleen Kelch, Office of Experiential Learning.



University of
Dayton

Office of Experiential Learning (OEL)



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 80 faculty members from 25 departments since 2017. Each year approximately 400 students benefit from ELIFF sponsored projects.



University of Dayton Students Sharing Experiential Learning Reflections in the EL Lab. Photo Credit: Gina Gray, Marketing and Communications.

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 the **Student Experiential Learning Fund (SELF)** to students with financial need in order to support their participation in EL programs and activities on and off campus.



University of Dayton Student Presenting at the Honors Student Research Symposium. Photo Credit: Honors Program, University of Dayton.

Each year,
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“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.

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.

OEL's Experiential Learning Innovation Fund for Faculty has provided funding and curriculum development support to over

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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.

The following UD centers involve these key areas at their core:

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 Great Miami River Watershed together to promote, preserve and protect our water resources. Students, faculty and staff work with the community, faculty and local organizations to build community around our rivers. UD Rivers Stewards participate in EL throughout their three year commitment to the program by attending seminars off campus, completing required community engagement hours, and implementing a cohort project with the community their senior year. 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.
- **Sustainability Programs in the Academic Curriculum:** This interdisciplinary program in the College of Arts and Sciences includes a



University of Dayton student planting vegetables at Lincoln Hill Garden.
Photo Credit: Hanley Sustainability Institute.

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



University of Dayton Rivers Stewards.
 Photo Credit: Leslie King, Director of the Rivers Institute.



University of Dayton Hanley Sustainability Institute Students.
 Photo Credit: Katie Schoenenberger, Hanley Sustainability Institute.

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 [here](#). The Master of Science in **Renewable and Clean Energy** is offered by the School of Engineering. Learn more in the [UD Catalog](#).

- **Examples of Experiential Sustainability Courses:**
 - 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.

The River Stewards have reached **over 25K people** through the RiverMobile community outreach program.

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, Community 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):** IACT is an academic institute training students in the creative competencies that today’s job market demands – critical thinking, creative problem solving and cross-disciplinary collaboration – while applying those same skills to the students’ diverse disciplines of study. Students enrolled in participating courses have the opportunity to earn micro-credentials that can be added immediately to their resume and LinkedIn profile, setting them apart from other job/internship/co-op candidates. IACT also offers students the opportunity to work alongside community collaborators at The GEM in The Hub at the Arcade.
- **Examples of Experiential Community-Engaged Learning Courses:**
 - 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 Jennings’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.
 - Sandy Furterer’s *Lean Six Sigma for Engineers-Community Based EL Projects*



University of Dayton Fitz Center Students Building a Rain Garden at the Madden Hills Community Project.
Photo Credit: Fitz Center for Leadership in Community.

“UD is surrounded by communities with incredible assets, stories and visions. We work to create socially-engaged art projects collaboratively with our community partners in ways that are creative, equitable and inclusive. This kind of experiential learning really fits with the spirit of Marianist charism and offers students a chance to get to know the world beyond our campus. Our work takes place at a local level, with ideas that can be applied more globally.”



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

Art & Design Professor Glenna Jennings during field work in El Paso, Texas for Moral Courage Project: America the Borderland, 2018-19.
Photo Credit: Annie Denten, a student of Jennings



Biology Professor Dr. Ryan McEwan and Student Doing Field Research. Photo Credit: University of Dayton.

ENM 564 and Lean Management and Six Sigma Course IET 408 is partnering with Premier Health System at the Miami Valley Hospital on several Lean Six Sigma projects through the experiential learning projects within the courses. Furterer's graduate student Nathalia Sorgenfrei is currently working on the project "Improve Interventional Radiology process", and they have fantastic engagement with the radiologists, nurse manager, nurses, project manager, and staff on the project. The projects that they've worked on with MVH since the Fall 2019 semester include improving:

- » The financial capital requisition process at the Premier Health System
- » The process and resources for the patient transport process throughout the hospital.
- » Facilities maintenance work order processing time
- » Hospital facilities capital design

requirements and operationalization process.

- » The Emergency Department outpatient discharge process
- » Hospital MRI scheduling
- » Interventional Radiology processes

- **Course Spotlight:** The Department of Mechanical & Aerospace Engineering's **MEE 225: Introduction to Flight**: As explained by Karen Updyke in the UD blog post *When passion takes flight*, "Dr. Sid Gunasekaran redesigned the School of Engineering Introduction to Flight, MEE 225, course to include a strong, hands-on experiential component. His students designed, built and flew radio-controlled airplanes at the Fairborn Flying Aces R/C Club and were exposed to aeronautical engineering topic areas and fields, such as aerodynamics, aero design, flight dynamics, propulsion and structures." For an in-depth explanation of the EL activity, quotes from Dr. Gunasekaran, and reflections from students, visit the **[Dayton Engineer blog](#)**.

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.



Collaborator Accelerator Student Participant, Institute for Applied Creativity for Transformation (IACT). Photo Credit: IACT.

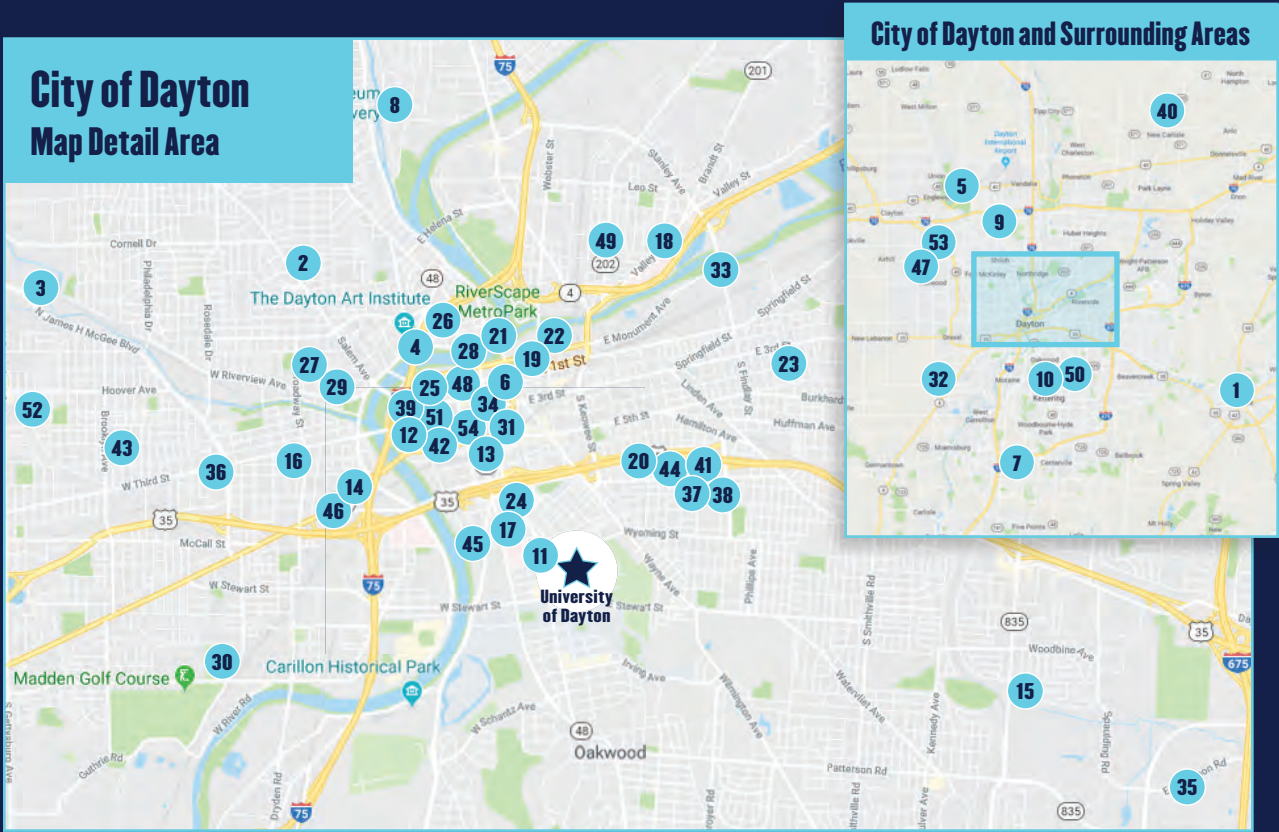
Adventure Central has benefitted from amazing University of Dayton students for nearly 20 years. These experiential learners come prepared, enthusiastic, with their sleeves rolled up and ready for action! Every time a UD student comes to participate in our shared community the youth are excited, whether 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



University of Dayton Students Create Nature Art with Youth at Adventure Central. Photo Credit: Celia Montemurri.

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

Map Data @2021 Google.

- 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.

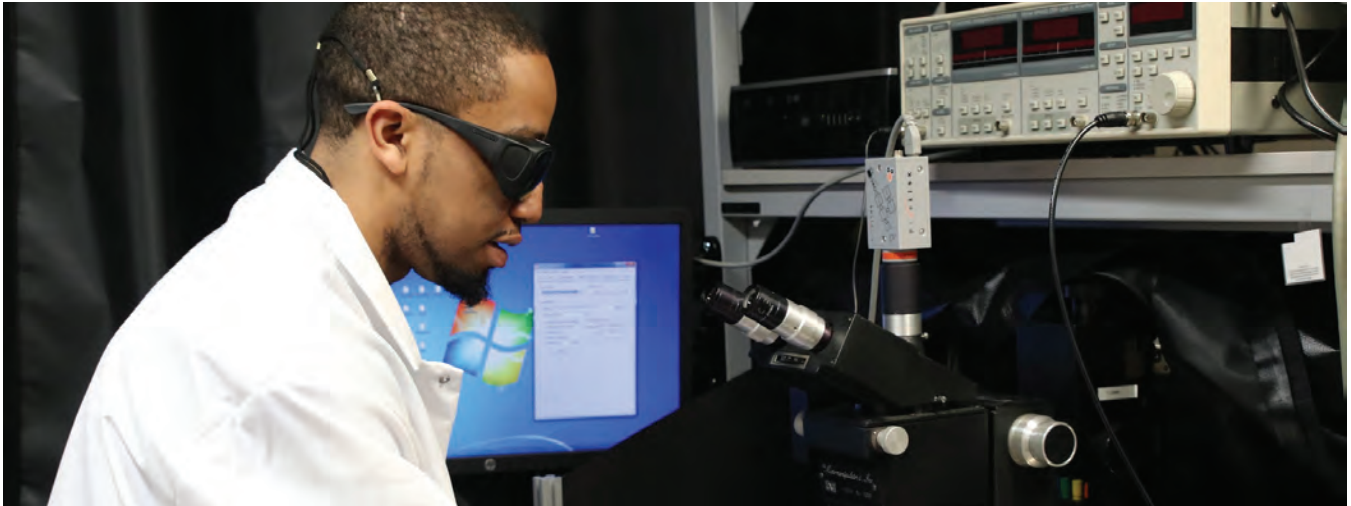
- **Examples of Experiential Research-Based Courses:**

- 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.



Dean’s Summer Fellows Picnic, 2019. Photo Credit: Don Pair, Associate Dean for Interdisciplinary Research and Experiential Initiatives, College of Arts and Sciences.



Physics Doctoral Student Joshua Burrows in the Physics Laboratory Photo Credit: Sophia Williamson, Office of Experiential Learning.

- Professors Susybel Kallsen, Mark Morgan, and Martha Hurley’s Criminal Justice Studies **Senior Capstone CJS 409** course has students develop independent research projects designed to inform current justice problems. Students develop focused research questions, devise a methodological strategy to answer the research questions, and present their findings to local or national audiences. Students also have the option to complete community-engaged research projects that benefit the local community.
- Dr. Patrick Thomas’s **Social Media ENG 408** class worked with the Women in Red Project, an international organization dedicated to correcting the gender imbalance on Wikipedia, the world’s largest repository of human knowledge. Students wrote biographical entries on diverse women: athletes (US Olympic Beach Volleyball competitor Gail Corso), historical figures (Bertha Clay McNeil, who founded the first Black sorority; Belulah Louise Henry, Black inventor - known as “Lady Edison”), physicians (Immunologist Suzanne Illstad), and others. Their articles and edits are currently under review by the WiR project editors for inclusion in their Wikipedia Project.

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*

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.

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 Learning Living Community (GLLC), Cross Cultural Connections (CCC), International Friendship Families (IFF), Breaking Bread (BB), Sages and Seekers, and Semester Abroad and Intercultural Leadership program (SAIL). 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.
 - **Sages & Seekers:** The Sages & Seekers course is offered through the Center for International Programs Intensive English Program (IEP). The course teams up UD Osher Lifelong Learners Institute (UDOLLI) members (Sages) with UD international students in the IEP (Seekers) to engage and learn from one another's life experiences regarding culture, customs, religion, spirituality, values, and daily life through guided instruction and activities. The program started in 2018 and has had over 50 UDIEP international students and 30 UDOLLI participants.
- **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.

- **Semester Abroad and Intercultural Leadership (SAIL):** The Semester Abroad and Intercultural Leadership Program (SAIL) is a year-long education abroad and leadership development program. This innovative program entails a fall semester abroad at one of the three current study abroad sites in Ireland, Spain or Ghana, paired with participation in an intercultural leadership program which includes special housing during the spring semester.
 - SAIL is a no-additional cost program, meaning you pay the same amount for your fall semester abroad as you would for a semester at UD (includes UD tuition and housing).
- **Cross Cultural Connections (CCC):** Cross Cultural Connections is a first year residential community that brings together a diverse group of students that are eager to learn about one another's cultures. It includes structured relationship-building and intercultural activities offered throughout the year and a mini-course focused on Global Competence.
 - Most years half of the community is from the U.S. and the other half is from various regions outside the U.S.
- **Global Learning Living Community (GLLC):** Upper Class residential community that brings together



University of Dayton Center for Social Concern - Service Break-Out in Ecuador Participants Photo Credit: Ecuador Break-Out Students.

a diverse group of students that participate in programs designed to celebrate the uniqueness of each student, focusing on one another's international and intercultural interests and diverse identities. Students have the opportunity to take a mini-course focused on Global Citizenship.

- **Dialogue Zone (DZ), Creating Inclusive Communities (CIC), and Diversity Peer Educator Program (DPE):** At the University of Dayton there are a number of ways that students can engage in dialogue. Through workshops, sustained dialogues, retreats or mini-courses, students can find opportunities to examine power and privilege, explore the complexity of culture and identity, and learn how to take action. Many of these efforts promote social justice education and provide students with important dialogic skills that can be applied to real-world experiences. The Dialogue Zone, Creating Inclusive Community, and Diversity Peer Educator program are some of many ways for students to connect with social justice education.
- **International Friendship Families (IFF):** International students are paired with local families or U.S. students for the duration of a semester. International students take part in conversation groups, meetups, and other structured activities with their host family or host student.

— This program was originally designed to



*University of Dayton London Flyers Student Participants.
Photo Credit: Laura Cotten, University Honors 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.

connect UD faculty and staff with international students but now includes UD students and local community members.

- **Collaborative Online International Learning**

(COIL): Designed by instructors, students have the opportunity to participate in a virtual intercultural experience by collaborating on projects with students abroad.

- **Examples of Global and Intercultural Learning Courses:**

- 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 Scheltens’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.

- *Contemporary Clinical Practice Elective DPT 988: Bangalore India Transcultural Experiential Learning:* The department of physical therapy has partnered with Marianist communities and ProVision Asia to provide physical rehabilitation services to the underserved in Bangalore India. While living in a Marianist community, students are immersed in Marianist charisms and living. Finally, students submit a capstone project and present their work to the rest of their class. The opportunity is part of a five week course held early in the spring semester.

- **International and Intercultural Leadership**

Certificate: Students take part in experiential learning in multiple ways across multiple disciplines, and by doing so, students gain the value of working across different cultures. The program includes taking courses from four different disciplines, demonstrating language proficiency, international/intercultural experience, and an experiential capstone.

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.
 - **Plunges:** Plunges are no cost, day long immersion experiences surrounding social justice issues. Plungers visit places of social injustice to learn and talk with those affected. Through Plunges, participants are better equipped to serve and advocate for others.
- **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:**

- 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.
- Stacey Siekman-Hall’s *Criminal Justice Studies Career Development CJS 300* has students in their sophomore year enroll in this course which is designed to help them discover their calling. Students research career options, make direct contact with agencies, and identify internships or service learning opportunities for participation in their junior and/or senior years.



University of Dayton Chaminade Scholars at a Bergamo Center Retreat. Photo Credit: Elizabeth Montgomery, Campus Ministry.

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 2020-2021, Handshake had 17,800 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 2019-2020 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 differences, 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

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 understand 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*

fraternities and sororities, and 2500+ organization meetings and events each year. Student Leadership Programs seek 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:** As one of the largest student-run businesses in the nation, Flyer Enterprises is comprised of nearly 200 employees and generates \$1.3 million in annual revenue. From sales associate to CEO, every position is filled by students, providing experiential learning and networking opportunities which sharpen decision-making skills and utilize classroom knowledge in real-world business situations. Flyer Enterprises consists of seven food and beverage locations on campus in addition to a summer storage service, an E-Commerce website and a website consulting service. Through Flyer Enterprises, employees gain leadership and problem-solving skills that set them apart from their peers and prepare them for internships and post-grad career opportunities. Each fall and spring semester, FE searches for new individuals who will bring energy and innovation to the company. Individuals who are interested in applying can access the application through Handshake.



DC Flyers Program. Photo Credit: Laura Cotten, University Honors Program.

- **DC Flyers Program, University Honors Program:** DC Flyers spend 10-weeks in Washington, DC exploring their majors and potential career opportunities through full-time internships. Participants represent the University of Dayton in our nation’s capital and benefit from the mentorship of co-workers, faculty, peers and the local UD alumni network. Since its inception in 2014, over 100 students have participated in the program.
- **Center for Project Excellence (CPE):** The CPE engages students and corporate partners in its support of “Academically Excellent Programs informed by Theory and focused on Practice”. The Center supports and expands UD student and faculty opportunities to engage in real corporate/ community business projects. The Center, through the SBA and department of MIS, Operations and Business Analytics (MOA), supports our value proposition of developing distinctive and highly qualified graduates. Several of the key value propositions for our Community Corporate Partners/Stakeholders include:
 - Providing UD students (all majors/academic years) business co-curricular volunteer opportunities (experiential learning)
 - Enhancing quality of UD/SBA graduates through Corporate Sponsored Projects
 - Community promotion/PR of Corporate sponsored successful projects
 - Organizing jointly valued Research Projects between Companies and UD Faculty/Students
 - Enhancing Project Analysis and Project Management skills of UD graduates
 - Offer Corporate Employees courses in both Project Analysis and Project Management skills (UD and PMI certifications)
 - Supporting student access to corporate summer jobs/internships/co-ops
 - Highlighting the distinctive value of UD’s graduates and the Corporate Partners who collaborate with the *Center*

On campus,
there are:

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including:

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sororities

and

2.5K+
organization
meetings and
events each year.

- Facilitating inter-company/cross-industry project best practices and lessons learned
- Sponsoring community/professional education that promotes professionalism in Project Management
- Sponsoring UD Project Management Club (PMUD), a student lead club
- Supporting longer term projects which span across academic semesters/classes

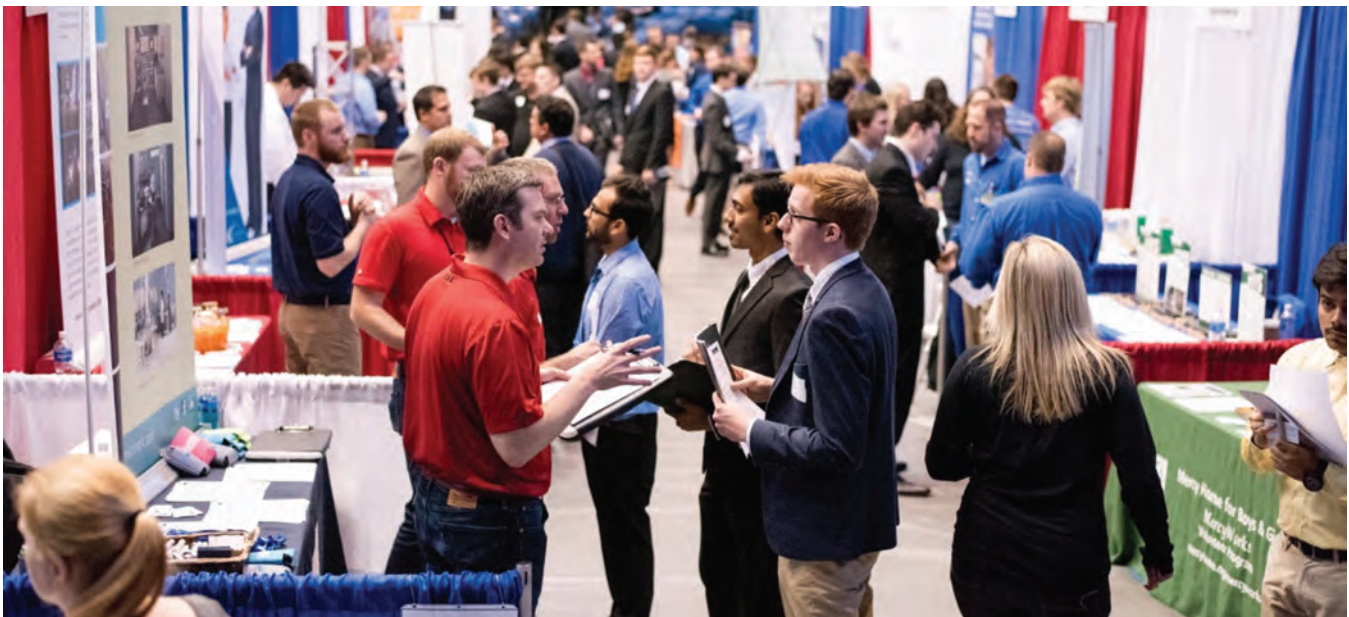
- **Davis Center for Portfolio Management:** The Davis Center is one of the flagship experiential learning programs in the School of Business Administration. The center manages a portion of the University endowment in conjunction with seniors enrolled in the Finance 493 course (Seminar in Investments) who act as the Investment Committee. These student managers work in a high-tech, interactive center that simulates a Wall Street trading floor with tools such as Bloomberg, FactSet, Morningstar Direct and S&P NetAdvantage. According to the Center for Investment Research, the Flyer Investments Fund ranked as the 2nd largest student-managed investment fund in the

country in 2018, up from 11th in 2007. It is the largest undergraduate program in the country and the largest of any private university.

- Founded in 1999, the Flyer Investments Fund is part of the University’s endowment. The Fund is a 100% student-managed portfolio administered by approximately 60 undergraduates in the Davis Center for Portfolio Management. In 1999, the Board of Trustee’s initial funding was \$1 million, and total funding from the Board has been \$12 million. As of March 2021, the Fund’s assets under management have grown to \$51.4 million through diligent investing. The School of Business and the Davis Center are grateful to the Board of Trustees for their ongoing support of the Flyer Investments Fund.

- **Crotty Center for Entrepreneurial Leadership:**

- **Flyer Pitch Competition:** The competition provides participants with the opportunity to enhance their entrepreneurial skills and strengthen their venture through training, mentorship, and feedback from expert judges.



University of Dayton Career Fair. Photo Credit: University of Dayton.



University of Dayton Social Justice Club students volunteer to tutor City of Dayton youth. Photo Credit: Sophia Williamson.

Put on in partnership with the Greater West Dayton Incubator, the 2020-2021 competition awarded \$137,500 in cash prizes and support services. The competition's legacy includes more than 70 new ventures that have completed the experience and have collectively raised over \$24 million in follow-up capital. The 2020-2021 competition made strides in establishing pathways to funding for Black entrepreneurs. Through the efforts of the GWDI and the support of community partners, \$74,250 in unrestricted grant funding went to Greater West Dayton entrepreneurs, including \$65,000 in the final round. Further, eight out of the ten finalist teams were Black-owned firms, 48.3% of total submissions were from Black-founders, and 50% of total competition submissions were from community members.

» **Start-Up Venture Track:** The Start-Up Venture Track offered an opportunity for participants to put entrepreneurship principles into practice by expanding or

starting a business venture and getting the support needed to make it successful.

» **Greater West Dayton Social Venture Track:** The inaugural Greater West Dayton Social Venture track offered an opportunity for participants to advance social justice and equity in Greater West Dayton neighborhoods by starting or scaling a nonprofit, social enterprise, or community initiative.

– **Flyer Consulting:** Flyer Consulting is a student-run organization housed within the Crotty Center. They provide complimentary business consulting to nonprofit organizations while promoting economic growth locally and globally through two microloan programs. With projects ranging from new venture feasibility to marketing and website redevelopment, Flyer Consulting is excited to continue to impact the community. Flyer Consulting has now grown to a total of 61 students from all majors, and their project

teams continue to diversify opportunities and offer new perspectives to the realm of nonprofit consulting and microlending.

- » Regarding the microlending side of Flyer Consulting, the organization operates two programs. Internationally, in Nairobi, Kenya, their team partners with the IMANI Marianists to provide entrepreneurs with microloans. Locally, in partnership with the Greater West Dayton Incubator, the Flyer Consulting team is gearing up to launch the Cultural Capital Microlending Program. The program will provide capital and specialized services to historically marginalized business owners from West Dayton and surrounding areas.
- » In addition to client projects, Flyer Consulting has several internal initiatives underway. As an organization, they are working towards publishing a Diversity, Equity, and Inclusion plan, an alumni association, and their Nonprofit Healthcheck Guidebook.

- **Examples of experiential leadership and professional development courses:**

- Nicky Adams’s *Writing for Grants & Nonprofits ENG 392*: students experience the targeted communication nonprofit organizations engage in to further their missions, including social media, donor relations, and grant proposals. In the course, students write a grant proposal for an area nonprofit and conduct informational interviews with nonprofit 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 challenge is to launch, scale, and grow their enterprise during the year and pay their loan in the Spring.
- In *Federal Law Enforcement CJS 399*, students learn about the history and operation of federal law enforcement agencies. Each week during the term a representative from a featured agency joins the class to share their perspective on the agency and the agency’s approach to justice. At the end of each class, students have an opportunity to explore vocational questions with federal agents.
- *Pro-bono Clinic*: The Department of Physical Therapy has partnered with Good Neighbor House in Dayton to provide physical rehabilitation services to a diverse underserved community. Guided by a DPT faculty member, students participate in patient care activities that include history taking and patient communication, observation, test and measures, clinical decision making, interprofessional communication, and treatment. Students assimilate their thoughts at the end of the experience by participating in electronic patient charting and reflecting on the experience with the faculty member.

Examples of Campus Centers and Institutes Offering Experiential Learning Opportunities:

[Abolition Ohio](#)

[Berry Summer Thesis Institute \(BSTI\)](#)

[Breaking Bread](#)

[BreakOuts – Campus Ministry](#)

[Breakouts – School of Engineering](#)

[Campus Ministry – Center for Social Concern](#)

[Career & Internship Fairs](#)

[Career Advising](#)

[Career Services](#)

[Center for International Programs](#)

[Center for Project Excellence](#)

[Center for Student Involvement](#)

[Chaminade Scholars Program](#)

[Community Corps](#)

[Cross-Cultural Immersion Trips](#)

[Cultural Heritage Month Programming](#)

[Davis Center for Portfolio Management](#)

[Dayton Civic Scholars](#)

[Dayton Local Immersions](#)

[DC Flyers Program](#)

[ETHOS Center](#)

[ETHOS International & Domestic Immersions](#)

[ETHOS-Sonlight Power Graduate Service Program](#)

[Fall Leadership Conference](#)

[Fiore Talarico Center for Professional Selling](#)

[Fitz Center for Leadership in Community](#)

[Flyer Connection Alumni Mentoring Program](#)

[Global Flyers Program](#)

[Global Learning Living Community \(GLLC\)](#)

[Graduate Immersions](#)

[Handshake System: Job Postings and Events](#)

[Hanley Sustainability Institute](#)

[Hanley Trading Center](#)

[Honors Program](#)

[Human Rights Center](#)

[Internships and Cooperative Education](#)

[L. William Crotty Center for Entrepreneurial Leadership](#)

[Lincoln Hill Garden](#)

[London Flyers Program](#)

[Malawi Research Practicum](#)

[MEC Retreat](#)

[Micro-Credentials](#)

[Micro-Internship](#)

[Moral Courage Project](#)

[Multi-Ethnic Education and Engagement Center](#)

[Neighborhood Fellows & Resident Assistants](#)

[Neighborhood School Centers](#)

[On-Campus Recruiting](#)

[P.E.E.R.S. Mentor Program](#)

[REAL Dayton](#)

[River Stewards](#)

[Sages and Seekers](#)

[School of Business Administration – Centers of Excellence](#)

[Semester Abroad and Intercultural Leadership \(SAIL\)](#)

[Semester of Service](#)

[SERVICE Saturdays](#)

[Student Development & Student Leadership Programs](#)

[Student Employment for the Real World Program](#)

[Student Employment: On-campus employment](#)

[Sustainability, Energy and the Environment Integrated Learning Living Community \(ILLC\)](#)

[The Collegiate Leadership Competition](#)

[The GEM](#)

[The Hub at the Arcade: Institute of Applied Creativity for Transformation](#)

[The Student Leadership Ambassadors program](#)

[The UD Summer Appalachia Program](#)

[Thesis Research](#)

[UD Sustainability Representatives and Leaders](#)

[Women’s Center](#)

[Women’s Center Policy Internship Program in Partnership with Women & Gender Studies Program](#)

[Women’s History Month Programming](#)



University of
Dayton

Experiential Learning in the Academic Curriculum



Photo Credit: University of Dayton.

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.

*For details about the faculty teaching these courses,
contact the Office of Experiential Learning.*

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 below, CAP courses are marked with a +. Courses that will be removed from CAP but are still currently fulfilling CAP requirements will not be 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 that 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.

Examples of EXP courses:

- EXP 200: El Salvador Immersion
- EXP 206: Spring BreakOut to Ecuador
- EXP 207: Cross-cultural Immersion to Zambia
- EXP 212: Intro to Engineering Design and Technology
- EXP 300: Global Flyers Oxford Program
- EXP 301: D.C. Flyers Program
- EXP 302: Berry Summer Thesis Institute
- EXP 303: Global Flyers-London
- EXP 305: Summer Undergrad 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 313: Human Rights and Sustainable Development
- EXP 314: Cox First Media Fellowship
- EXP 315: Stitt Experiential Internship
- EXP 350: Statehouse Civic Scholars
- EXP 351: Malawi Practicum in Human Rights & Development
- EXP 401: Wellbeing Education Certificate Internship
- EXP 431: The Moral Courage Project

School of Business Administration (SBA):

Providing meaningful opportunities for all students to engage in experiential learning is a key part of the SBA's **mission**. In addition to curricular experiential learning opportunities, EL co-curricular opportunities in the SBA are provided through Business Wisdom through International, Service, and Experiential Education (BWISE), the Center for Integration of Faith and Work, the Center for Project Excellence, the Davis Center for Portfolio Management, the Everest Real Estate Challenge, Flyer Angels, Flyer Consulting, Flyer Development, Flyer Enterprises, the Flyer Pitch Competition, the Flyer Sales Competition, the Hanley Sustainability Fund, the Greater West Dayton Incubator, the L. William Crotty Center for Entrepreneurial Leadership, the Ohio Export Internship Program, the Talarico Center for Professional Selling, UD2NYC, and more.

Examples of Experiential SBA Courses:

- Accounting - ACC 491/492: Honors Thesis
- Accounting - ACC 497: Professional Work Experience
- Accounting - ACC 499: Volunteer Income Tax Assistance
- Accounting - ACC 697: Professional Work Experience
- Accounting - ACC 701: Professional Speakers Forum
- Economics - ECO 203-L1+: Principles of Microeconomics-BEES section
- Economics - ECO 204-L1+: Principles of Macroeconomics-BEES section
- Economics - ECO 435+: Environmental Economics
- Economics - ECO 460+: Economic Growth and Development
- Economics - ECO 490+: Senior Seminar in Applied Economics
- Economics - ECO 491: Honors Thesis
- Economics - ECO 498: Independent Study
- Finance - FIN 469: Portfolio Management and Securities Analysis
- Finance - FIN 491/492: Honors Thesis
- Finance - FIN 493: Seminar in Equity Investments

- Finance - FIN 496: Cooperative Education
- Management - INB 357: Export Management
- Management - MGT 220/221: The Sophomore Experience/ Micro-Business Course
- Management - MGT 318: New Venture Creation
- Management - MGT 320: New Venture Creation
- Management - MGT 405: Employee Training & Development
- Management - MGT 410+: Capstone in Management
- Management - MGT 425: Franchising
- Management - MGT 430+: Senior Seminar in Entrepreneurship
- Management - MGT 491/492: Honors Thesis
- Management - MGT 498: Cooperative Education
- Management Information Systems - MIS 465: MIS Project I-Analysis & Design in Teams
- Management Information Systems - MIS 475+: MIS Project II-Design & Implementation in Teams
- Management Information Systems - MIS 491/492: Honors Thesis
- Management Information Systems - MIS 494: Seminar in Management Information Systems
- Management Information Systems - MIS 497: Laboratory Work Experience
- Management Information Systems - MIS 498: Cooperative Education
- Management Information Systems - MIS 499: Independent Study in Management Information Systems
- Marketing - MKT 350: Digital Marketing
- Marketing - MKT 351: Social Media Marketing & Analytics
- Marketing - MKT 450: Buyer Behavior & Marketing Analysis
- Marketing - MKT 455+: Marketing Analytics & Strategy
- Marketing - MKT 498: Cooperative Education
- Marketing - MKT 499: Independent Study in Marketing
- Master of Business Administration - MBA 500A: Financial Accounting
- Master of Business Administration - MBA 501A: Managerial Accounting
- Master of Business Administration - MBA 530: Principles of Marketing
- Master of Business Administration - MBA 560: Information Technology & Systems
- Master of Business Administration - MBA 570: Organizational Theory & Behavior
- Master of Business Administration - MBA 631: Digital Marketing
- Master of Business Administration - MBA 632: Marketing Analytics
- Master of Business Administration - MBA 633: Sales Management
- Master of Business Administration - MBA 633: Special Topics in Marketing
- Master of Business Administration - MBA 681: Negotiation
- Master of Business Administration - MBA 682: New Venture Management
- Master of Business Administration - MBA 694: Immersion: Servant Leadership
- Master of Business Administration - MBA 799: Integrative Project
- Operations & Supply Management - OPS 485: Capstone Operations & Supply Management Project I
- Operations & Supply Management - OPS 491: Honors Thesis
- Operations & Supply Management - OPS 492: Honors Thesis
- Operations & Supply Management - OPS 494: Seminar in Operations & Supply Management
- Operations & Supply Management - OPS 495+: Capstone Operations & Supply Management Project II
- Operations & Supply Management - OPS 497: Laboratory Work Experience
- Operations & Supply Management - OPS 498: Cooperative Education
- Operations & Supply Management - OPS 499: Independent Study in Operations & Supply Management
- Mini Course - UDI 184: Flyer Consulting
- Mini Course - UDI 227: Creative Analytics - Lean Six Sigma - Day One Ready Program
- Mini Course - UDI 228: Creative Analytics - Robotics - Day One Ready Program
- Mini Course - UDI 229: Creative Analytics - Data Analytics - EY Day One Ready Program
- Mini Course - UDI 230: Creative Analytics - Cyber Security - EY Day One Ready Program
- Mini Course - UDI 282: BEES in the Field: Business Ethics & Environmental Sustainability (BEES) Field Trips
- Mini Course - UDI 285: Keeping Bees and Beekeeping

College of Arts and Sciences

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 315+: Language and Culture
- Anthropology, Sociology, and Social Work - ANT 325: Anthropology and Human Rights/El Salvador Immersion
- Anthropology, Sociology, and Social Work - ANT/SOC 368: Immigration and Immigrants
- Anthropology, Sociology, and Social Work - SOC 328+: Racial and Ethnic Relations
- Anthropology, Sociology, and Social Work - SOC 329+: Sex, Crime, and Law
- Anthropology, Sociology, and Social Work - SOC 331+: Marriages and Families
- Anthropology, Sociology, and Social Work - SOC 351: Urban Sociology
- Anthropology, Sociology, and Social Work - SOC 352+: Community/Core Program
- Anthropology, Sociology, and Social Work - SOC 371+: Sociology of Human Rights
- Anthropology, Sociology, and Social Work - SWK 303/SOC 309: Community Practice and Research
- Anthropology, Sociology, and Social Work - SWK/SOC 380+: Health and Inequality
- Art and Design - VAD 345: Typography II
- Art and Design - VAH 482: History of Photography II / Moral Courage Project Collaboration
- Art and Design - VAP 320: Studio Practice/Facing Project
- Art and Design - VAP 330: Alternative Photography
- Art and Design - Design Practicum
- Art History - SEE 303/VAR 333+: Constructions of Place/[Dinner in the Desert Kitchen](#)
- Biology - BIO 310L: Ecology Lab
- Biology - BIO 350: Applied and Environmental Biology
- Biology - BIO 411L: Microbiology Lab
- Biology - BIO 415L: Neurobiology Laboratory
- Biology - BIO 466: Biology of Infectious Disease
- Biology - BIO 479L: Environmental Instrumentation Lab
- Biology - BIO 499: Environmental Biology Internship
- Communication - CMM 322: Interviewing and Business Communication
- Communication - CMM 341: Audio Production
- Computer Science - CPS 499/564: Visual Computing and Mixed Reality
- Criminal Justice Studies - CJS 101: Introduction to Criminal Justice Studies
- Criminal Justice Studies - CJS 300: Criminal Justice Studies Career Development
- Criminal Justice Studies - CJS 303+: Theory of Practice of Corrections
- Criminal Justice Studies - CJS 316+: Criminal Justice Ethics
- Criminal Justice Studies - CJS 322: Policing and Society
- Criminal Justice Studies - CJS 399: Federal Law Enforcement
- Criminal Justice Studies - CJS 408: Senior Seminar
- Criminal Justice Studies - CJS 409+: Senior Capstone
- Criminal Justice Studies - CJS 495: Internship in Criminal Justice
- Criminal Justice Studies - CJS 497: Service Learning
- English - ENG 100+: Writing Seminar I
- English - ENG 362+: Shakespeare
- English - ENG 368: Introduction to Professional and Technical Writing
- English - ENG 372+: Business and Professional Writing
- English - ENG 373+: Writing in the Health Professions
- English - ENG 392+: Writing for Grants and Non-Profits
- English - ENG 408+/CMM 408: Social Media
- English / Women & Gender Studies - ENG/WGS 310: Feminist Theory and Methodology
- Geology - GEO 115/115L+: Physical Geology
- Geology - GEO 204: Geology for Teachers
- Geology - GEO 412/GEO 412L: Intro to Geochemistry
- Interdisciplinary Courses - ASI 160: First Year Seminar for Discovering Students
- Interdisciplinary Courses - ASI 357+: Vocation and the Arts (Chaminade Scholars program)
- Languages - GLC 345+: Chinese Civilization and Culture
- Math - MTH 149: Calculus 2 for Life Sciences

- Math - MTH 219: Differential Equations
- Music Therapy - MUS 125: Movement and Music Therapy
- Music Therapy - MUS 202: Professional Development
- Music Therapy - MUS 244: Functional Music Therapy Skills
- Music Therapy - MUS 286: Music Therapy Methods
- Music Therapy - MUS 370: Music Therapy Receptive Methods
- Music Therapy - MUS 381: Clinical and Educational Improvisation
- Music Therapy - MUS 273, 372, 373, 472, and 473: Music Therapy Practicum Courses
- Photography - VAR 350/SOC 350+: Art & Social Practice/
Dinner in the Desert Kitchen
- Political Science and Human Rights - POL 333: Politics of Human Rights
- Pre-Medicine - MED 339: International Medical Experience
- Psychology - PSY 355: Developmental Psychopathology
- Psychology - PSY 363: Abnormal Psychology
- Psychology - PSY 497: Service Learning Experience
- Religion - REL 256+: Faith Tradition: Prayer
- Religion - REL 358+: Liberation Theologies
- Social Science Integrated - SSC 200+: Engaged Scholarship for Homelessness
- Social Science Integrated - SSC 200+: Community and Music in Society
- Social Science Integrated - SSC 200+: Truthiness
- Theatre, Dance, and Performance Technology - CAP 302-01+: Performative Wood Firing
- Theatre, Dance, and Performance Technology - THR 300+: Performance Practicum
- Theatre, Dance, and Performance Technology - THR 302+: Stage Makeup
- Theatre, Dance, and Performance Technology - THR 303+/VAR 303: Scenic Painting
- Theatre, Dance, and Performance Technology - THR 304+: Movement for Everyone
- Theatre, Dance, and Performance Technology - THR 307: Lighting Design
- Theatre, Dance, and Performance Technology - THR 308+/EGR 308: Engineering for the Performing Arts
- Theatre, Dance, and Performance Technology - THR 309: Sound Design
- Theatre, Dance, and Performance Technology - THR 310+: Acting for Everyone
- Theatre, Dance, and Performance Technology - THR 312: Acting for the Camera
- Theatre, Dance, and Performance Technology - THR 316: Performance Company
- Theatre, Dance, and Performance Technology - THR 320+: Voice and Movement
- Theatre, Dance, and Performance Technology - THR 323+: Ensemble Acting
- Theatre, Dance, and Performance Technology - THR 330: Scenic Design
- Theatre, Dance, and Performance Technology - THR 331+: Costume Design
- Theatre, Dance, and Performance Technology - THR 341+: Modern Dance
- Theatre, Dance, and Performance Technology - THR 344+: Musical & Opera Workshop
- Theatre, Dance, and Performance Technology - THR 345+: Devising Performance
- Theatre, Dance, and Performance Technology - THR 350: Acting Styles
- Theatre, Dance, and Performance Technology - THR 352+: Applied Theatre
- Theatre, Dance, and Performance Technology - THR 354+: Kinetic Forms
- Theatre, Dance, and Performance Technology - THR 361+: Jazz Dance
- Theatre, Dance, and Performance Technology - THR 371+: Ballet
- Theatre, Dance, and Performance Technology - THR 372+: Dance & Physical Theatre Styles
- Theatre, Dance, and Performance Technology - THR 417+/EDT 417: Theatre in Education
- Theatre, Dance, and Performance Technology - THR 424: Directing
- Theatre, Dance, and Performance Technology - THR 498: Internship
- Theatre, Dance, and Performance Technology - THR 499+: Creating New Works

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 homes 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 517: School Psychology Practicum I: Shadowing
- Counselor Education & Human Services - EDC 532: Psychology of Learning Disabilities and Other Exceptionalities
- Counselor Education & Human Services - EDC 515: School Psychology Practicum II: Academic Intervention
- Counselor Education & Human Services - EDC 545: Counseling Techniques Lab
- Counselor Education & Human Services - EDC 549: Assessment in Student Affairs
- Counselor Education & Human Services - EDC 553: Internship in College Student Personnel
- Counselor Education & Human Services - EDC 556: Organizational Leadership in Higher Education and Student Affairs
- Counselor Education & Human Services - EDC 569: Scholarly Project
- Counselor Education & Human Services - EDC 583: Theories & Techniques of Group Counseling
- Counselor Education & Human Services - EDC 584: Practicum in Clinical Mental Health Counseling
- Counselor Education & Human Services - EDC 598: Internship in Mental Health Counseling
- Counselor Education & Human Services - EDC 611: School Psychology Practicum III: Behavioral Intervention
- Counselor Education & Human Services - EDC 613: School Psychology Practicum IV: Integration of Professional Skills
- Counselor Education & Human Services - EDC 710: Internship in School Psychology
- Counselor Education & Human Services - EDC 711: Internship in School Psychology
- Counselor Education & Human Services - EDC 712: Internship in School Psychology
- Counselor Education & Human Services - EDC 519: Applied Behavior Analysis II (ABA Fieldwork)
- Counselor Education & Human Services - EDC 523: Assessment & Intervention (ABA Fieldwork)
- Counselor Education & Human Services - EDC 526: Family, School & Health Systems (ABA Fieldwork)
- Counselor Education & Human Services - EDC 586: Practicum I (ABA Fieldwork)
- Counselor Education & Human Services - EDC 587: Practicum II (ABA Fieldwork)
- Counselor Education & Human Services - EDC 588: Practicum III: Field Research
- Counselor Education & Human Services - EDC 589: Culminating Case Study Capstone (ABA Fieldwork)
- Educational Administration - EDA 507: Internship I
- Educational Administration - EDA 607: Internship II
- Educational Administration - EDA 733: Internship II
- Health & Sport Science - HSS 121: Essentials of Youth Fitness
- Health & Sport Science - HSS 220: Adapted Physical Activity
- Health & Sport Science - HSS 255: Practicum in Health & Sport Science
- Health & Sport Science - HSS 302+: Community Nutrition
- Health & Sport Science - HSS 331: Sport Ethics
- Health & Sport Science - HSS 353: Sports Media
- Health & Sport Science - HSS 354: Sport in Global Community
- Health & Sport Science - HSS 357: Sport Marketing
- Health & Sport Science - HSS 358: Sales and Fundraising
- Health & Sport Science - HSS 384+/SOC 384 Food Justice
- Health & Sport Science - HSS 428: Research in Health & Sport Science
- Health & Sport Science - HSS 448: Safety & Law in Health and Sport
- Health & Sport Science - HSS 485: Health & Sport Science Internship
- Physical Therapy - Clinical Rotations

- Physical Therapy - DPT 988: Contemporary Clinical Practice Elective
- Physical Therapy - Pro Bono Clinic
- Physician Assistant Education - Clinical Rotations
- Physician Assistant Education - PAS 533: Applied Patient Assessment
- Teacher Education - EDT 110L: The Profession of Teaching Laboratory
- Teacher Education - EDT 207L: Child and Adolescent in Education Laboratory
- Teacher Education - EDT 211L: Child Development: Birth to Grade 5 Laboratory
- Teacher Education - EDT 212L: Childhood Theory and Practice Laboratory
- Teacher Education - EDT 222L: Middle Childhood to Young Adult Development in a Diverse Society Laboratory
- Teacher Education - EDT 313L: Developmentally Appropriate Practices Lab
- Teacher Education - EDT 318: Urban Teacher Academy
- Teacher Education - EDT 321L: Classroom Environment for Middle Childhood Laboratory
- Teacher Education - EDT 331L: Religion Methods Laboratory
- Teacher Education - EDT 338L: Teaching, Learning and Management Laboratory
- Teacher Education - EDT 340+: Educating Diverse Student Populations in Inclusive Settings
- Teacher Education - EDT 340L/570: Educating Diverse Student Populations in Inclusive Settings
- Teacher Education - EDT 343L: Introduction to Education of Learners with Mild/Moderate Learning Needs Laboratory
- Teacher Education - EDT 344: Collaboration with Families, Professionals and Agencies
- Teacher Education - EDT 401L: Pre-Kindergarten Special Needs Field Experience
- Teacher Education - EDT 402L: Field Experience for 4th and 5th Grade Endorsement
- Teacher Education - EDT 415L: Primary (K-3) Field Internship
- Teacher Education - EDT 419L: Kindergarten-Primary Curriculum and Instruction Laboratory
- Teacher Education - EDT 425L: Middle School Principles and Practices Laboratory
- Teacher Education - EDT 431L: Integrated Language Arts Methods AYA (7-12) Field Internship
- Teacher Education - EDT 432L: Integrated Mathematics Methods AYA (7-12) Field Internship
- Teacher Education - EDT 433L: Foreign Language Methods for AYA (7-12) Field Internship
- Teacher Education - EDT 434L: Science Methods for AYA (7-12) Field Internship
- Teacher Education - EDT 435L: Integrated Social Studies Methods for AYA (7-12) Field Internship
- Teacher Education - EDT 441L: Adapting Content Standards for Students with Special Needs Laboratory
- Teacher Education - EDT 442: Assessment and 444 Instructional Strategies
- Teacher Education - EDT 442L: Intervention Specialist: Mild/Moderate Field Internship
- Teacher Education - EDT 452L: Digital Literacies, ELL and Content Reading Strategies Lab
- Teacher Education - EDT 454: Methods of Literacy for Grades PK-5
- Teacher Education - EDT 458L: Middle Level (4-9) Field Internship
- Teacher Education - EDT 460L: Early Childhood Program and Personnel Management Laboratory
- Teacher Education - EDT 461L: Supporting Quality Curriculum and Instruction in Early Care Education Laboratory
- Teacher Education - EDT 462L: Regulations, Licensing and the Law in Early Care and Education Laboratory
- Teacher Education - EDT 463L: Managing Finances and Marketing in Early Care and Education Laboratory
- Teacher Education - EDT 475: Student Teaching- Adolescence to Young Adult
- Teacher Education - EDT 507L: The Profession of Teaching Laboratory
- Teacher Education - EDT 509L: Instruction, Management and Assessment Laboratory
- Teacher Education - EDT 510L: Introduction to Transdisciplinary Early Childhood Education Laboratory
- Teacher Education - EDT 518L: Integrated Curriculum and Instruction for Kindergarten-Primary Grades Laboratory
- Teacher Education - EDT 530L: Middle School Principles and Practices Laboratory
- Teacher Education - EDT 532L: Reading/Language Arts Methods for Middle Childhood Education Laboratory
- Teacher Education - EDT 533L: Math Methods for Middle Childhood Education Laboratory
- Teacher Education - EDT 534L: Science Methods for Middle Childhood Education Laboratory
- Teacher Education - EDT 535L: Social Studies Methods for Middle Childhood Education Laboratory
- Teacher Education - EDT 550L: Integrated Language Arts

Methods for Adolescence to Young Adult Laboratory

- Teacher Education - EDT 551L: Integrated Social Studies Methods for Adolescence to Young Adult Laboratory
- Teacher Education - EDT 552L: Foreign Language Methods for Adolescence to Young Adult Laboratory
- Teacher Education - EDT 553L: Integrated Mathematics Methods for Adolescence to Young Adult Laboratory
- Teacher Education - EDT 554L: Science Methods for Adolescence to Young Adult Laboratory
- Teacher Education - EDT 560L: Early Childhood Program and Personnel Management Laboratory
- Teacher Education - EDT 561L: Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory
- Teacher Education - EDT 562L: Regulations, Licensing and the Law in Early Care and Education Laboratory
- Teacher Education - EDT 563L: Managing Finances and Marketing in Early Care and Education Laboratory
- Teacher Education - EDT 570L: Educating Diverse Student Populations in Inclusive Settings Laboratory
- Teacher Education - EDT 572L: Introduction to Education of Learners with Mild/Moderate Needs Laboratory
- Teacher Education - EDT 575L: Assessment: Mild/Moderate Laboratory
- Teacher Education - EDT 576L: Curriculum: Mild/Moderate Laboratory
- Teacher Education - EDT 579L: Instructional Strategies: Mild/Moderate Laboratory
- Teacher Education - EDT 583L: Teaching Visual Arts Laboratory
- Teacher Education - EDT 600L: Reading Methods Laboratory

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 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 499-05/595-05: Applied Internet of Things
- Electrical and Computer Engineering - GEO 420+/ECE 420+/ECE 520: Internet of Things
- Engineering Management, Systems, and Technology -

ENM 505: Management of Engineering Systems

- Engineering Management, Systems, and Technology - ENM 564: Lean Six Sigma for Engineers-Community Based EL Projects
- Industrial Engineering Technology - IET 408+/ISE 408: Lean Management and Six Sigma Course
- Mechanical Engineering Technology - MCT 313: Industrial Mechanisms
- Mechanical and Aerospace Engineering - MEE 225: Introduction to Flight
- Mechanical and Aerospace Engineering - MEE 308: Fluid Dynamics
- Mechanical and Aerospace Engineering - MEE 410: Heat Transfer
- Mechanical, Aerospace, and Renewable and Clean Energy Engineering - MEE 460 (01), 460 (02): Mechanical Engineering Analysis
- ETHOS - EGR 330+: Engineering Design & Appropriate Technology
- ETHOS - EGR 331+: Sociotechnical Engineering for the Common Good

Mini Courses

UD has over 100 mini courses, many of which are experiential learning based. From education abroad to service learning to sustainability work, students can find a host of experiential learning activities in the list of mini courses. Some mini courses specific to the academic units are listed above.

Examples of Experiential Mini Courses:

- UDI 210: SAIL: Semester, Abroad, Intercultural Leadership and Re-Entry
- UDI 225: A Spiritual Journey Toward Healing, Compassion, and Solidarity
- UDI 257: Experiences in Operations & Supply Management
- UDI 262: Exploring Sustainability, Energy and Environment
- UDI 267: Journey Towards Global Citizenship
- UDI 268: Building Community Through Intergroup Dialogue
- UDI 276: Pre dental Community Health Experience
- UDI 290: Introduction to Engineering Design and Appropriate Technology

- UDI 314: The Facing Project
- UDI 315: The River Steward Experience
- UDI 371: ACT I: Fundamentals of Applied Creativity
- UDI 380: Understanding Respecting and Connecting: Examining Privilege and Taking Action
- UDI 383: Servant Leadership: Hunger and Homelessness Awareness Week Leaders
- UDI 392: Dayton Civic Scholar
- UDI 393: Community Service Internship
- UDI 403: Peers Advocating for Violence Education (PAVE)

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.

Education Abroad

- Examples of Experiential Courses Taught in Education Abroad Programs:
- Business in Hawaii - ENG 372+: Business & Professional Writing
- Business in Japan - MKT 301/300+: Principles of Marketing
- Business in Japan - FIN 301/300: Intro Financial Management
- Business in Rome - MKT 301/300+: Principles of Marketing
- Business in Rome - MGT 301/300: Organizational Behavior
- Business in Rome - PHL 313+: Business Ethics
- Business in Spain - FIN 301/300: Intro Financial Management
- Business in Spain - MUS 365+: Music in Society
- Business in Spain - MIS 301/300: Information Systems
- (CAP focused) Berlin - SEE 303/VAR 333+: Constructions of Place
- (CAP focused) Berlin - PHL 335+: Philosophy of Sustainability
- (CAP focused) Berlin - GLC 337: Green Germany, Sustainability & Environmental Justice
- (CAP focused) Ireland - HST 378+: Immigration History
- (CAP focused) Ireland - POL 355+: Media & Democracy
- (CAP focused) Ireland - REL 228+: Faith Traditions: Historical Encounters
- Communication in Prague - CMM 464+: International Public Relations
- Communication in Prague - CMM 449: Video Production
- Communication in Prague - CMM 441+: Media Processes & Effects
- Counselor Ed & Human Services in Ireland - EDC 575: Counseling Diverse Populations
- Engineering in Costa Rica - EGR 103: Engineering Innovation
- Engineering in England - EGR 499: Production Engineering & Ops Mgt
- Engineering in England - MCT 456: Auto. Powertrain & Chassis Systems
- Engineering in England - HST 344+: The Automobile & American Life
- French Language Immersion in Angers - French at various levels
- Global Internship - EXP 213
- Global Learning Academy - ENG 335+: African American Literature
- Global Learning Academy - HSS 384+: Food Justice
- History in Spain - HST 310+: History of Spain
- International Medical Experience - MED 339: International Medical Experience
- Marching Band in Ireland
- Psychology in Florence - PSY 495: Special Topics: Deconstructing Dinner
- Psychology in Florence - PSY 443+: Women, Gender, and Psychology
- Psychology in Florence - PSY 363: Abnormal Psychology
- Senior Global Citizenship
- Spanish Language Immersion in Segovia - SPN 370: Legends of Segovia
- Spanish Language Immersion in Segovia - SPN 370: Culture and Art
- Teacher Education in London - EDT 350: Foundations of Literacy through Literature
- Teacher Education in London - EDT 340+: Educating Diverse Student Populations



University of Dayton

Office of Experiential Learning

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