

## **Advancing the Learning Outcomes found in “Habits of Inquiry and Reflection”**

### **--THE POTENTIAL OF COMMUNITY ENGAGED LEARNING**

*Advanced habits of academic inquiry and creativity through productions of scholarly work-*  
Based on undergraduate research and performance in conjunction with community engaged learning (e.g., course-based research for Stander Symposium, honors theses on community issues, National Issues Forums)

*Ability to engage in inquiry regarding major faith traditions, and familiarity with the basic theological understandings and texts that shape Roman Catholicism –*  
Through community engaged learning in the diverse faith communities of Dayton or through community engagement opportunities that include reflection on faith (CEL courses, Center for Social Concern, Lalanne, Marianist Fellows, Fitz Center partners including Dayton Christian Center and Catholic Social Services)

*Understanding of the cultures, histories, times, and places of multiple others –*  
By immersing student in the diverse culture of Dayton and other accessible communities throughout the world that enjoy differences much broader and deeper than those experienced on our campus (e.g., CEL courses, summer cross-cultural immersion programs, Semester of Service, YESS AmeriCorps, many Fitz Center non-profit partners)

*Understanding of and practice in values and skills necessary for learning, living, and working in community –*  
By participating in intensive community engaged learning opportunities that require extended living and working in communities beyond our campus and challenge norms and values (CEL courses, UD Summer Appalachia Program, Semester of Service, YESS AmeriCorps)

*Practical wisdom in addressing human problems and needs, drawing upon advanced knowledge, values, and skills in students’ chosen professions or majors –*  
Through community engaged learning that is course-based or tied to the professional and vocational paths of student (Dayton Civic Scholars, ETHOS, Semester of Service, CEL courses)

*Habits of inquiry and reflections, informed by Catholic Social Teaching and multidisciplinary study, that equip students to evaluate critically and imaginatively the challenges of our times -*  
Through community engaged learning that intentionally challenges student’s understanding of the world (e.g., integrative CEL courses, Center for Social Concern, social justice LLC)

*Ability to articulate reflectively through the language of vocation the purposes of students’ lives and their proposed work –* through community engaged learning experiences that are crafted to assist with vocation exploration and personal discernment (Chaminade Scholars, River Stewards, profession-related CEL courses)