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## Experiential Learning

### The Holy Cross Approach to Experiential Learning

experiential learning opportunities! Experiential learning programs teach students through immersive experience, experimentation, and activity, through reflection on such experiences, and through developing competencies that aid students in making future choices. At Holy Cross, this approach to learning is not merely vocational, but is distinctively designed to help students understand how to transfer the value of their liberal arts education to the world away from campus. The Center aims to shape your approach to experience, to encourage you to deliberately engage the world around you, and to embed reflection in every aspect of your experiential learning. This is not just good practice; it is in keeping with the Jesuit identity of the College of the Holy Cross. Developing this habit of reflection will not only enrich your experience. It will enable you to more fully articulate the benefit of your Jesuit education now and in the future.

### Experiential Learning Programs at Holy Cross

Experiential learning takes many forms at Holy Cross in the J.D. Power Center for Liberal Arts in the World. You will no doubt learn from your experience in the residence halls, athletic fields, and excursions off campus. This handbook is designed to guide you through your experience in the Academic Internship Program, but we also manage the following:

- The Academic Internship Program
- Community-Based Learning
- The Semester Away Programs (including NY & DC)
- Trial Teams (Mock Trial, Moot Court, Mediation Team)
- The Research Associates Program
- The Ignite Fund

### General Learning Outcomes

Each of these programs has specific program goals for student learning, but all of them should enhance the following:

Interpersonal Skills that help you to engage with differences in ways that require them to learn how to understand the perspectives of, and communicate ideas to, others, in situations that have immediate consequences. You might, for instance,

- increase competence in interpersonal contexts, such as interviews, and effective reporting to supervisors
- learn to present technical, methodological, or professional information to individuals and groups in both formal and informal contexts
- effectively engage with people from perspectives unfamiliar to them
- compose appropriate written communications
- develop your ability to communicate in informal ways that enhance their ability to

- pursue goals
- gain comfort in acting independently and making judgments

Professional Development Skills that help you develop new work-related skills, including the capacity to navigate the written and unwritten rules that shape behaviors in the world, particularly professional behavior. You might, for instance,

- develop a sense of professionalism
- learn specific workplace skills that are not taught in the classroom
- understand and interact within workplace environments
- gain an understanding of broad fields of work, including a sense of how to apply your experiences and skills to these fields, and/or a sense of further experiences and skills that you need to develop further
- begin to build a personal professional network
- gain clarity in your own career aspirations
- better understand challenges to and expressions of your personal values in the world

Develop a "Civic" Perspective that enables you to view specific worksites in the context of broader social, natural, cultural, economic, and civic environments. This might mean

- demonstrating an ability to view specific worksites in a broader context, to understand how these contexts shape behaviors, rules, and outcomes
- apply broader social, cultural, economic, and political theories about the world to specific situations in the world
- differentiate between the requirements of specific worksites and moral and ethical obligations
- examine ways in which the world both expresses and challenges values that they hold

Develop a habit of Reflection on experiences, which enable students to assess personal strengths, turning experience into insight on a regular basis. You may be encouraged to

- complete assignments that orient you to think about their personal values, talents, strengths, and weaknesses
- use the insights from reflection to alter or confirm your future plans
- demonstrate comfort with reflective processes
- gain increased comfort with vocational and personal decisions due to your engagement in effective reflective practice
- find confidence in the relevance of your values to the world

And you will be encouraged to find ways to Integrate your experiential learning opportunities with the context of your broader college trajectory, including your choice of major and concentration, the Jesuit mission of the college, the liberal arts mission of the College, your home and work experience, and other experiential learning opportunities in which you engage. For example, you may want to think about how to

- apply specific theories, methodologies, and insights from your classroom experience to



project might give you r









Ask yourself:

*S*

A specific goal should clearly state what you want to accomplish, why it is an important goal, and how you intend to accomplish the goal.

*M*

A measurable goal should include a plan with targets and milestones that you can use to make

*A*

An achievable goal should be realistic and include a plan that breaks your overall goal down into smaller, manageable action steps that use the time and resources available to you within the t

*R*

A realistic goal should make sense when implemented into your overall career development.

*T*

A timely goal is limited by a defined period of time and includes a specific timeline for each step of the process.

and professional.

#### Personal

Develop personal competencies, such as communication skills, assertiveness, or analytical skills.

#### Professional

To develop an understanding of the responsibilities and working conditions of a career field in which you are interested in.

#### Educational

To apply knowledge gained in the classroom to real world situations, so as to strengthen your understanding of your major.

Think through these goals before you start your experience. Early in the experience, talk with your direct supervisor about these goals. If you are completing an internship, the Learning Contract is a perfect opportunity to bring them up. If you are doing summer research, talk about them with your faculty advisor. If you are in a CBL course, bring them up with your professor and/or your site supervisor. Being clear with yourself and your supervisor about your goals can both change your expectations and warn you away from unproductive activities.

u ... = ... K ) ... took control of their own education when they applied their past experience to the future of their learning. Take some time to assess things when the experience is over, and to adjust your future goals. Ask yourself:





commitments. Trying to find a reason for thankfulness in your worst moments (perhaps because they present a lesson you can learn from) and reminding yourself of what is fundamentally important (an embarrassing moment at an internship will not keep you succeeding academically), can ease the anxiety that comes from reliving such moments.

### Using Social Media to Reflect, Collect, and Promote

Much has been rightly said about the pitfalls of social media. Spending too much time on social media can distract you from the work you need to be doing. And everyone has heard stories about an imprudent employee who posted something scandalous and found themselves out of a job.

Approached wisely, social media can also be a good format for reflecting on your experience, collecting evidence of your work, and promoting yourself within your chosen field. If you think of your social media accounts as specifically an accompaniment to your experience, you can orient your efforts to telling others about your work, which can discipline you to carefully hone a voice to guide your reflections. In some fields, this will inevitably build up a portfolio of the kind of work you do, serving as a convenient reminder for you and a visible record for potential co-workers. And if you are generating genuinely interesting content, it can help distinguish you within your field; in a work world increasingly consumed by social media, demonstrating relevant social media savvy can be a valuable asset.

### Frontload your expertise

created, or documenting the specific work you are doing, you are more likely to be emphasizing areas in which you have something unique to contribute.

**Post original material** that develops your own voice. Exclusively reposting or liking what others

share it with a friend, a faculty advisor, or a supervisor before you post. This does not mean you have to produce an enormous amount of content; brevity is actually a virtue in social media, as brief content is more likely to be read. Consider a few suggestions:

- and include a link to the original
- post a photograph of a research site or a company event, and say a little about what it means to you
- if you are working in the arts, consider posting sketches, or brief snippets of dialogue, or photographs of work in progress

**Focus on quality, not quantity.** Social media users that post too frequently can drown out their best posts with constant content. Set a personal schedule that is frequent enough to discipline you to use it (perhaps two Tweets a day), but infrequent enough that it does not overwhelm your reader (one blog post a week). Imagine your audience as the kind of people who do not know you well enough to want to know your every thought, but who are interested in your field, and so who want to know what smart people in the field think.

**Find a platform that gives you the information you need** and use it to inform your content.

u  
o relevant posts

use their account, and of the big debates that pe

**Follow the kind of people you want to see your work.** Find other social media users in your field, your organization, and in your area. Follow Holy Cross accounts, which often are also followed by alums and watch for the opportunity to follow alums in your field or in your location. Comment or repost posts by these relevant users, which may get your posts more attention. If they follow or repost you in turn, send a brief personal thank you message. It may seem intimidating to have such people watching your social media usage, but this will also lend seriousness to your work.

**Be a prudent poster,** which means be cautious enough to avoid dangerous actions and wise

...to generate controversy than to add value to your account;  
on irrelevant issues anyway.

There is potential danger in using social media unreflectively or without awareness of

Internship sites are advised to provide you with resources on confidentiality, reporting inappropriate conduct, safety procedures, emergency contact at site, and general tips and



[https://www.holycross.edu/sites/default/files/files/policyprocedure/adminfinance/forms/discrimination\\_and\\_discriminatory\\_harassment\\_policy\\_.pdf](https://www.holycross.edu/sites/default/files/files/policyprocedure/adminfinance/forms/discrimination_and_discriminatory_harassment_policy_.pdf)

The College has designated the Director of Title IX and Equal Opportunity to oversee its compliance with state and federal non-discrimination and equal opportunity laws including, but not limited to the Director of Title IX with respect to the Title IX of the Education Amendments Act of 1972 (Title IX) and the Director of Human Resources with respect to Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the Director of Title IX and Equal Opportunity.

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## Overview of the Academic Internship Program

### Introduction

The Academic Internship Program is for third-year and fourth-year students who wish to complete an internship for academic credit. Students work a minimum of eight hours per week at an internship site and complete a semester-long seminar. The program requires an application, but with 4-6 seminars offered per semester as well as the option of enrolling in an individualized tutorial, there are plenty of opportunities to participate. Students may enroll in the AIP program for two semesters. Applications are due about a month before enrollment in the semester preceding the semester in which you will take the seminar (October, for spring enrollment; March, for fall enrollment). Note that the AIP Program generally does not count for credits toward a specific major or general education requirements.

### Is an Internship Right for You?

The short answer is yes. Every student should seek to obtain some kind of internship experience while in college. In the past, internships were seen as optional, for students interested in very specific fields. This is no longer the case. Increasing competition for jobs and the proliferation of internship opportunities means that recent grads will be competing for jobs with peers who are more likely to have had multiple internships. Regardless of your field, the College strongly recommends that you seek at least one internship experience – indeed, you should seek more than one if possible.

Student interns report learning important and immediately marketable skills, making important contacts in their desired career field, being given significant opportunities to demonstrate competence in their desired field, and coming to a vivid understanding of the world of work.

Many career fields look favorably on internship experience when hiring, and some definitively require internship experience in the field. Even where internship experience is not necessarily expected, demonstrating the ability to succeed in a work setting can be an important step to demonstrating competence, even in a field that differs from your internship field. And learning professional behavior, testing your competencies, and gaining a better understanding of the world is beneficial to all students, regardless of their career plans.



available for finding jobs, as well as connections to the HCNetwork, which is a great resource for networking with HC alumni.

For additional tips on how to find an internship, check out the [Conducting an Effective Internship & Job Search](#) presentation created by the Center for Career Development. This presentation is filled with helpful resources and tips! The J.D. Power Center staff can also share information about where past AIP students have interned.

Carefully weigh the advantages of doing your internship remotely vs. in-person. In-person experiences provide the potential to learn more about the workplace culture and professional norms in the workplace. In-person internships can also help you build a broader professional network as you may have the opportunity to interact with more people in an informal way. On the other hand, remote internships may help you gain access to internships in particular fields or with particular organizations that you







that you should make the most of your opportunity to inhabit the office and to learn as much as you can about its components.

Keep track of your work product

If you are producing work for your employer that you can keep copies of, select the





In order to provide the J.D. Power Center with your internship information, please Request an Experience on Handshake. You will receive an email from our Assistant Director, Fatima Oseida, with more information about how to do it.

### Evaluation Forms

Over the course of the semester, you and your agency will be asked to submit evaluation forms regarding your performance to the J.D. Power Center for Liberal Arts in the World. These completed forms will be sent to you via email. Supervisors will be asked to provide feedback in the following areas: Understanding of Expectations & Role, Critical Thinking, Problem Solving, Communication Skills, Ability to Manage Multiple Priorities, Ethical Judgment & Integrity, Self-Confidence, Initiative, Ability to Take Direction, Leadership Skills, Ability to Collaborate, Intercultural Skills, Professionalism/Work Ethic, Use of Technology, Strengths, Areas for Improvement, and Overall Performance.

### Seminar

For information regarding the seminar portion of the Academic Internship Program, please consult with your specific seminar instructor.

### Internship Changes

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try to make it back to the area where you interned; work with the Alumni Department to identify an alumni event where you can meet other Crusaders

former supervisor

make an appointment with Career Development to discuss strategies to revise your resume and start your job search in earnest

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## Contact Information

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Appendix 1: Academic Integrity Policy

determination that the policy on academic integrity has been violated. This report shall include a description of the assignment (and any related materials, such as guidelines, syllabus entries, written instructions, and the like that are relevant to the assignment), the evidence used to support the complaint, and a summary of the conversation between the student and the faculty member regarding the complaint. The Class Dean will then inform the student in writing that a charge of dishonesty has been made and of his or her right to have the charge reviewed. The student will also receive a copy of the complaint and all supporting materials submitted by the professor.

Within one week of the notification of the charge. The written statement must include a description of the panel consisting of a Class Dean, the Chair or Director of the department of the faculty member involved (or a senior member of the same department if the Chair or Director is the complainant), and an additional faculty member selected by the Chair or Director from the same department, shall convene separately with the student and the faculty member involved. The Chair or Director of the

panel shall be placed unless a second offense occurs. If a majority of the panel finds that the charge of violating the policy is upheld, the assignment in question shall be graded on its merits by the faculty member. The Class Dean shall inform the student promptly of the decision made. This information will be sent to the

The Class Dean may extend all notification deadlines above for compelling reasons. He or she will notify all parties in writing of any extensions. Each instance of academic dishonesty reported to the Class Dean (provided that the charge of violating the policy is upheld following a possible review, as described above) shall result in an administrative penalty in addition to the penalty imposed by the faculty member. A first instance of violating the policy on academic integrity results in academic probation effective immediately and continuing for the next two consecutive semesters in residence. Additionally, the student must participate in a workshop on academic integrity, arranged through the Class Dean. A second instance results in academic suspension for two consecutive semesters. For a third instance, the student shall be dismissed from the College. Dismissal from the College shall also be the result for any instance of violating the policy that occurs while a student is on probation because of a prior instance of violating the policy. Multiple instances of

