

Donelan Office of Community-Based Learning

2021-2022 STUDENT HANDBOOK

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Experiential Learning

The Holy Cross Approach to Experiential Learning

Welcome to the J.D. Power Center for Liberal Arts in the World (<https://holycross.edu/jdpowercenter>), Holy Cross’s hub for 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.

The Habit of Vocational Discernment

Researchers disagree about how many times the average person changes jobs—the actual number of jobs that people have over their lifetime varies considerably by age cohort, region, economic sector, and gender. It is clear, however, that today’s workforce is more mobile than previous generations. This is partly because of changed workforce patterns, partly because of the lingering effects of the Great Recession, and partly because employees have different expectations, and look for change more often.

Whatever it is that causes workers to change jobs, it is clear that the ability to reflect critically on one’s work and to effectively discern one’s next steps is an essential component of a successful career in the twenty-first century. The ability to understand what is working or not working in your position, how to achieve a good work-life balance, how industry trends are reshaping your job, and whether a change would lead to more effective use of your skills, will matter more to your overall job satisfaction in a highly mobile workforce. Experiential learning opportunities provide students with valuable practice reflecting on their work, and the J.D. Power Center for Liberal Arts in the World is committed to providing guided reflective opportunities designed to make this process of discernment a habit, rather than just an occasional chore. Discernment of one’s calling in life was an essential component of Ignatius’

Spiritual Exercises and lies at the heart of the Jesuit approach to education. For the Jesuits, this requires more than just exploring possible careers, it means searching one's reaction to experiences for clues as to how your inner life guides you to choices in your outer life. Developing a habit of turning to this inner life, rather than shutting it off and powering through difficult work, is essential to living a complete and fulfilling life.

So, as you think about experiential learning, start exercising the process of vocational discernment. The exercises provided in this guide are a good step, but think also about:

- what kinds of work—in the classroom and in your own life experience—leave you feeling energized? what leaves you feeling drained?
- what are some personal values that matter to you in your life, and how might you expect to see these in your everyday life?
- how have people you admire made decisions in their lives (you might ask them yourselves)?

And remember that an important step to self-awareness is often in the classroom. Try to think about you have encountered guides to self-reflection in your major and in your distribution requirements, and how you have been exposed to fundamental questions of value that can help you evaluate your experience. Can these provide you with a guide as to how to reflect on your own personal discernment process?

What do the Jesuits have to do with it?

Holy Cross is by tradition and mission a Jesuit institution. This does not mean that you must be Jesuit or Catholic—or even Christian or believing—in order to make the most of your Holy Cross education. It does mean that the Jesuit approach to the world infuses much of how education is approached at Holy Cross.

At the heart of this Jesuit approach to the world is Ignatius of Loyola's *Spiritual Exercises*. The *Exercises* were designed originally for laypersons, not for the Jesuits alone. Ignatius created them to help people discern their calling in life; to understand how, as Rev. Paul Harman, S.J., put it, "to go inward in order to go outward." The *Exercises* guide us to be attentive to our own internal experience. By deliberately examining this internal experience, we learn what kinds of things excite and invigorate us, and which exhaust and discourage us. Of course, once we understand what parts of our experience are more positive, we might choose to embrace them, and to avoid those parts that are negative. It is often the case, however, that we find ourselves chained down by extraneous commitments that prevent us from rejecting the negative—and so Ignatian spirituality seeks to inculcate a sense of indifference to everything that distracts us from that core inner calling—or a vocation

If this sounds to you like it is a useful way to approach one's spiritual life, you should certainly explore the *Spiritual Exercises* while you are at Holy Cross; many generations of Holy Cross graduates remember it as one of the most important parts of their college career.

Experience, Reflection, Action

In the meanwhile, developing your own practice of vocational discernment is also useful in determining other aspects of your life. Consider how the reflective approach of the Jesuits might be useful in determining your personal career choices. Many times students come to college intent on a particular career (or the kind of lifestyle that such a career would permit), only to find that the courses traditionally associated with that career are unpleasant experiences. Or students gain experience in a related field, only to find that the actual work people do in such fields is not attractive up close. Unreflective students might continue down a given path less because it is rewarding, and more because it promises some material benefit, or because it is what their parents want, or because it seems like it will bring them the most prestige. Sadly, they keep their eyes on what is extraneous, rather than what is at the core of their experience.

At Holy Cross, we encourage students to place reflection at the center of their experience, to trust their sense of vocational discernment and to become indifferent to what is extraneous. As you engage in experiential learning, be attentive to the personal aspects of your experiences, and take time to reflect on them. Take time to intentionally notice what energizes you and what saps your strength. Consider recording your thoughts—each section of this handbook provides opportunities for doing so—and spend time re-reading your own thoughts.

This is not to say that you should simply be passive in your reflection. The core of the Jesuit approach to education is a cycle between experience, reflection, and action. Every student, the Jesuits believe, comes to their education with a relevant experience, one that the educator must tap into in order to find what is truly meaningful to the student. When students reflect on that experience, they are called to take action, which then becomes an experience that sets the path for future learning. As you move through your time at Holy Cross, try to identify where you are in that cycle.

Remember also that Ignatius taught that attentiveness to your experience should reveal what is truly important, and free you from what is not. In the context of the Jesuit life, for instance, this often involves a struggle to surrender material goods in order to achieve a life of service. Your experience may lead you to much less intense commitments, but it may be similarly difficult for you to let go of things that hold you back from your true calling. Awareness of such conflicts between your calling and your commitments can free you to take action.

The Examen

As part of the habit of reflection that Ignatius sought to inculcate in the Jesuits, he encouraged a particular type of daily prayer that he called the Examen. Ignatius urged his followers to find a time in each day to go through all the events of the day, to give thanks for the good, to test their personal response to the good and to the bad, to ask for forgiveness, and then to approach the next day with renewed commitments. Again, for those interested in the spiritual discipline that was at the core of the original Examen, seek out a Chaplain or a Jesuit who can

provide you with appropriate guidance. But consider making the discipline of the Examen a part of your daily life whatever your tradition.

Find a time during your schedule when you can routinely take a moment to think through the day. Ignatius suggested the evening, just before bed, but first thing in the morning can often work as well. Run through the big moments of the previous day in your head, and think about your response to that moment.

Maybe you do this already, and it is terrifying! Reliving those awkward moments when you said the wrong thing, or did something embarrassing, can be painful. That may be why Ignatius urged his companions to approach each moment with thankfulness, trying to find some blessing in each moment, and to use each Examen to recommit oneself to one's fundamental 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 a CBL site will not keep you succeeding academically), can ease the anxiety that comes from reliving such moments.

Harassment and Nondiscrimination

The College of Holy Cross rejects and condemns all forms of harassment, wrongful discrimination, retaliation and disrespect and is committed to sustaining a welcoming environment for everyone and especially for those vulnerable to discrimination on the basis of race, religion, color, national origin, age, marital or parental status, veteran status, sex, disability, genetic information, sexual orientation or gender identity. It is the policy of the College to adhere to all applicable state and federal laws prohibiting discrimination. The College does not discriminate unlawfully in admission to, access to, treatment in or employment in its programs and activities on the basis of a person's race, religion, color, national origin, age, marital or parental status, veteran status, sex, disability, genetic information, sexual orientation, gender identity or any other legally protected status, while reserving its right where permitted by law to take action designed to promote its Jesuit and Catholic mission.

Unlawful discrimination, harassment, including, but not limited to sexual violence and sexual misconduct, and retaliation are prohibited and will not be tolerated at the College. Such behavior violates College policies and may result in disciplinary action, up to and including termination or dismissal from the College. To review the College's policies regarding discrimination and harassment and related investigation and resolution procedures, please see the following links: <https://www.holycross.edu/sexual-respect-and-title-ix> and https://www.holycross.edu/sites/default/files/files/policyprocedure/adminfinance/forms/discrimination_and_discriminatory_harassment_policy_.pdf

The College has designated the Director of Human Resources and the Title IX Coordinator to oversee its compliance with state and federal non-discrimination and equal opportunity laws including, but not limited to the Title IX Coordinator 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 Human Resources or the Director of Title IX and Equal Opportunity.

David Achenbach, Director of Human Resources

dachenba@holycross.edu

508-793-3320

Derek DeBobes, Director of Title IX and Equal Opportunity

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508-793-3336

Other Misconduct

If you have a concern about another type of misconduct or illegal behavior at your CBL site, please contact a staff member of the Donelan Office for assistance.

Overview of the Donelan Office of Community-Based Learning

Mission and a Brief History

The mission of the Donelan Office of Community-Based Learning is to engage faculty, staff, students, and community partners in a process of integrating theory and practice. In the Jesuit tradition and through service and research, we promote experiential learning opportunities that foster the mutually beneficial exchange of knowledge and resources, as we strive to make a substantial contribution to our local community.

The Donelan Office of Community-Based Learning was established with a generous \$1.2 million endowment from Trustee and alumnus Joseph P. Donelan II '72 to facilitate connections between academic learning and community engagement. Since its opening in September of 2001, thousands have participated in the program, enriching their intellectual experiences in the classroom with first-hand experience in the Worcester community.

What is Community-Based Learning?

Community-based learning programs and offices vary from college to college, but there are some common themes that are generally true of the practice. Many other institutions use the term "service learning," but both represent the same general concept.

At Holy Cross, community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds value to the community. In this mutually beneficial process, students are able to gain a deeper

understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments.

Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one's unique gifts to positively contribute to society.

To learn more about what community-based learning means at Holy Cross, please visit https://www.holycross.edu/sites/default/files/files/cbl/introduction_to_community-based_learning_17.pdf

Types of Community-Based Learning

Placement-Based CBL Course

Students volunteer regularly (weekly for approximately 2 hours) at a community-based organization in a placement-based CBL course. Placement sites can vary widely within each class but share the common element of directly linking what students are learning in the classroom.

Project-Based CBL Course

Students work in groups or as a whole class on a project that benefits the community in a project-based CBL course. Projects might include conducting research, creating an exhibit for a museum, collecting and analyzing data, etc.

Some Recent CBL Courses

ANTH 101	<i>The Anthropological Perspective</i> , Prof. Jarrin (CBL Project)
BIOL 117	<i>Environmental Science</i> , Prof. Wolfe-Bellin (CBL Project)
CISS 203	<i>Comm. Engagement & Social Responsibility</i> , Prof. Sterk Barrett (CBL Placement)
CISS 399	<i>Seeking Justice</i> , Prof. Sterk Barrett (CBL Project)
DFST 301	<i>ASL: Composition & Conversation</i> , Professor Li (CBL Placement)
ECON 114	<i>Social Welfare & Public Policy</i> , Professor Boyle (CBL Placement, Optional)
ENGL 399	<i>Immigrant Narratives</i> , Professor Santos (CBL Placement)
FREN 401	<i>Advanced French</i> , Professor Schilt (CBL Placement)
GSWS 120	<i>Intro to Gender, Sexuality, and Women's Studies</i> , Prof. Roche (CBL Placement)
HIST 299	<i>Making History</i> , Professor Yuhl (CBL Project)
ITAL 399	<i>Immigration: Literature & Film</i> , Prof. Ducci (CBL Project)
MATH 376	<i>Mathematical Statistics</i> , Professor Ruggieri (CBL Project)
MONT	<i>Ancient Borders: The Greeks and Manliness</i> (CBL Project)
MONT	<i>Competing Visions of Freedom: Human Rights & Wrongs</i> (CBL Placement)
MONT	<i>Identity, Diversity and Community: Exploring Difference</i> (CBL Placement)
MONT	<i>Endings: Caring for our Dead & Dying</i> (CBL Placement)
MONT	<i>Decision-Making & Self: Promoting Positive Development</i> (CBL Placement)

MONT	<i>The Arc of Social Injustice: Beginnings of Social Injustice</i> (CBL Placement)
MONT	<i>The Science of Happiness: Flourishing</i> (CBL Placement)
RELS 143	<i>Social Ethics</i> , Professor Guth (CBL Placement)
RELS 299	<i>Christianity & Politics</i> , Professor Eggemeier (CBL Placement)
PSYC 328	<i>Adolescent Health</i> , Professor Ludden (CBL Placement)
PSYC 337	<i>Substance Use, Misuse, and Abuse</i> , Professor Hayaki (CBL Placement)
SOCL 210	<i>Consumer & Corporate Sustainability</i> , Professor Jones (CBL Project)
SOCL 356	<i>Food, Poverty & Justice</i> , Professor Crist (CBL Placement)
SOCL 361	<i>Leadership and Social Change</i> , Prof. Crawford Sullivan (CBL Project)
SOCL 376	<i>Women and Non-Violence</i> , Professor Gallo-Cruz (CBL Project)
SPAN 301	<i>Spanish Composition & Conversation</i> , Professors Stone & Cadena-Pardo (CBL Placement, Off-campus optional)
SPAN 312	<i>Filming in Spanish</i> , Professor Franco (CBL Project)
VAHI 101	<i>Intro to the Visual Arts</i> , Professor Luyster (CBL Project, Optional)
VAHI 299	<i>The Modern Home</i> , Professor Finstein (CBL Project)

Some Recent Community Partners

Abby's House
 African Community Education (ACE)
 Ascentria Care Alliance
 Assumption Center
 AVID
 Claremont Academy
 Centro
 Community Harvest Project
 Dismas House
 Dress for Success Worcester
 Girls, Inc. of Worcester
 Hector Reyes House
 Jeremiah's Inn
 Latino Education Institute, Club E
 Marie Anne Center
 MassEdCo.
 The Mustard Seed
 Nativity School of Worcester
 Notre Dame Health Care Center
 Positive Directions (Family Health Center)
 Refugee Artisans of Worcester (RAW)
 Refugee and Immigrants Assistance Center (RIAC)
 St. Francis and Thérèse Catholic Worker House
 St. John's Parish
 St. Mary Health Care Center
 Training Resources of America (TRA)

West Boylston Public Library – Italian Circle
Woodland Academy
Worcester East Middle School
Worcester Public Library
Worcester Public Schools Adult Learning Center
Worcester Public Schools Transition Program

Marshall Memorial Fund

Through a bequest of James J. Marshall and Ellen O'Connor Marshall, the College has established a fund to encourage the creative and intellectual involvement of students and faculty with the Worcester Community in order to enhance the quality of life in Worcester and build closer ties between the College and the community. Financial support is available on a competitive basis for service, research, and community-based learning projects that are of academic benefit to Holy Cross students and/or faculty and of benefit to the people of Worcester. Awards are typically in the range of \$200-\$500. Applications are available in the beginning of each semester (on the Donelan Office website and the Student Application Portal) and should be submitted to the Donelan Office by the listed due date.

General questions about the fund and the selection process should be directed to Michelle Sterk Barrett (msbarret@holycross.edu). Isabelle Jenkins (ijenkins@holycross.edu) is available for consultation as applications are being completed.

Please note that if you are thinking about developing a program that involves bringing minors (children under the age of 18) to campus, the Safety of Children in College Programs policy and procedures must be followed. For more information, please visit <https://www.holycross.edu/compliance-and-risk-management/safety-children-college-programs>.

CBL Interns

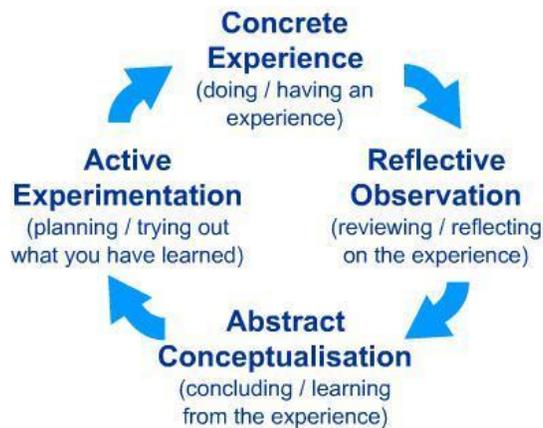
The purpose of the CBL Intern program is to offer experienced CBL/NPCC students an opportunity to deepen their engagement with non-profits in Worcester and community-based learning, while enabling the Donelan Office to better serve students, community agencies, and CBL faculty. CBL Interns are volunteer leaders who applied and were selected to take part in the program. CBL Interns have individualized roles and responsibilities, as well as hold weekly office hours in the Donelan Office. CBL Interns plan and assist with organizing Donelan Office events, contribute to the CBL blog and Donelan Office newsletter; assist with the Non-Profit Careers Conference; assist students and site supervisors at the CBL Fair and throughout the placement process; publicize Donelan Office activities (including CBL courses, dialogue sessions, the Non-Profit Careers Conference, and the Marshall Fund); attend class visits at the beginning of each semester to assist in explaining the benefits of CBL and the placement process; serve as liaisons to our larger CBL sites; and serve in an advisory capacity to the Donelan Office staff.

Further information about current CBL interns and their office hours can be found on our website at <https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/community-based-learning-students/communi-0>.

Making the Most of CBL

Reflection

Reflection is key to effective community-based learning as it is the means through which experience and course content are connected and integrated. Incorporating reflection into your CBL practice will help you to make the most of CBL. One of the earliest proponents of civic engagement, John Dewey (1933), argued that “reflective thinking” is critical to make any sort of experience an educational one. David Kolb (1984) built on this idea and defined learning as a “process whereby knowledge is created through the transformation of experience” (p. 38). Kolb believed that learning occurs cyclically, not linearly, and reflection upon practical, hands-on engagement with the world is central to the learning process as illustrated in the following model:



Graphic retrieved from: http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php

As Kolb (1984) and Dewey (1933) reveal above, reflection is a critical component in learning, most especially when there is an experiential learning piece (CBL). Therefore, reflection is incorporated into the work of the Donelan Office wherever possible in order for deeper and more engaged learning to occur. Reflection enables connections to be made between the experiences students are having out in the community and the theory that they are learning in the classroom.

Psychologist Nevitt Sanford (1962) proposed that students grow most effectively when they encounter the right balance between challenge and support. That is, as a student faces cognitive dissonance resulting from exposure to challenging stimuli, it is important to support

the student in the process of assimilating new ways of thinking. Without enough challenge, students do not have the impetus to grow. Without enough support, students won't be able to effectively move through the difficult process of growth. CBL experiences stimulate challenges, while providing supportive environments through which those challenges can be processed.

Challenge through Cognitive Dissonance

CBL can stimulate cognitive dissonance ("mental conflict that occurs when beliefs or assumptions are contradicted by new information" [Merriam-Webster dictionary]), which can lead to growth. CBL experiences that might lead to cognitive dissonance include:

- Exposure to diverse perspectives/experiences that do not fit with prior perspectives/experiences
- Learning that social problems are more complex than they might have previously appeared and that there are no easy solutions to these problems
- Relationships built with those experiencing unfair human suffering at their placement sites
- Being asked to reflect critically in a way that challenges students to encounter their own assumptions and that which underlies their understanding of the ways in which society is organized (Eyler and Giles, 1999).

Support through Relationships

Numerous studies have found that supportive relationships play a key role in high quality CBL experiences (Astin et al., 2000; Eyler & Giles, 1999; Hatcher et al., 2004; Kiely, 2005; Radecke, 2007). Caring relationships with faculty, peers, and/or those at community sites can be a significant source of support as students face challenges associated with CBL.

Support through Reflection

Reflection allows students to apply community experience to their course material, process the challenges they are facing, and build relationships with supervisors, faculty, and other students.

Most noticeably, reflection is incorporated into CBL classes. Reflection in community-based learning courses occurs in a variety of ways, and it is up to the CBL faculty member to discern how and when to include formal reflection in their CBL course. Reflection most often occurs through in-class reflective discussions, journals, and/or reflective papers. Beyond in-class reflection and/or reflection activities assigned/determined by the professor, reflection on your own is highly encouraged. Ways to reflect on your own include journaling, attending a CBL Intern-Led Dialogue Session, attending a retreat, and making a point to have in-depth discussions with other students taking CBL, with other volunteers at the same site, and/or with staff at your site.

Journaling

Journaling on your own (or as a class assignment) can have a profound effect on the way you make meaning of your CBL experience. Through writing, you can process the things you see and

do at CBL, the conversations you have at or about CBL, and the questions you have about your work, your site, and/or justice-related issues. Putting thoughts on paper can help organize your thoughts, address questions you have, and find meaning where you may not have been able to during the actual experience.

Journaling is particularly helpful if you are able to do so on a regular basis as close to each CBL experience as possible. This way, you will be able to have an accurate record of your experience that you can refer back to when an issue comes up at a later date, when you want to remember a meaningful conversation you had, and/or when you need to write a reflection paper about your experiences. A written record such as a journal can enable you to see how you progress through your CBL experience over the course of the semester. In the beginning, you may journal about observations you are having, fears you're experiencing because of the newness of the experience, and/or questions that are emerging from your interactions and work. Toward the end of the semester, you may journal about the relationships you're building, the successes you're experiencing, and the bigger-picture questions. Seeing this progress can be very helpful in making meaning out of your experience and giving you the confidence to engage more fully.

Questions you can journal about are:

- What was the atmosphere today? What kind of work did I do? Who did I communicate with while I was there? What did we talk about?
- What stands out to me about your experience today? Why?
- What was something positive that happened today? What was something challenging? How did these experiences make me feel?
- How did the work I did today relate to something I learned in class? If it didn't, why?
- What was different this day than previous days at CBL?

CBL Intern-Led Dialogue Sessions

Typically, twice per semester (toward the beginning and toward the end) CBL Interns lead campus-wide Dialogue Sessions about service. These Dialogue Sessions are an opportunity for students who are doing service off-campus (through CBL or otherwise) to hear from their peers about their experiences. They are also an opportunity to reflect with students who have participated in CBL. The student leaders can answer questions you may have, help you to work through a challenge you're facing, and share with you "best practices."

The first Dialogue Session is usually a discussion around the meaning of service. The CBL Interns ask the questions of: What does service mean to you? Why do you do service? What are the potential negative effects of service? This discussion is foundational for CBL, as all students will bring with them into their experiences preconceived notions and expectations about service. Having a discussion about your own views, as well as about the potential negative effects of service can help mitigate these notions and expectations. This is critical, as notions and expectations can often get in the way from genuine and meaningful experiences.

The second Dialogue session is typically a panel-like discussion with recent alums who participated in CBL when they were students at Holy Cross and now hold positions where they are integrating service into their personal and professional lives. At this session CBL Interns ask myriad questions of the alumni such as: How do you integrate service into your everyday life post-Holy Cross? How was CBL and/or other experiential learning experiences foundational to your career choice? If you could go back and tell yourself one thing when you were starting out CBL, what would it be? Participating in this session will enable you to consider what sorts of pathways Holy Cross students take in pursuing a life of service and justice, as well as what you have learned in your CBL experience and how to take that into any next step you may have.

CBL Intern Office Hours

CBL Interns hold weekly office hours in the Donelan Office (the office hours schedule is posted on the door of Smith 334). During office hours, CBL Interns are available to meet one on one with current CBL students to discuss your CBL experience, to assist you with any writing you may have for your course, and/or to troubleshoot any challenging experience you may be facing at your site or in your class. Meeting with a CBL Intern will help you to make the most of CBL, as CBL Interns can reflect back your experiences to you and help you to make meaning. Most CBL Interns have had to write CBL reflection papers, have experienced challenges at their site, and have had to connect their CBL experience to coursework. You may even be able to meet with a CBL Intern who has taken the exact CBL course as you, as CBL Interns have taken a variety of our CBL courses. Contact communitybasedlearning@holycross.edu to set up an appointment with a specific Intern or drop by the office (Smith 334) to see the Office Hours schedule. (Note that Donelan Office staff are also available to meet one on one. Also email or drop by to meet with the Associate Director or the Director of the office.)

Resources for Reflection

If reflection is integrated into your course formally in some way, your professors will provide you with some resources for reflection (e.g. reflection questions for journaling, an in-class reflection session led by a CBL Intern, articles, videos, and/or poems to aid you in making meaning and connections). In addition to these resources for reflection the list below includes blogs, books, articles, and other resources that can aid you in your reflection on your CBL experience:

- **The CBL Intern Blog:** In the CBL Intern Blog, CBL Interns share their reflections on community engagement. The intention of the blog is to engage in a dialogue with current and prospective CBL students, CBL faculty, and community partners about topics that arise through CBL. Reading and commenting on the blog may assist you in your own unpacking of your CBL experience. Access the blog here: <https://communitybasedlearning.me.holycross.edu/>. Typically, there are one to two new blog posts per month.

- **The Examen:** As part of the habit of reflection that Ignatius sought to inculcate in the Jesuits, he encouraged a particular type of daily prayer that he called the Examen. See page four of this handbook for more information on the Examen. Access a traditional Ignatian Examen here: <https://www.ignatianspirituality.com/ignatian-prayer/the-examen>.
- **“The Danger of a Single Story,” Chimamanda Adichie:** https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
- **Books and Articles on Service and Social Justice:**
 - *Tattoos on the Heart: The Power of Boundless Compassion* (2011), Gregory Boyle, S. J.
 - *Advancing Social Justice: Tools, Pedagogies, and Strategies to Transform your Campus* (2013), Tracy Davis & Laura M. Harrison
 - “The Limits of Charity” (2001), David Hilfiker
 - “To Hell with Good Intentions” (1968), Ivan Illich
 - *Toxic Charity* (2012), Robert D. Lupton

Discussing Justice-Related Issues with Site Staff

In the next section, you will read about charity and justice, two types of action necessary to create social change. Most work community-based learning students do is charity-oriented work (direct service). CBL students often serve as tutors or mentors to young people in the community, assist in food pantries and health centers, and/or serve in another charity-related capacity. At the root of the challenges in which individuals are seeking charitable works are usually justice-related issues (e.g. if a person is hungry the challenge is not only that they need food, but that they need whatever is causing their hunger to occur [perhaps not making a living wage] to be systematically addressed). Staff at the agencies in which you work may have knowledge about such issues. Discussing the justice-related issues clients/students/patients are facing in your sites with staff will help you to learn more fully and deeply.

Campus Events

Attending campus events will also help you to make the most of CBL, as there are many speakers and programs that are centered around service, social justice, and specific issues pertinent to your CBL courses and/or CBL sites. Often, CBL professors include relevant events in their syllabi, so be sure to connect with your professors about campus happenings. Additionally, the CBL webpage has an events section which will have information about CBL-related events:

<https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/events>.

The Office of Diversity and Inclusion puts out an events calendar each semester which lists all of the Diversity and Inclusion-related events on campus. Many of these events will pertain to topics relevant to CBL. Access their events calendar here:

<https://www.holycross.edu/campus-life/diversity-and-inclusion/diversity-and-inclusion-events>.

Charity and Justice

Community-based learning is a way in which to “live the mission” of the college by being people “for and with others.” This is because there are two components that can be enacted in community-based learning: charity and justice. It is important to differentiate between the two and work toward both in any community-based program.

Charity, or social service, is directed at needs and problems of individuals (e.g. an individual does not have access to food or shelter, an individual is formerly incarcerated and has trouble finding employment, an individual has had to flee their home country and now is seeking refuge in the United States). Charity directly fulfills those needs/problems. A food pantry serving weekly meals, a career counselor guiding those who have been imprisoned, a religious group setting up new apartments for resettled refugees are all examples of charity. While necessary to meet immediate needs, charity does not deal with the root causes of issues. Consider the following parable:

River Parable

Once upon a time there was a town that was built just beyond the bend of a large river.

One day some of the children from the town were playing beside the river when they noticed three bodies floating in the water. They ran for help and the townsfolk quickly pulled the bodies out of the water.

One body was dead so they buried it. One was alive, but quite ill, so they took that person to the hospital. The third turned out to be a healthy child, who they then placed with a family who cared for it and enrolled it in school.

From that day on, every day a number of bodies came floating down the river and, every day, the good people of the town would pull them out and tend to them – taking the sick to hospitals, placing the children with families, and burying those who were dead.

This went on for years. Each day brought its quota of bodies. The townsfolk came to expect a number of bodies each day. They also worked at developing more elaborate systems for picking them out of the river and tending to them. Some of the townsfolk became quite generous in tending to these bodies and a few extraordinary ones even gave up their jobs so that they could tend to this concern full-time. And the town itself felt a certain healthy pride in its generosity.

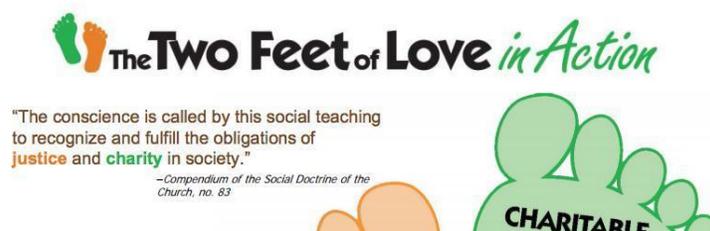
However, during all these years and despite all that generosity and effort, nobody thought to go up the river, beyond the bend that hid from their sight what was above them, and find out why, daily, those bodies came floating down the river.

The parable illustrates a problem: bodies of all sorts are arriving to the town in the river. These bodies need attention. Some need to be properly buried, some need to be cared for because they have health challenges, and some need a place to live, learn, and grow. The townspeople tend to all of these challenges in creative and important ways. They create a hospital, build a school, etc. The townspeople devote their own time and money to addressing the problem of the bodies as the bodies arrive. However, as the parable illustrates, the townspeople do not think to address the root of the problem—they do not think to figure out why there are bodies in the river in the first place. While their direct actions are helpful to the bodies in need at the time, their direct actions are not stopping the problem in the first place.

This is why justice work is important. Justice work—social action—addresses challenges at the institutional level, at the root cause of the issue. Instead of addressing the direct need of hunger (giving a hungry person food), social action work seeks to understand why hunger exists in the first place and address the root cause. Social action work may involve campaigning for a living wage for folks so that they can afford food and feed themselves. Social action work may involve lobbying local, state, and/or federal government to make policy changes that enable fresh, healthy food to be more accessible to those facing food insecurity. Social action work may involve registering people to vote in neighborhoods where voter registration is not easily accessible so that they can have a voice in the policy decisions that impact their neighborhoods. Regarding the river parable, social action would be going up the river and finding out where the bodies are coming from in the first place.

While charity/direct service is critical to meeting needs individuals are presently facing, it can be harmful to do service without an awareness of broader social justice issues that may underlie the need for service. If charity is the only work being done, the issue will continue to exist. If charity is the only work being done, then dependency can be created—the individual/population in need will not have agency to address the challenge on their own and grow to rely on others providing. If charity is the only work being done, then a hierarchy is created and perpetuated between those that have a resource and those that are in need of a resource. Justice work/social action is critical because it works to prevent some of the dangers charity can create. Social action works for change, builds power, and deals with causes. Social action work empowers those who are marginalized to advocate for themselves in relationship with others to make change.

The United States Conference of Catholic Bishops teaches the “two feet of love in action.” Those two feet are charitable works and social justice. Both are important in meeting the needs of those most vulnerable and enacting positive justice-oriented change in the world.



Graphic retrieved from: <http://www.usccb.org/about/justice-peace-and-human-development/upload/Two-Feet-handout-color.pdf>.

Program Logistics

Registration Forms

All CBL students (both project-based and placement-based students) are required to submit a CBL Registration Form by the due date (typically during the third week of classes). A hard copy of this form must be submitted to the Donelan Office (Smith 334) and the waiver must be signed by you (if you are under the age of 18, the waiver must be signed by you and your parent/guardian). Blank forms will be distributed to you at the beginning of the semester when a representative from the Donelan Office comes to visit your course. They can also be found in the Donelan Office and on the Donelan Office website:

<https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/forms>

. Without submission of this form, neither the Donelan Office nor your professor officially has a record of your CBL site and schedule.

Transcript Designation

In acknowledgement of the extra time involved in CBL placement -based courses and to enable future employers and prospective graduate/professional schools to recognize student commitment to academically-based community engagement, students in placement-based CBL courses (and, on occasion, certain project-based courses) are eligible to receive a CBL Transcript Designation. To be eligible for the transcript designation students must be engaged in the community for a time commitment equivalent to at least two hours per week throughout the semester (including a reasonable time for transportation to off-campus locations). All eligible

students should find a no credit co-requisite added to their transcript at the end of the semester as illustrated in the example below:

RELS 143 Social Ethics 1.00
RELS 143C Social Ethics CBL 0.00

Some policies regarding the designation include:

- While students are expected to be engaged in the community for a time commitment equivalent to at least two hours per week throughout the semester, there will not be a set policy regarding minimum number of total required hours. Eligibility will be considered on a case by case basis for students who begin CBL extraordinarily late (i.e., after fall or spring break) or students who have had inconsistent attendance.
- If students begin extraordinarily late or have inconsistent attendance, generally, students would not be eligible for the designation unless they choose to “make up” missed time by attending their CBL site more frequently for the remainder of the semester.
- Students will not be penalized for missing time at their CBL site if the site is closed due to circumstances beyond a student’s control (i.e. weather cancellations).
- Students who miss a significant amount of time at their CBL site due to health issues will not be eligible for the transcript designation unless they “make up” the majority of missed time.
- Decisions about students who have had inconsistent attendance will be made collaboratively between the CBL professor and the Donelan Office Director with input from the community partner as needed.
- Students taking more than one CBL class will generally be eligible for the designation in only one class. Exceptions to this would occur if a student attended more than one CBL site each week or chose to do "double" the number of hours at one CBL site. Students taking more than one class will be contacted directly and given the option to choose which class will have the designation. In cases where students are taking a year-long Montserrat course then they will automatically be awarded the transcript designation in their other course during the fall semester (since they can earn it in the Montserrat course during the spring semester).

Transportation

If students are in need, transportation is available to CBL students who are going off-campus to their CBL placement. Students who have a valid driver’s license can become van certified and drive themselves in a Holy Cross van or students can take the shuttle (which runs Monday through Friday). For either transportation option, students must complete a transportation form and submit it to the Donelan Office. The Transportation Office does not grant CBL transportation requests directly from students. Transportation forms are available in the Donelan Office or on the Donelan Office website:

<https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/forms>. Forms can be emailed or submitted hard copy. Forms must be submitted at least 48 hours

prior to the requested date or they will not be honored. More about Holy Cross transportation can be found on the Transportation Office's website:

<https://www.holycross.edu/maps-directions-transportation-and-parking/transportation>.

While transportation is available to all students, it is not guaranteed. The transportation schedule fills up quickly, so do submit your transportation requests as close to the beginning of the semester as possible. Additionally, if you choose to take the Holy Cross shuttle, be sure to build in a cushion of 30 minutes on either side of your shuttle, as shuttles can run behind schedule. The Donelan Office will not reimburse students for returning to campus in an alternative way if the Holy Cross shuttle is late.

Expectations of CBL Students

You will be expected to attend your CBL site according to the schedule you arrange with your site supervisor or professor. You will be expected to contact the CBL staff and your site supervisor one week in advance if you are not able to attend your site as scheduled, except in the case of illness or emergency. Every effort should be made to "make up" missed time as possible within the context of your site. Your site supervisors may choose to share feedback on your attendance with your professor and/or the CBL Office. Inconsistent attendance will jeopardize your eligibility for the CBL Transcript Designation.

You will be expected to comply with agency policies and procedures, including CORI background checks, attendance policy, dress code, and confidentiality policy (if applicable).

Safety

The College of the Holy Cross is committed to ensuring a safe and secure community for students, faculty, and staff. This includes when students, faculty, and staff are participating in off-campus events and programs. When on- and off-campus, it is important to be mindful of your surroundings and pay attention to what is happening around you. The Office of Public Safety offers tips and resources for Holy Cross Community members regarding acting and being safe: <https://www.holycross.edu/campus-life/public-safety/safety-tips>.

If you are using the Holy Cross shuttle system to get to and from your off-campus agency, be sure to arrange with the driver ahead of time where you are going to be dropped off and picked up. Also be sure to know how to access your driver's phone number (they are provided on the daily transportation schedule posted outside of Hogan 3 and on the Transportation webpage: <https://www.holycross.edu/maps-directions-transportation-and-parking/transportation>). If you are driving yourself (either using your own vehicle or a Holy Cross van), make sure to be in touch with your site supervisor regarding where is best to park your vehicle.

Contact your site supervisor, the Donelan Office, or the Office of Public Safety immediately should you feel unsafe or uncomfortable at your off-campus site.

What Comes Next?

More CBL!

An effective way to build upon your community-based learning experience is to take more community-based learning courses. Both project-based and placement-based courses will enable you to deepen your understanding of the City of Worcester, introduce you to relevant community partners, and help you to build knowledge about structural injustice and “toxic charity.” Check out the courses section of our webpage to see what CBL courses will be offered in the future:

<https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/community-based-learning-students/community>. Stop by the Donelan Office to learn more, as well.

If you cannot enroll in a CBL course in upcoming semesters, but would like to continue your work with your community agency, the Donelan Office will likely be able to support you in doing so. It is our hope that you will build lasting relationships with folks in the Worcester community, and remaining involved with the same organization for multiple semesters is a way in which to do so.

Non-Profit Careers Conference

The annual Non-Profit Careers Conference is held in January (the week prior to classes beginning) for students considering careers in non-profit and community based organizations, activism, public service, and social change. The Non-Profit Careers Conference is a wonderful opportunity to build on your CBL experience, as it provides a window into the functioning of non-profits, the challenges non-profits may face, and the networks built in the non-profit world.

The workshop has three purposes:

- To introduce participants to the range of viable and diverse career options in the non-profit sector;
- To engage participants in reflection upon how they might utilize their unique skills in service to the broader society;
- To prepare participants to enter public service by providing experiences and skills helpful to them and their future organizations.

The program is taught by Holy Cross alumni, faculty and staff working within a non-profit or public service setting at the international, national, regional, and local levels. Housing and meals for the week-long conference are funded by the College. Over the course of the week, students will participate in workshops on various topics related to the non-profit sector, have the opportunity with alumni who are working in the non-profit sector at all levels (entry-level to senior management), reflect on their own gifts and career aspirations, and work in teams with a local non-profit agency on a case study. Through these experiences, students will leave the conference with a new network, new knowledge, and practical non-profit experience.

Interested students must apply and be admitted into the conference in order to participate. Applications will be available at the end of September on the Donelan Office website here: <https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/community-based-learning-students/non>. CBL Interns are available to review applications and answer questions about the conference. Consider applying to take part to further your knowledge in and experience of the non-profit sector.

Other J.D. Power Center Programs

Experiential learning takes many forms at Holy Cross in the J.D. Power Center for Liberal Arts in the World (<https://holycross.edu/jdpowercenter>). 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 Donelan Office of Community-Based Learning, but the J.D. Power Center also offers the following:

- The Academic Internship Program
- Donelan Office of Community-Based Learning
- The Semester Away Programs (New York and Washington Semesters)
- The Research Associates Program
- The Ignite Fund

Post-Graduate Resources

Through a variety of master's programs and continuing education programs, fellowships, Holy Cross- and Worcester-specific programs, and post-graduate volunteer opportunities, students particularly interested in civic engagement can continue to pursue learning in community-based work. Find a sampling of programs and resources that may be helpful to you as you think about deepening your knowledge of and involvement in community-based learning post-graduation on the Donelan Office webpage here:

<https://www.holycross.edu/engaged-learning/donelan-office-community-based-learning/community-based-learning-students/post>.

The Donelan Office is always available to meet one-on-one with students regarding their post-Holy Cross plans and students particularly interested in pursuing a career in community engagement. Please contact us if you have any questions. The Center for Career Development (<https://www.holycross.edu/support-and-resources/career-planning-center>) and The Office of Distinguished Fellowships and Graduate Studies (<https://www.holycross.edu/outcomes-after-holy-cross/office-distinguished-fellowships-and-graduate-studies>) are also both excellent resources in discerning post-graduate plans.

Contact Information

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