

Washington Semester Program

2020-2021 PROGRAM HANDBOOK



COLLEGE OF THE HOLY CROSS

J.D. Power Center

FOR LIBERAL ARTS IN THE WORLD

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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, 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.

General Learning Outcomes

Each of these programs has specific 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

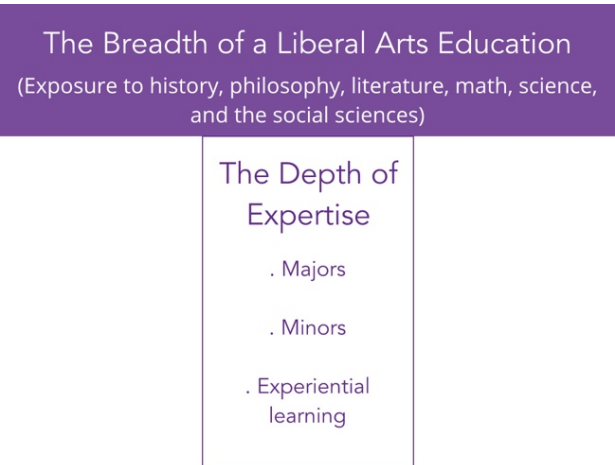
- apply specific theories, methodologies, and insights from your classroom experience to real world situations
- relate experiential learning experiences to academic theories, methodologies, and insights
- critically assess the effectiveness of academic theories, methodologies, and insights to real world situations
- identify specific elements of your liberal arts education that are useful in making real world decisions
- adjust your future academic trajectories based on your reflection on what the world of work requires, or express greater satisfaction with existing academic trajectories
- articulate the relevance of the Jesuit mission of the College in shaping your personal process of vocational discernment
- identify ways to apply values that are honed in the classroom in real world situations

Thinking About Skills

At Holy Cross, you will develop significant substantive knowledge about the world. Experiential learning helps you develop methods of transferring that broad liberal arts background to the world of work. It can also help you define and demonstrate the relevance of your particular degree choices to the world in which you want to live. As you think about what you want to get from experiential learning, consider the following ways of viewing the skills that we help cultivate.

“T-shaped Learning”

Journalist David Guest defined “T-shaped” skill set as combining a broad range of general skills (such as written and oral communication, ability to think creatively, a global mindset, numeracy, and leadership) with a deep substantive expertise in a narrower area. Think of the top bar of the “T” as that broad range—covering a lot of ground—and the base of the “T” as the area of expertise—extending deep into a particular subject.



The liberal arts degree can be seen as providing a great model of this kind of skill set—your distribution requirements expose you to a range of bodies of knowledge, developing a broad set of skills and knowledge, while your major helps you develop more specific disciplinary expertise. But majors at Holy Cross are not typically designed to provide you with the kind of substantive expertise that distinguishes you from other majors in the field. For instance, a history major might be expected to have excellent research and critical thinking skills, but if you are applying for a job to which many other history majors are also applying, your distinctive qualities might not be apparent to interviewers.

Experiential learning opportunities put you much closer to workplace-relevant places, and in doing so allow you to develop the kind of expertise that enables employers to see you contributing something distinctive to their organization. Completing an internship might give you exposure to a relevant set of issues or technical skills; completing a significant research project might give you relevant substantive knowledge, but also demonstrates your capacity to tackle complex problems; community-based learning might provide evidence of your organizational or interpersonal skills. So a history major who interned at an investment firm or completed a summer research project on the effects of industrialization on the working class has a resume that demonstrates more distinctive experiences than the major alone is intended to provide.

So, as you think about experiential learning opportunities, give some thought about the kind of expertise you believe would help you build the kind of career you want to have. You might think about:

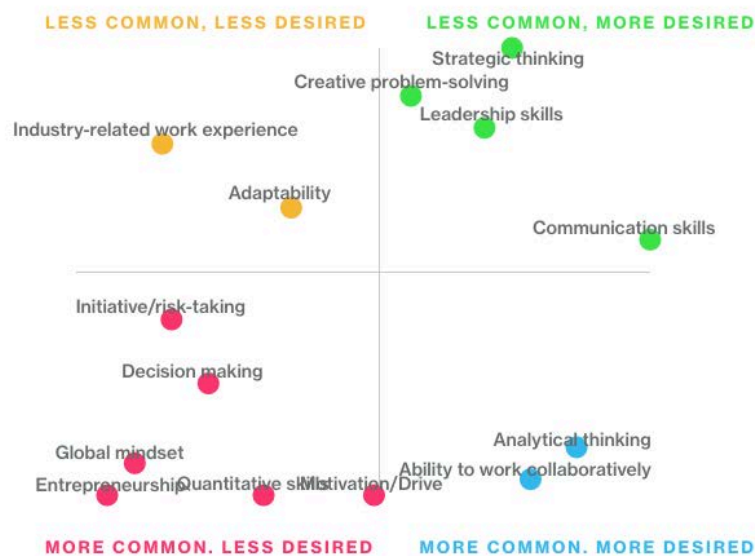
- interesting questions you have encountered in your studies that you might be ready to start developing further
- skills and methodologies that you have learned in the classroom (or from your personal experience elsewhere) that could be practiced in settings with immediate consequences
- areas of expertise or skills that are becoming more relevant in your chosen field, based on your own reading or conversations with people in the field
- areas of expertise held by people in jobs that you would like to have

And remember that the first step down the road to expertise is often in the classroom. Try to think about how scholars and faculty members in your major field tend to think about problems and approach issues. Can these provide you with a guide as to how to begin developing your own expertise?

Developing and Demonstrating Relevant Skills

Employers know that liberal arts education produces graduates well-equipped to take on advanced critical thinking and creative tasks, and who are effective communicators and leaders. That's why Holy Cross historically has done so well at producing students who go on to have successful and rewarding careers. But employers are also less willing to invest in on-the-job training programs, and increasingly look to evidence of the kinds of skills that employees will have on day one.

What are the skills employers are looking for? Take a look at this chart, the result of a survey of major recruiters on the kinds of skills employers are looking for:



source: <http://www.bloomberg.com/graphics/2015-job-skills-report/>

The good news is that the more desired skills on the right-hand side of the chart are precisely the kind of skills that a liberal arts education provides. You'll notice, however, that while these skills might be easily identified as ones you have honed in the classroom, none of them are the specific subject of majors or even specific classes. How can you make sure that you have really developed these skills in a way that is relevant to the workplace, and how can you demonstrate to future employers that you have done so?

Experiential learning opportunities can help you accomplish both tasks. By working in situations with real consequences, you can both test your skills and learn about areas where you need

improvement. You can also provide concrete evidence to employers that your liberal arts degree did, in fact, prepare you to exercise relevant skills.

So as you think about experiential learning opportunities, you might think about the kinds of skills that employers value, and how you can develop and demonstrate these skills. You might think about:

- industry-relevant skills that you can only get through practice in the workplace
- general skills that you believe you possess, and would like the opportunity to test out in the workplace
- general skills that you believe you do not possess, and would like to develop more before you graduate
- how you might develop complementary skills to those you already possess (so strong leaders might seek to build evidence of working effectively as a member of a team)

And remember that the first place you encounter this kind of skill is often in the classroom. Think about the kind of work you are required to do in the classroom and in major assignments. What kind of skills—both general and specific—are you required to demonstrate on a daily basis? Can these provide you with a starting point in your own personal skills inventory?

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's *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?

Developing Your Own Goals

Some goals you will accomplish at Holy Cross are built in to your college trajectory, and all students aim to complete them. You'll choose a major, complete your common area requirements, complete your required courses each semester. Experiential learning opportunities are different, in that there are a range of options to choose from, none is necessarily the right fit for everyone, and in choosing from among them, you can significantly customize your experience. This means you have some work to do.

Before you apply

That work begins before you apply for any experiential learning opportunity. Although each experiential learning opportunity provides notable benefits, each program offers distinctive results. For instance, if you are interested in getting an academic graduate degree such as a PhD, the Summer Research Program is a natural fit, because it provides an opportunity to start doing academic work right away. If you're more interested in working in a job in politics, an internship at a congressional office or a government agency might be the better choice. If you're not sure about the specific benefits each program offers, this handbook is a good place to start: each program is outlined, with an opening section on these specific benefits. You can also talk to someone in the J.D. Power Center for Liberal Arts in the World or the Career Development Center.

You can also think about these questions as you try to decide:

What skills/talents/experiences do I already have?

You have probably learned a skill or developed talents while at Holy Cross that you think might be useful to you in your career, or maybe you already had such a skill when you arrived at Holy Cross. Finding an opportunity to put these skills to use by testing them in a real-world situation will help you demonstrate and strengthen these skills.

What skills/talents/experiences do I need to develop?

Some fields have very specific requirements for entry or have obvious related skills. Do some research on skills in your field of interest to identify these requirements, and then seek out opportunities that will push you to strengthen these skills.

What careers do people talk about in your major?

A liberal arts college is not designed to give you specific vocational preparation as a business school or a nursing school might. However, if you listen closely, you may hear your professors talk about the ways that the lessons of the classroom are applied in the world of work.

Before you start work

Once you have found your opportunity, it is time to start getting specific. Consider the SMART mnemonic acronym as a guide to setting goals for yourself:

Specific Measurable Attainable Realistic Timely

Ask yourself:

*What is a **Specific** goal for my experience?*

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.

*What are the **Measurable** milestones I plan to reach in the process of achieving my goal?*

A measurable goal should include a plan with targets and milestones that you can use to make sure you're moving in the right direction.

*What are the smaller, **Attainable**, action steps that I plan to use to achieve the goal?*

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 timeline you've set.

*How is my goal **Realistic**?*

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

*What is the specific **Timeline** for my goal?*

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

You might also think about three kinds of goals you'd like to accomplish: personal, educational, 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.

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.

After the Experience

The American philosopher of education John Dewey wrote that “every experience is a moving force.” He believed that building on experience was at the core of learning, that students 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:

What was harder or easier than expected, and why?

It may be that your experience reveals some competencies that you need to work on, or that there are some competencies that you are better at than you thought.

Is there an immediate curricular, or experiential, step that I can take?

Sometimes being in the workplace reveals common backgrounds, or necessary skills, in your field that you did not expect. Maybe you need more math than you thought, or your written communication skills are not as good as you thought, and changing your enrollment plans is a good idea. Or perhaps you learned about a new career path that you would like to test out in a new internship opportunity.

Who did you admire (or not), and why (or why not)?

Try to think about people who seemed to be doing the kind of work you respect, and think about the ways that they structured their careers and their lives.

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 interns work 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 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.

Consider the following steps if you decide to use social media in this way. Remember that these steps may not apply to all social media platforms equally.

Start a specific account that focuses only on your work. Don't use the same Instagram account you're using to record your hobbies or your personal life. Keep this account completely separate from any purely personal account, and don't cross post between accounts.

Choose a username and profile that helps people identify you. Your goal here is to connect your real self to the real world, not to hide in cyberspace. Identifying yourself as a Holy Cross student will help alums make connections; identifying your workplace (*if* you are permitted to do so, and *if* you specify that the account and opinions expressed thereon are yours) helps co-workers place your face with your account. Use a picture of yourself in professional attire and in a professional setting.

Get permission, and follow the rules set by your company or lab or supervisor. Some organizations will love your willingness to comment; others (including faculty whose research you are assisting) will insist on protecting their privacy. If there's any objection, take it seriously, and if there are any rules, follow them assiduously.

Frontload your expertise and your experience. If you're posting about material you have read or 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 post will not be worth reading for many. If you're uncertain about the quality of your work, 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:

- if you've read a good book or article relevant to your field, write a brief review 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. There's little networking value to posting extensively on Facebook if everyone in your field is on Snapchat; not only will your intended audience miss your posts, you'll miss relevant posts yourself while you're wasting time on an irrelevant platform. If you're uncertain, ask others in your organization what they're using and who they follow. Try to get a sense of the way others use their account, and of the big debates that people are having; there's little value to posting your views if they're the default view of the field.

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 enough to take appropriate actions. Avoid partisan or ideological commentary, even if you assume others following you share your positions. Avoid the temptation to flame away on current controversies in the field. Here is the place where frontloading your expertise and developing your voice helps: if the subject of your post is too far afield from your area of expertise, you're more likely to generate controversy than to add value to your account; but if you're disciplined about your content, your readers won't expect you to comment on irrelevant issues anyway.

There is potential danger in using social media unreflectively or without awareness of how others might read your work. If you are in doubt, avoid social media until you have clarified it with your supervisors. Consider logging off of your accounts after using them to avoid accidental posting or posting thoughtlessly; some platforms allow you to schedule postings for later, which can give you time to think over your work before it goes live.

You might also read the following guides from the National Association of Colleges and Employers (NACE) to specific social media platforms for more detailed information:

- [*The Career Counselor's Guide to Blogging*](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-blogging.pdf)
- [*The Career Counselor's Guide to Facebook*](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf)
- [*The Career Counselor's Guide to LinkedIn*](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-linkedin.pdf)
- [*The Career Counselor's Guide to Pinterest*](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-pinterest.pdf)
- [*The Career Counselor's Guide to Twitter*](http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-twitter.pdf)

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](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. Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the Director of Title IX and Equal Opportunity.

David Achenbach, Director of Human Resources

dachenba@holycross.edu

508-793-3320

Derek DeBobs, Director of Title IX and Equal Opportunity

ddebobs@holycross.edu

508-793-3336

Other Misconduct

If you have a concern about another type of misconduct or illegal behavior at your internship site, please contact a staff member of the J.D. Power Center for Liberal Arts in the World for assistance.

Overview of the Washington Program

Introduction

The Washington Semester Program is a selective program that sends juniors and seniors to live, work, and study in Washington, DC, for a semester. Students receive four graded academic credits: 1.5 for a 4-day-a-week internship, one for a weekly public policy seminar, and 1.5 for a research thesis supervised by a Holy Cross faculty member. During that time, students live in apartment-style accommodations with other Holy Cross students and are responsible for preparing their own meals and navigating their own transportation.

Grade Assessment

Your grade in the Washington Semester program will be decided as follows:

Internship (1.5 course credits):

The grade for the internship will be decided by the Director of the Washington Program, the thesis advisor, and the second reader. This grade will be based on the following criteria: the actual work performed at your agency, taking into account such things as initiative, quality of work, ability to learn, attitude, dependability, etc. The assessment of your internship performance at the agency is based on written evaluations from your supervisor and oral evaluations at the meetings and in phone conversations between the Washington Program Director and your agency. In addition, we also take into account your meeting of Program deadlines, e.g. submission of progress reports, thesis (topic, prospectus, and draft), housing and agency forms (these should be submitted before you arrive in Washington). Finally, you are required to submit an end-of-semester internship report, critiquing and analyzing your internship experience. This analysis will be factored into your internship grade and will also provide the basis for the first part of the oral exam, in which we will be expecting you to provide us with a critical analysis of your work in Washington, your agency, the political process, and an understanding of public policy issues. All of these factors will be taken into account in determining the final grade of your internship. Be aware of the fact that it is not only a matter of how hard you worked or how many hours you put in, but what you have learned from this experience and how well you are able to articulate that.

Thesis (1.5 course credits):

The fact that this research project is given 1.5 credits indicates that it is a significant part of the Washington Semester program. It should be accorded the appropriate time, effort, and attention, i.e. this is not just a term paper for a course. The grade for the thesis is decided by the thesis advisor and the Director of the Washington Semester Program. It is based on the following criteria: the overall quality of the final product- clear formulation and statement of the thesis, strength of your argument in supporting the thesis, balanced presentation on both sides of the argument, structural clarity, policy recommendations, use and integration of Washington sources (e.g. interviews, hearings, meetings, etc.), a first draft submitted by the due date which shows substantial development of your thesis, development and improvement from first draft to final paper, ability to respond to faculty recommendations, oral examination

that shows your ability to support and defend your thesis, your ability to respond to faculty questions, demonstration of an in-depth understanding of the subject matter, and an ability to discuss it critically. All of these factors will be taken into consideration in determining the final grade. Papers submitted after the due date will be heavily penalized.

Public Policy Seminar (1 course credit):

The grade for this course will be given by the course instructor and is based on the fulfillment of the requirements as laid out in the course syllabus.

Is the Washington Semester Right for You?

Because of the proximity to political organizations and government agencies, and because of the policy focus of the seminar, the Washington Program is often attractive to political science students, particularly those interested in working in politics after graduation. But consider whether there are government agencies, think tanks, organizations, or institutions that relate to your major. The Departments of Treasury and Commerce might be attractive to economics majors, the Department of Health and Human Services or the Centers for Disease Control to health professions majors, the Department of Education for education majors. The Smithsonian network of museums provides opportunities for history majors, natural science majors, and arts majors. Media outlets provide relevant experience for English majors, or any student interested in communications work.

Further, Washington Semester students have the added responsibility of living in a community of Holy Cross students, shopping for and preparing your daily meals, and figuring out your own transportation around the city, in addition to successfully completing the weekly policy seminar and a research thesis. All of this makes for a particularly intense (and rewarding) experience that requires significant time management skills, intellectual engagement, and personal discipline.

You might give special consideration to the Washington Semester if:

- you have a particular interest in issues of public policy, and would like the opportunity to develop the kind of expertise that comes from writing a substantive thesis on policy;
- you are planning on a career in public service, either through electoral politics, political advocacy, public relations, or government service at any level;
- you are interested in an intensive internship experience that will allow you to develop a significant amount of on-the-job experience in a professional environment.

The Role of the Director, the J.D. Power Center, the Seminar Instructor, and Faculty Advisor

You may be far from Holy Cross while studying in DC, but the College provides several layers of support while you are there. The Director of the Program maintains contact with students and visits them at their agency twice a semester for evaluative visits. The J.D. Power Center for Liberal Arts in the World provides support for students with housing issues, collects internship evaluations twice a semester, collects assigned materials related to your thesis, and schedules your on-campus oral exam.

The seminar instructor teaches the weekly policy seminar and grades all assignments for that course. The instructor also serves as an on-site faculty advisor for students working on their thesis.

Each student must also identify and work with a Holy Cross faculty advisor, who will provide direct guidance on your thesis. Early in the semester, you will be asked to identify a potential faculty advisor (advisors for Political Science majors will be selected by the Department), who will be assigned to you by the Director of the Program. Students are strongly advised, however, to talk about potential topics with potential advisors ahead of the semester in which they are in DC.

Note that your advisor will be one of two people (along with the Director) grading your thesis and administering your oral exam. Students are also advised to work as closely as possible with their advisor, making plans to be in regular communication via email, video call, or phone. Arrange a recurring appointment (perhaps every two weeks) to check in with your advisor on your progress, and discipline yourself to do so even if you have not made much progress—knowing you have to discuss your work on a regular basis will help you stay on task.

The best theses will be based on solid collaboration between advisor and student. Pay careful attention to your advisor's guidance. Get your drafts in as early as possible, so as to allow your advisor time to read and you time to revise. Be prepared to re-write sections that do not meet expectations, to read new materials suggested, and to address arguments that you have not considered. Ask questions about suggestions and corrections that are not clear to you.

The Internship

Finding an Internship

The Washington Semester Program Director works closely with each student in researching and exploring internship opportunities. In addition, the J.D. Power Center maintains information about internship sites that have accepted Holy Cross students in the past and their assessment of those internships. Another place to look is Handshake (<https://holycross.joinhandshake.com/login>), the College's online job and internship portal. The Washington, DC Holy Cross alumni community is famously generous in seeking students from their alma mater. Pay particular attention to alumni talks in your department or at the College generally; make an effort to attend such events, and to connect with the speaker while they are on campus.

The J.D. Power Center for Liberal Arts in the World and the Center for Career Development both provide considerable assistance to students seeking internships. The centers do not, however, place students in internships, even when we provide direct introductions for students. The expectation is that students must identify, apply for, and secure internships on their own initiative. This means that you must:

- take the time to search out relevant internships for your interests
- prepare a professional resume

- identify and carefully complete all steps of any application process
- prepare yourself for an interview, and perform appropriately at that interview

A few employers in Washington offer paid internships (and you are allowed to take a paid internship), but most students will work at unpaid internships. Do not let your desire for a paid internship get in the way of securing a good experience. A limited amount of funding is available for students who meet certain Financial Aid qualifications.

Evaluation Forms

During the course of your internship, you will be asked to complete two evaluation forms on your experience and your agency. Please note the due dates for these forms on the calendar listed above. **You must submit both an end-of-semester internship report and evaluation.** The evaluation will be sent to students via email. Please read the next section for more on the internship report. **Please note that the end-of-semester internship report and evaluation are two separate assignments.**

End-of-Internship Report

You will be required to write a 4-5-page typewritten report on your internship this semester, which you should submit with your thesis. Among other things, it will provide a concrete basis for the segment of the oral examination which deals with the internship component of the Washington Program. This highlights the fact that we don't want you going to Washington just to get job experience but to think critically about your work there.

In order to ensure that a standardized format is followed by all students, the following format is recommended, including the proposed headings, for your report:

- Name of the Agency
- Brief description of your "routine" responsibilities
- Description of special projects you have undertaken at the agency
- Assessment of your experience with the agency
 - Discuss the following questions: What did you learn? In what ways has your work experience refined your intellectual skills? Did your involvement with this agency allow you to draw upon your analytical preparation at Holy Cross in any significant way? To what extent has the work with the agency impacted how you look at the world and yourself?
- Assessment of your agency
 - Address the following questions: What does your agency do, i.e. what is its purpose/objective? What means does your agency employ to achieve its stated objectives (ex. Lobbying, influencing public opinion, legislating, creating policy, etc.)? How effective is your agency in pursuing its goals? In what ways should the internal bureaucratic/administrative structure of the agency be reshaped to make the agency more effective?
- The issue of public policy and bureaucratic politics

- Keeping in mind what you learned from the Public Policy Seminar, you should briefly discuss what you have learned about the workings and dynamics of bureaucratic politics and/or public policy as a result of your Washington experience, both at the agency **and** as a result of your direct exposure to Washington's political life.
- You and the agency
 - Offer a concise and brief assessment of whether or not you think the agency utilized you and your skills to their full potential. Or, putting it differently, if you were the supervisor, how would you most effectively employ an intern?

This report will provide a framework for your final exam, and it will be considered in the final grade for your internship. In order to help you understand what a well-done critique looks like, please see the two examples in the appendix of this handbook.

Remote or In-person?

Due to the novel coronavirus pandemic, in the fall of 2020, all students participating in the program are expected to participate in a remote internship. Both the J.D. Power Center and the Center for Career Development have made considerable effort to identify sites offering remote internships and can help point you in the right direction. Remote internships are also less likely to be disrupted if pandemic conditions change.

If you have identified an internship that you can attend in-person near your home, you may participate in that program. You will, however, be required to sign a waiver indicating your assumption of any involved risks. If you attend an in-person internship, you should take care not to violate local public health and governmental advice.

Special Note on Interning Remotely

Hopefully your Fall 2020 internship will be remote. Over the spring and summer, students reported high satisfaction with their remote internship experiences. You will, however, benefit from some prior planning. Make sure you understand which remote communications your organization uses. Confirm with your supervisor what kind of direct communication they prefer (phone, text, email, videoconference) and make sure you use that form in a professional manner. Find a location in your home where you can work undisturbed, and keep it clear of distractions. Get dressed for the day, so that you appear professional.

We have suggested that supervisors both invite interns to staff meetings and keep interns informed of office norms around remote videoconferencing, but you can learn a lot simply by observing. By now, everyone has become accustomed to participating in remote classes, but you may want to adjust your self-presentation according to office culture. For instance, although keeping your video camera or eating during class on mute may be acceptable in class, but undesirable at the workplace. If you are unsure of the norms, ask your supervisor.

You should be sure that you are checking in regularly with your supervisor. In-person internships often involve informal in-person check-ins, but these may be more difficult

remotely. Make sure you attend regular check-ins with your supervisor, and make it a point to update them via email at the end of the day or at the end of projects.

Finally, it may be tempting to work off-hours when working remotely. And some professionals are maintaining odd hours while working from home. Talk with your supervisor about their working hours; generally, you should be putting in your time during the hours they are working.

Things to Consider When Applying for an Internship

Applications for the Washington Semester are due in early Spring of the year before you would participate in the program. Start thinking about your interest in the program early, both because your application and interview will be stronger if you have given some thought to your options, and because your experience will be enriched if you think intentionally about your expectations ahead of time. Think about potential internship sites, and (through the Program) inquire about sites of interest to you that have previously hosted Holy Cross students. Think about potential thesis topics, possibly by thinking about interesting assignments you have worked on in class. Read reputable news sources with regularity, particularly those that report on areas relevant to your potential internship and your thesis topic.

Internship Responsibilities

Internship responsibilities vary considerably from organization to organization. At small firms or agencies, you might be given tasks very similar to those of full-time employees, and enjoy considerable responsibilities. At larger firms or agencies with regimented internship programs, you might share a tightly controlled set of tasks with other interns. Different supervisors within the same organizations might provide different levels of opportunities to their interns. Both the Center for Career Development and the J.D. Power Center for Liberal Arts in the World monitor internship evaluations over time to identify and avoid sites that do not provide enriching opportunities, but it is impossible to ensure consistency of responsibility across internships.

Being an intern may mean that you are less responsible than a full-time employee. It does not mean that exceptions are made for you to act like a student and not like an employee. Treat the internship like you would a job. If you plan to work in the field of your internship, your performance may well follow you in the future, and a good reputation as an intern may affect future job opportunities, and enrich the value of the contacts you make. Even if you do not, a strong performance on the job can lead to more responsibilities, positive recommendations by your employer, better mentoring opportunities, and better overall learning outcomes.

Each internship will have different responsibilities, but in general, all interns should consider the following general guidelines.

Display enthusiasm

Hopefully the internship you have secured is one that captures your curiosity, or one that you are excited about. Express this by asking good questions, showing eagerness to accept tasks, and generally maintaining a positive attitude. Learn as much as you can about the organization,

and try to identify media sources related to the field, so that you can speak with some understanding about the work others are doing around you. Try to avoid complaining (though serious concerns about the workplace or about your responsibilities as an intern should be raised directly with your supervisor when appropriate). Arrive on time, and stay until your shift is over. In general, try to demonstrate enthusiasm for the work.

Dress for success

The dress code at your internship is likely to be somewhat different from standard student wear at Holy Cross. The best way to figure this out is to ask your supervisor when the offer of the internship is made to you—but it would not be unusual to ask via email at any point beyond the start date. You probably won't need to purchase a whole new wardrobe, but you will want to make sure you have clean and appropriate clothing in order to make the most of your experience.

Communication and confidentiality

Your workplace environment will most likely require more confidentiality than the classroom experience. In some cases—particularly in health care, education, and financial services—there are specific laws protecting client privacy, and careless discussion can land you and your employer in legal trouble. In most cases, your organization will want to keep internal deliberations, conflicts, and decisions private in order to protect the integrity of its operations. Be particularly careful with what you post on social media and what you share with others off the job. Your employer should make any specific concerns in this area clear to you, but if they do not it is a good idea to ask before posting or discussing any internal matters.

Be particularly aware of your organization's intellectual property concerns. If you intend to use a case study, or work product, or specific issues from the workplace in a report, presentation, or poster, clear this use of organization information with your employer—even if that material is only presented in a class-based assignment. Again, the best policy is to clarify such questions directly with your supervisor. And you should never—without express permission of your direct supervisor—speak for your agency or office to any media source.

Uncomfortable Tasks

Most often, students find their Washington internships to be tremendously rewarding and welcoming places. It is not implausible, however, to think that an intern might find themselves being asked to perform tasks grounded in political beliefs with which they do not agree, or that are unethical or downright illegal. In most cases, this can be avoided by carefully researching the organization with which you plan to work, and with that organization's internal processes for reporting such violations. If it happens that you come to be uncomfortable with your organization's activities, however, you should feel free to contact the Director of the program or another member of the J.D. Power Center for Liberal Arts in the World staff.

Some other things to consider

- Familiarize yourself with your organization’s employee handbook or standards of conduct. This is particularly important if there are particular legal or ethical standards for your organization.
- Use appropriate written and oral expression in all interactions with personnel, managers, internship supervisors, employees, and the public and clients.
- Take seriously orientation activities and testing required by the internship site.
- Don’t use the organization’s phones or computers for personal communication or internet access, and do not take the organization’s materials or resources for your personal use.
- Observe all established safety and sanitation codes.
- Accept responsibility and accountability for decisions and actions you take while at the internship site, including the responsibility to engage in ethical behavior.

Making the Most of Your Internship

Your internship is not just about providing assistance to your organization. Your personal learning experience should also be on your mind every day. You’ll find that you learn more if you are proactive in seeking ways to make the most of your time on the job.

Observe and report

Make a practice of observing the structure and culture of the organization. Who seems to be important? What kinds of tasks seem to be prioritized? Where do people congregate? When are the crunch times? How do decisions get made? What are the unwritten rules of the workplace? Make notes of your observations, and see how well you can figure out the organization as a whole.

Ask more

Dedicate yourself to doing more than the typical intern. When you have completed your tasks, seek out new tasks rather than heading home early. Volunteer when new opportunities arise. Take on jobs that no one else wants to do, or anticipate tasks that might need to be done (like refilling the paper in the copy machine). This does not mean that you should allow your employer to take advantage of your good nature, or that you should do your assigned tasks sloppily in order to get on to other tasks, but 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 best work and (with your employer’s approval) compile a portfolio. If not, or if your work is not easily copied, keep an informational log of the kinds of tasks you’re performing, the kinds of systems and methods you’re using, and the kind of assignments you complete. If you interview in the field (or in a related field) later, you’ll benefit from being able to review your work before the interview, so that you can accurately explain your area of experience.

Ask questions

Maintain a spirit of inquiry in all of your interactions. Ask people about their tasks, about the organization, about the field generally. You don’t want to project the sense that you’re seeking

gossip, or proprietary secrets, but demonstrating curiosity about the field will not only provide more opportunities for learning, but will mark you as intelligent and motivated. (It doesn't hurt to research the organization as much as you can beforehand so that you can ask good questions—learn about it via its website, company manuals, and any new stories that may have been written about it.) Also do not hesitate to ask for clarification or guidance on any project or responsibility that you are given if you are unsure of how to proceed.

Network

Meet as many people as you can. Look for tasks that require that you interact with other offices or different sections of the organization. In highly regimented offices, you might ask your supervisor for permission to interview co-workers in different divisions. In more informal organizations, you might be required to interact with everyone in the office, and you can make the most of these interactions by introducing yourself and explaining your position. Get to know your fellow interns. Introduce yourself to co-workers in the elevator. Make friends with administrative assistants. You don't want to be seen as a social butterfly who spends all their time socializing, but a little friendliness can result in long time contacts. Also, don't hesitate to volunteer for additional work from other staff members if things are a bit slow. When you leave, keep track of email addresses, and send follow up emails to particularly close contacts.

The Role of the Internship Supervisor

Developing a positive working relationship with your supervisor is an important part of your internship experience. Even if your relationship is not warm, understanding how to communicate with and relate to supervisors is an important skill you will need in navigating any career. Some important elements of your relationship with your supervisor may include:

- Be sure to discuss your learning contract with your supervisor at the start of your experience. Use this document as the opportunity to clarify your goals for the internship and your supervisor's expectations for you.
- Communicate regularly with your supervisor, particularly if you have questions about tasks or are experiencing problems on the job.
- Pay careful attention during meetings with your supervisor, and consider taking notes so that you can accurately recall tasks you are assigned.
- Be clear about your needs—do not assume that a supervisor knows what interns need, or that they know that you understand where resources are located within the organization.
- Clarify your relation to other parts of the organization. If there are opportunities to take on tasks beyond your supervisor's direct oversight, make sure you get permission to do so.

Suggested Reflection

Take time routinely to reflect during your Washington Semester experience. Consider keeping a journal or starting a blog to record your thoughts, and read through it periodically to see if you pick up on changed attitudes. Be particularly aware of your changing attitude toward your work as it progresses, as this can help you highlight aspects of the field that you find more or less

rewarding. And be on the lookout for unexpected moments, as they can help you discern what you are truly learning from your experience.

Consider the following topics while reflecting:

- How does my experience working in Washington differ from what I have learned about American politics in school or from watching the news? How does it reaffirm what I have learned from those sources? How does what you learn in the public policy seminar get reflected in your daily work?
- How is power used in your organization? How does your organization relate to other organizations in the political system?
- How do people who work in your organization structure their career? Do you see aspects of their career behavior that seems particularly distinctive to DC?
- How does your work challenge or reaffirm your political beliefs? Do your beliefs affect the way you do your job?
- What are the most important skills in operating effectively in a professional organization?

The Seminar

The Public Policy Seminar meets weekly, and is taught by Prof. Chris Murray, Coordinator of Student Programs and Visiting Instructor at Marquette University's Les Aspin Center for Government. The course usually meets on a consistent weeknight for two-and-a-half hours; Prof. Murray will contact students with the specific arrangements. This course looks at a variety of public policy issues, and invites students to bring their experience in their internships into the classroom through seminar discussions and weekly assignments. There are no prerequisites for the course, and it is aimed at students in all majors. The seminar counts as an upper-level elective in the Political Science major.

The Research Project

The research thesis is an integral and substantial component of the Washington Semester Program. While there is some flexibility regarding the scope and nature of the thesis, there are certain requirements which you must be aware of. This project, ideally, would be related to your responsibilities and activities at your agency and useful to your agency. For example, you may be working for a political action group doing lobbying work on certain aspects of American foreign policy and your research paper could be directly to the particular project you will be working on at the internship site. You may also consider a project that is perhaps only indirectly related to your internship activities.

You will be expected to make good use of the resources of your agency and other Washington resources to produce a paper which reflects, in some ways, the Washington experience. Based on past experience, it is strongly recommended that you pursue a topic within your particular major discipline, e.g. History, Political Science, Sociology, etc. For a paper of this scope, you will find that training essential.

This is, however, not a like a term paper you are accustomed to writing for your courses at the College. As explained in the interview, this is a major research paper (**35-40 pages, not to**

exceed 40 pages) for which you will receive 1.5 credits. You should raise broader analytical and theoretical issues, in addition to presenting factual information and case studies based on research material not readily available at Holy Cross, such as written materials, interviews at your agency, congressional hearings, etc.

Consult early and regularly with your on-site course instructor and advisor during the course of your project. You will ideally have had a conversation with potential advisors before you leave for DC; if not, reach out to them early, and make plans for regular communication with them throughout the semester. Failing to have clear communication with your advisor, or to get regular guidance on a thesis project of this size may result in unpleasant surprises at the end of the semester. This is not meant to sound ominous, but rather help in getting the research project clearly established in both your mind and the mind of your thesis advisor.

Research Design Workshop

A mandatory research design workshop (via Zoom and one visit of the instructor to Washington) will be offered by a Holy Cross faculty member providing guidance on research paper design. It meets weekly throughout the first half of the semester, and the meeting day will be arranged by the instructor. The workshop will cover a range of aspects of the professional research process, and will provide helpful guidance to students. The workshop will also provide students with opportunities to present specific issues related to their work.

Scaffolded Assignments Leading to the Thesis

To assist in this undertaking, you will complete a series of assignments designed to build your thesis from the ground up. These are designed to both guide your research and writing, and to facilitate communication between you and your advisor. Each stage should provide opportunities for feedback from your advisor. These stages are outlined here.

1.) Topic Definition Memo (5% of your thesis grade)

The Topic Definition Memo is simply the first stage in your discussion about your topic.

You will compose a one page memo, addressed to your thesis advisor. The memo should specify:

Your topic, generally stated.

The question your thesis will answer, and a statement of why it is an important question.

An explanation of how this topic relates to and makes use of your internship experience.

A general sense of the kind of resources you will consult to address your topic.

Think of the memo as getting some solid ideas down onto paper—it does not commit you to any aspect of the project, and in fact you should expect that it becomes the basis for discussing changes to your research plan, as your advisor suggests alterations based on relevance, interest, and feasibility.

2.) Prospectus (10% of your thesis grade)

The preparation of a good thesis prospectus is absolutely essential to the production of a high quality final thesis. The prospectus provides you with the “roadmap” for undertaking the research and writing of the thesis. It is critical that you prepare the prospectus in close consultation with your thesis advisor. If you put the time and effort into the prospectus, it will make the writing of the final thesis much easier and produce a much stronger final product. The prospectus is composed of five sections, which are described below.

Research Question and Hypothesis

The most important part of the prospectus is the specification of your research question. Your research question should also be followed by an outline of competing hypotheses (or answers) to your research question.

Literature Review

The thesis prospectus includes a review of the secondary literature related to your research question. What have other scholars and policy analysts written about your topic? You should briefly discuss the writings of the most prominent scholars/policy analysts working on your topic. You do not need to go into great detail, but you need to be able to characterize the most important debates related to your topic. It is particularly important to evaluate all major points of view related to your topic even if you strongly disagree with some of the arguments.

Methodology

The next component of your prospectus is a discussion of your methodology. How do you plan to answer your question in your paper? Your methodology should contain a description of the case(s) that you plan to study, the variables that you think are most important to your analysis, the types of evidence that you will be using, and the time period that will be the focus of your analysis. You will not need to actually complete all of the research prior to submitting the prospectus, but you should have a clear plan for how you will address your core research question.

Feasibility

The next major component of your prospectus should be a discussion of the feasibility of your proposed thesis. This could be incorporated into the sections described above, or it could be included in a separate section. What resources will you need to address your research questions? Will you have access to the documents that you need? Will you have access to the decision makers that you will need to interview? If the materials are not available, then you should consider an alternative focus for the thesis.

Thesis Outline

The next section of the prospectus will be an outline of the thesis. The detailed outline should provide an overview of the structure and organization of the proposed thesis. You should

outline the major sections of the paper and provide descriptions of the elements that would be included in each section of the paper. The outline does not have to be written in a narrative format; rather, you should outline the sections that will be included in the final thesis and include brief descriptions within each section. Your outline will likely evolve as you continue to conduct research and write; however, at this moment in time how do you envision the organization of the final thesis?

Bibliography

The final section of the thesis will be a bibliography. The bibliography should include the bibliographic information for each article, book, working paper, government document, etc. that you have reviewed in preparing the prospectus. You should be able to provide a sufficient list of materials to demonstrate that you have read broadly on your topic and have a good grasp of the central arguments related to your research question. A well-developed bibliography will help your thesis advisor to guide you in identifying additional resources for your research. You should include a 1-2 sentence description of each sources, indicating how it relates to your topic. The thesis prospectus is due during the early part of the semester. It should be approximately 5 to 7 pages in length- not including the bibliography, which will vary in length depending on the number of resources you have consulted (typically a minimum of 15 resources). The more work you put into the thesis early in the semester, the less work it will be during the second half of the semester when you will be overwhelmed with your internship and class. In addition, your thesis advisor will be able to give you much more detailed feedback early in the semester, which should again reduce the amount of work that you will need to do between the production of the first draft and the final thesis. A strong prospectus will provide you with a firm foundation for producing a high quality final thesis.

3.) First Draft (20% of your thesis grade)

Your first draft is perhaps the most critical step in the completion of your thesis. Developing a substantive first draft creates an opportunity to engage fully and productively with your advisor in discussions of the strengths and weaknesses of your project. Failure to develop a substantive first draft puts you in danger of not receiving sufficient guidance from your advisor to correct errors of fact, analysis, and execution before the final draft is due.

A complete first draft includes (at minimum):

At least 15 solid double-spaced pages of writing.

This does not mean that you have to have 15 consecutive pages--you might skip some passages that require more research. But you should have a substantial portion of your narrative written.

A full outline of the paper.

This can be in the form of section headings where your narrative is complete, but can be a skeletal outline in sections that you have yet to complete.

An opening section, with a thesis statement.

You may revise this as you go along, but the first draft should make an attempt to write the opening paragraphs and these opening paragraphs should have a clearly-stated thesis.

Full citations in the sections where your narrative is complete.

Including all citations at this point recognizes that this is a formal component of the project. It also provides an opportunity for your advisor to provide feedback on citation use.

Statement of Internship Relevance.

If your narrative to date does not yet explain how your thesis will reflect your internship assignment, you should include a brief write-up explaining how you will complete this portion of the final assignment by the time the final draft is due.

A concluding memo of no more than 1 single-spaced page.

This should be written to your advisor, and should outline (bullet points are acceptable) your tasks yet to complete (including sources yet to be consulted), your major challenges to date, list of specific questions for guidance, and a statement explaining what you think are the best features of the draft.

4.) Final Draft (50% of your thesis grade)

Your final draft should be at least 35 pages and no longer than 40 pages. It should be fully sourced, with a complete bibliography. And it should reflect the recommendations that your advisor provided you throughout the semester.

Academic Integrity in the Washington Semester

All of your work done during the Washington Semester—including work in the seminar, on the thesis, and potentially at your internship site—is subject to the College’s Academic Integrity Policy. This policy is appended to this handbook and can be found in the student handbook.

You should pay particular attention to proper citation usage in composing your thesis. Holy Cross Libraries has completed a useful LibGuide to citation usage and academic integrity that can be accessed at <https://libguides.holycross.edu/citationhelp> .

Library Access

During your semester in Washington, in addition to materials within the Holy Cross Library System, you will be receiving a library card to the Georgetown University library. Please note that you are responsible for any late fees for loaned materials. Contact Maryanne Finn (mfinn@holycross.edu) with any questions.

Program Logistics

Course Registration Information

Upon your confirmed acceptance into the Washington Semester program, please ensure that you register for the following courses online:

- Washington Seminar DCSP 381 01
- Washington Internship DCSP 382 01
- Washington Research DCSP 383 01

Please contact Maryanne Finn at mfinn@holycross.edu or x2498 if you have any questions.

Important Pre-Departure Forms

There are several important forms you must fill out before leaving for Washington. Please note that your timely completion of these forms is essential to effectively communicating with the program and ensuring that you are accorded all of the resources that the program offers.

- The DC Address Form provides the J.D. Power Center with contact information for your agency and direct supervisor. Please visit holycross.joinhandshake.com and [follow these instructions for submitting your address information](#). This should be submitted as soon as possible.
- The Emergency Contact Information form provides the J.D. Power Center with important information in case of an emergency. Please find the form at <https://forms.gle/6K3FBuQgDwZwhfbf9>.
- The Faculty Mentor Form indicates your proposed faculty thesis advisor for the semester, as well as proposed agency placement. Political Science and International Studies majors should **not** fill out this form, as the selection of an advisor will be made by the Department. The form may be found at <https://forms.gle/bgtxNpPTCkhTzC5V8>.

Program Calendar

Below is the Fall 2020 Washington Semester Program calendar. The Spring 2021 calendar will be provided at a later date, and the online handbook will be updated once it's available.

September 5	Move-In
September 8	First day of work
September 8	First virtual meeting of the Public Policy Seminar (5:30PM-8:30PM)
September 21	Brief description of thesis topic due to J.D. Power Center
October 5-9	First virtual visit to Washington, D.C. by Prof. DeAngelis

October 12	Prospectus due, may be sent online to faculty advisor and DC Program Coordinator 30-character thesis title for transcript due: https://forms.gle/o3aZdXWLRfC3RoJRA
October 26	Midsemester progress report due to Program Coordinator: https://forms.gle/pBNHxgg6p7gdX35N7
November 16	Three copies of first draft of research paper due to J.D. Power Center by this date. Late papers will be penalized.
November 21	Move-Out
November 25-29	Thanksgiving Break
Nov. 30-Dec. 4	Second virtual visit to Washington, D.C. by Prof. DeAngelis
December 1	Last meeting of the Public Policy Seminar
December 9	Internship critique due to DC Program Coordinator Last day of work at the internship site
December 7-15	Presentation of research via Zoom
December 11	Last day of work at internship if working remotely
December 17	Research paper due: one online copy to DC Program Coordinator Office and one copy to thesis adviser.

Important note regarding submitting assignments:

- Your rough draft may be emailed to Maryanne Finn at mfinn@holycross.edu as an attachment.
- Please email a copy of your final research paper to both your research advisor and Maryanne Finn at mfinn@holycross.edu.

Please contact DC Program Coordinator Maryanne Finn (mfinn@holycross.edu) with any questions.

Travel to Washington

If you are traveling to Washington by air, you have a number of options:

BWI (Baltimore/Washington International) is located 45 min. north of Washington and is just outside Baltimore. This is generally the most cost-effective. When you arrive at BWI, you have two options for getting to DC: (1) the MARC train which runs Monday-Friday and also on a limited weekend schedule (Amtrak is available on weekends). There is a free shuttle bus from the airport to the station, which is only ten minutes away. The MARC train runs fairly regularly and is only \$6 one way. The train will take you to Union Station in DC and you can then take the Metro from there to your destination. (2) The other option is by van, which will deliver you directly to your destination. It is called the Super Shuttle and you can make reservations (not required from the airport) in advance at www.supershuttle.com. This costs about \$35 one way to DC and \$45 to Arlington, which is very convenient. If you travel with a friend, the fare for additional person or persons is \$12 each- a great deal!

IAD (Dulles International) is located about 40 min. west of Washington. The SuperShuttle operates from here. In addition, there is a bus called the Washington Flyer that goes to downtown DC which is fairly inexpensive and runs pretty regularly.

DCA (Reagan International) is by far the closest airport to Washington, but tickets tend to be more expensive. If you reserve a ticket well in advance, you can get a pretty good rate. BWI is

the cheapest by far, however. The SuperShuttle also operates here, but there is a Metro stop right at the airport which is very convenient for downtown DC and the apartments.

Housing Information

Housing is provided by Suites America at the Witmer at Pentagon City. The address for the apartment community is **710 12th St. in Arlington, VA, 22202**. Please see the information below for more details on amenities.

It is located directly above the Pentagon City Metro. It is within walking distance to Whole Foods, Harris Teeters and Costco as well as being located directly next to a CVS Pharmacy and a Minute Clinic.

In addition to being close to the Metro there are numerous amenities in the area. Certainly, the Underground Crystal City Shops but in addition there are a ton of restaurants and cafes on Crystal Drive (just one block east of the Metro station, including a very good pizza shop at 2100 called We the Pizza. Freddie's in Crystal City has karaoke night. Across the street from the Meridian is a Whole Foods Market – a little pricy (although prices are supposed to come down since Jeff Bezos and Amazon took over) but close by, a great selection and very good prepared foods. Whole Foods has a café with wifi and great place to do homework when Georgetown is too far to go. Another good spot to study close by is the Aurora Hills Branch Library (10 min. walk, small but quiet). Also in the area is Harris Teeter (make sure you get a VIC card for discounts). One Metro stop before Crystal City is Pentagon City that connects directly to the Pentagon City Mall. In addition, you can walk straight thru the Mall to the exit on the other side to the Pentagon City Shops with stores and numerous restaurants and during the winter a really nice public skating rink (with skate rentals). Also an underused DEA Museum across from Pentagon City Mall.

Campus Mail

As a reminder from the Holy Cross Post Office, your campus mailbox will be closed during your Washington Semester experience. Any mail you receive will be automatically sent to your home address. If you would like your mail sent to your Virginia address, you will need to obtain a Change of Address form from the Post Office in Virginia and send that to Alex Dion at the Holy Cross Post Office. Also, once you return to campus, you will need to notify the Post Office that you have returned. Otherwise, your mail will continue to be sent to your Virginia address.

Holy Cross Alumni in D.C.

There is an active Holy Cross alumni community in New York City. These alumni can be great resources for your thesis. Take advantage of alumni contacts. If you are working with an alum, or if you know an alum in the field, email them and ask to meet informally over coffee to discuss the field. Go to alumni events and make contacts in other fields and follow up with them. Holy Cross alums are often both interested in providing mentorship, and helpful in advancing your career prospects. Consider setting aside some time during your semester to

intentionally pursue these networking opportunities. To help with making initial connections, consider utilizing the Career Advisor Network.

Career Advisor Network

All students and alumni have access to the Career Advisor Network, which is a database of alumni who are willing to be contacted by students and fellow alumni with career questions. To access the network, visit <https://webapps.holycross.edu/can/can> and log-in using your network username and password.

LinkedIn

To aid with your searching, you are also encouraged to use the alumni search tool within [linkedin.com](https://www.linkedin.com). When you log-in to LinkedIn, search "College of the Holy Cross" and visit the school page. From there, click "See alumni." You can then search the 26,000 students and alumni in LinkedIn based on the criteria that interests you.

The Career Advisor Network offers a "Last Name" search feature. If you conduct a search for alumni using the filters in LinkedIn, you can then do a quick last name search in the Career Advisor Network to see if the person is open to having a conversation. You will then know whether to email the person directly, or contact them via LinkedIn.

Living and Working in the District

Washington, DC is a vibrant city, and spending time in this city is one of the most rewarding aspects of the Program. As with any major city, knowing some basics of the life of the city is important to a rewarding, safe, and productive experience. Some things to keep in mind include:

The Metro

The best way to get around the city is the Metro. As with all public transportation systems, it has its problems, but most users find it much more convenient than the alternatives. Before you go, familiarize yourself with [maps and schedules](https://www.wmata.com/schedules/index.cfm) (<https://www.wmata.com/schedules/index.cfm>) and with [fares and ticketing options](https://www.wmata.com/fares/index.cfm) (<https://www.wmata.com/fares/index.cfm>) You will probably be taking the Metro most days on your way to work, so consider getting a [SmarTrip card](https://www.wmata.com/fares/smartrip/index.cfm) (<https://www.wmata.com/fares/smartrip/index.cfm>), which you can pre-load, saving you both time and money. Take some time to familiarize yourself with Metro stops around your housing and around your place of work so that you don't miss a more convenient option. Also, consider following the Washington Metropolitan Area Transit Authority (@wmata), or downloading one of several apps that track Metro service to monitor service outages or delays. And it is never a bad idea to familiarize yourself with bus routes, which may still be in operation if the subway is out of service.

Familiarize yourself with specific neighborhoods before you visit, particularly planning for transportation options. The District is laid out in four quadrants, with street names that repeat

in each quadrant, and confusing which quadrant you are supposed to be in can be a huge inconvenience. K Street SE and K Street NW, for instance, are about 2.5 miles apart, and would take you about 30 minutes to get from one to the other via public transportation. Pay careful attention when you are designing your travel plans.

Safety

Washington, DC is no more dangerous than any other major metropolitan area in the U.S. That said, it is always important to be responsible for your own safety. Travel with others, particularly at night and to unfamiliar locations. Pay attention to local news, and consider following local news outlets on social media, which allows you to be aware of the many events that cause transportation difficulties and safety challenges in DC. Consider signing up for the District Police [Alert System](http://mpdc.dc.gov/service/dc-police-alert) (<http://mpdc.dc.gov/service/dc-police-alert>) which will inform you of significant safety issues when they occur.

In the event of a significant and/or life-threatening situation, you should always make sure to first call 9-1-1 and get to safety. Once you are safe, please contact the Director of the Program, Gary DeAngelis, to inform him of the situation. If you are unable to contact him, please contact Maryanne Finn (508-793-2498).

Healthcare

While the need for medical attention has seldom come up for our Washington students in the past you should be aware of what is available should the need arise. There are several options available: George Washington University Hospital (which is right at the Foggy Bottom Metro station); XPressCare (1409 S. Fern St. Arlington) which is very close to the apartments; and the Suite America service book in each apartment has a listing of the local hospitals.

Counseling Resources

While a semester in Washington, D.C. can be exciting and demanding, it can also be challenging. Resources are available to meet the mental health needs of Washington Semester students.

Urgent Care

For psychological emergencies at any time, please first dial 9-1-1 for immediate assistance. You can also contact Public Safety at (508) 793-2222.

If a non-emergency situation arises where you need to speak with someone, you can contact the Counseling Center for a consultation. During urgent care times (10 a.m. and 3 p.m.), you can call the Center at (508) 793-3363. For psychological crises that occur after hours when the Counseling Center is closed, an on-call crisis counselor can be reached by calling the Counseling Center (508-793-3363) and following the prompts.

Long-Term Care

For students seeking long-term psychotherapy, specialized care, or psychiatric care, you should instead plan to meet with a local mental health provider. If you currently meet with a Holy Cross counselor, you should consult with them before your semester to plan for your care in Washington, D.C.

Below are several options of how to begin your search for a mental health provider in D.C. Please note that the Counseling Center is available for consultation to help you explore your referral options at (508) 7983-3363. One possible option to consider is The Center Clinic at George Washington University <https://psyd.columbian.gwu.edu/center-clinic>.

1. **Go to your health insurance website or call their customer service line.**

For students with the Holy Cross insurance plan, Blue Cross Blue Shield with University Health Plans can be reached at 1-800-437-66487 and <https://universityhealthplans.com>

For students who are on a parent or guardian's health insurance plan, there is typically a telephone number or website on the back of your card for "behavioral health services."

2. **Talk to your Primary Care Physician (PCP).**

Sometimes, students get referrals to community providers from their physicians at home. A PCP may also be willing to provide some psychiatric medications.

3. **There are websites available that offer the ability to search for providers. Identifiers such as insurance, location, and subspecialty may be used to narrow the search criteria.**

Psychology Today	www.psychologytoday.com
Network Therapy	www.networktherapy.com
Therapy Tribe	https://www.therapytribe.com/
Find a Psychologist	https://www.findapsychologist.org/

*The websites and provider provided above or the supplying of names of individual providers in the community is not considered an endorsement by the College of the Holy Cross Counseling Center or the J.D. Power Center for Liberal Arts in the World. The individuals identified by these websites, or under separate cover, are not considered an extension of the Counseling Center. The Counseling Center does not monitor therapists in the community and is not responsible for any providers listed, nor the content and/or quality of services they provide.

Enjoying the City

The District is a wonderful place to live for more reasons than politics. To start with, there are the many museums that make up the Smithsonian Institute, the many memorials and monuments to visit around the Mall, and the thousands of other galleries, museums, concert halls, theaters, outdoor events, and historical sites around the area. You'll be busy working and

learning, but take some time to get to know the city's cultural offerings. Get a copy of the *Washington Post* to keep up with events, or visit <https://washington.org>.

The obvious attractions are the monuments, the museums, zoos, etc. (don't miss the new visitor's center at the US Capitol), but don't overlook, particularly on weekends when the weather is warm, such great places as Old Town Alexandria (take Metro to the King Street stop and either walk down King St. or take the free shuttle bus on weekends to the waterfront). It's a great area to walk around – visit the Torpedo Factory (Union St.) – filled with artists' shops & studios. Also, there is a boat that can take you down to Mt. Vernon and back. Some great restaurants: Fish Market & Seaport Inn (King St.), Tap Room – Public House (Union St.), Bilbo Baggins (Queen St.) and Hard Times Café, further up on King St. toward Metro stop.

Another great boat trip and inexpensive - a boat tour of the Potomac at the Basin in Georgetown – inexpensive (National River Tours - \$15) and a nice trip in warm weather. This trip goes for about 45 min. and there is also another one that goes down to Old Town Alexandria from this same spot and you can get off and get another for the trip back – a bit more expensive but longer trip. Also, Adams Morgan section in NW – great variety of restaurants from many cultures and interesting street life – can take Metro to Woodley Park-Natl. Zoo and walk across bridge to Adams Morgan – a great place! Flea Market at Eastern Market Metro Stop on weekends (either Sat. or Sun. Ask people you work with when it begins. Students have gone in the past and loved it). If you're into burgers, I found a very good place on Washington Circle (at GWU) near the Foggy Bottom Metro stop (Washington Circle) called BTS (Burgers, Tap and Shakes) – probably the best burger I have ever had.

Several great cultural outings: performing group The Capitol Steps – if you like political satire you will love them – most Friday and Saturday nights at the Reagan Building on Penn. Ave. They are nationally known and **shouldn't** be missed (www.capsteps.com). The Folger Shakespeare Theater on Capitol Hill at the Shakespeare Library – best Shakspeare Company in the country and a great theater. DC students went last year and loved it. Millenium Stage at the Kennedy Center – **free** performance every night at 6. Performance varies each day (you can check Kennedy Center Web site for a full calendar) **Ticket Place** - www.ticketplace.org 407 7th St. NW. Great discounts for theater and concerts. Students have also gone to the Spy Museum and Newseum and raved about both. The Big Hunt in Dupont Circle (bar/club) free comedy Thurs. night. When weather is nice go over to Annapolis for a day (about 45 min. ride) – great place to walk around and also worth visiting the Naval Academy there. If you like sports, there's always lots to do between pro teams and local colleges If you're looking for reasonable tickets for pro teams, try stubhub.com.

Making Ends Meet

Washington can be an expensive city in which to live. Because you won't be on the College meal plan, you will have to make some lifestyle choices that can make a big difference in your experience. Consider the following:

- Avoid eating out too much. Preparing your own meals can result in considerable savings— particularly if you make enough for leftovers or cook as a group with other DC students. If you

can't cook, check out [this site](https://www.nytimes.com/2007/08/08/dining/08mini.html) (<https://www.nytimes.com/2007/08/08/dining/08mini.html>) for inspiration.

- If you do eat out, look for options. DC has a tremendous food truck culture catering to the mealtime demands of government employees all over the city. There are a variety of off-the-beaten path restaurants that are delightful, and may be just around the corner from the pricier options on the main streets.
- Shop carefully. Ask around your building for the best grocery shopping options so as to maximize your savings.
- There are plenty of free options for entertainment in the District—explore those before paying for entertainment options.

Should I bring a car?

Probably not. Parking is expensive and sometimes hard to come by. If you can avoid it (some will have to drive to and from the city), try to leave your car at home. However, the Meridian allows one parking space per apartment, and having a car available can help with food shopping and road trips. The decision is up to you.

Seasonal Concerns

It does not often snow in the District, but hazardous weather can be a real concern. When it does snow, the city can essentially shut down. Pay careful attention to the weather so that you are not stranded at your work site, and consult with your supervisor about leaving work early in the evening or not coming in at all if hazardous weather is expected. The best way to handle this is to talk to your co-workers about their own plans to deal with such concerns.

Some events regularly cause delays. Inaugurations, major protests, and significant tourist events can cause the city to grind to a halt. In most cases, you should try to enjoy the experience—what can you learn from observing such events up close?—but you should also consider impacts on your freedom of movement around the city. Again, your co-workers are the best resources for what to expect in your area.

What Comes Next?

Remember that every experience is a moving force. Spend a little time reflecting on your internship. Look over your reflections and try to discern what your experience is teaching you about your calling in life. If you found the work satisfying, start looking for your next internship to expand your exposure to the field, or start watching job postings on Handshake or in media related to the field. If it was not quite the experience you were looking for, have a conversation with someone in the Center for Career Development or the J.D. Power Center for Liberal Arts in the World about the right next step. Maybe there's a related field, or a different sector of the same field, that will work better for you.

You will return from the Washington Semester with considerable work experience in your field, a substantive thesis relevant to that field, and an increased understanding of public policy issues in the US. Think about how each of these might be part of the next step you take.

Perhaps you can turn your experience into a summer internship in the same organization or at a similar site based on the contacts you made in the field. Perhaps the thesis could be the basis of a summer research project, an independent study, or a thesis project. Or you might think about how a new policy interest could lead you to seek a SPUD project or a CBL course that could enable you to experience the effects of policy first hand.

If you're still interested in pursuing work in your field, consider some of the following steps:

- keep in touch with your supervisor and other contacts from your internship via email (sparingly) and social media
- continue to read field-related media in your field
- plan a trip back to DC; work with the Alumni Department to identify a DC-area alumni event where you can meet other Crusaders working in the city; and don't forget to schedule a time to have coffee with your former supervisor
- make an appointment with Career Development to discuss strategies to revise your resume and start your job search in earnest

Contact Information

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Appendix 1: Academic Integrity Policy

All education is a cooperative enterprise between faculty and students. This cooperation requires trust and mutual respect, which are only possible in an environment governed by the principles of academic integrity. As an institution devoted to teaching, learning, and intellectual inquiry, Holy Cross expects all members of the College community to abide by the highest standards of academic integrity. Any violation of academic integrity undermines the student-faculty relationship, thereby wounding the whole community. The principal violations of academic integrity are plagiarism, cheating, and collusion.

Plagiarism is the act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own.

Cheating is the use of improper means or subterfuge to gain credit or advantage. Forms of cheating include the use, attempted use, or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation; the fabrication or falsification of data; misrepresentation of academic or extracurricular credentials; and deceitful performance on placement examinations. It is also cheating to submit the same work for credit in more than one course, except as authorized in advance by the course instructors.

Collusion is assisting or attempting to assist another student in an act of academic dishonesty. At the beginning of each course, the faculty should address the students on academic integrity and how it applies to the assignments for the course. The faculty should also make every effort, through vigilance and through the nature of the assignments, to encourage integrity in all forms.

It is the responsibility of students, independent of the faculty's responsibility, to understand the proper methods of using and quoting from source materials (refer to <http://libguides.holycross.edu/citationhelp> or standard handbooks such as *The Little Brown Handbook* and *The Hodges Harbrace Handbook*), and to take credit only for work they have completed through their own individual efforts within the guidelines established by the faculty.

The faculty member who observes or suspects that the policy was violated should first discuss the incident with the student. The very nature of the faculty-student relationship requires both that the faculty member treat the student fairly and that the student responds honestly to the faculty's questions concerning the integrity of his or her work.

If the faculty is convinced that the student violated the Academic Integrity Policy, he or she shall impose an appropriate sanction in the form of a grade reduction or failing grade on the assignment in question and/or shall assign compensatory course work. The sanction may reflect the seriousness of the dishonesty and the faculty's assessment of the student's intent. In all instances where a faculty member does impose a grade penalty because of a policy violation, he or she must submit a written report to the Chair or Director of the department and the Class

Dean. This written report must be submitted within a week of the faculty member's 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. A copy of this letter will be sent to the student's parents or guardians. The student will also receive a copy of the complaint and all supporting materials submitted by the professor.

The student's request for a formal review must be made in writing to the Class Dean within one week of the notification of the charge. The written statement must include a description of the student's position concerning the charge by the faculty. A review 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 within two weeks to investigate the charge and review the student's statement, meeting separately with the student and the faculty member involved. The Chair or Director of the complainant's department (or the alternate) shall chair the panel and communicate the panel's decision to the student's Class Dean. If the panel finds by majority vote that the charge of dishonesty is supported, the faculty member's initial written report to the Class Dean shall be placed in the student's file until graduation, at which time it shall be removed and destroyed unless a second offense occurs. If a majority of the panel finds that the charge of violating the policy is not supported, the faculty member's initial complaint shall be destroyed, and 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 student's parents or guardians.

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 charges of violating the policy filed at or about the same time shall result in a one-year suspension if the student is not and has not been on probation for a prior violation. Multiple charges of violating the policy filed at or about the same time shall result in a dismissal if the student has ever been on probation for a prior instance of violating the policy. Suspension and dismissal are effective at the conclusion of the semester in which the violation of the policy

occurred. Students who are suspended or dismissed for violating the policy may appeal to the Committee on Academic Standing, which may uphold the penalty, overturn it, or substitute a lesser penalty. A penalty of dismissal, if upheld by the Committee, may be appealed to the Provost and Dean of the College.