

New York Semester Program

FALL 2020 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.

Experiential Learning Programs at Holy Cross

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

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

General Learning Outcomes

Each of our programs, including the New York Semester Program, 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

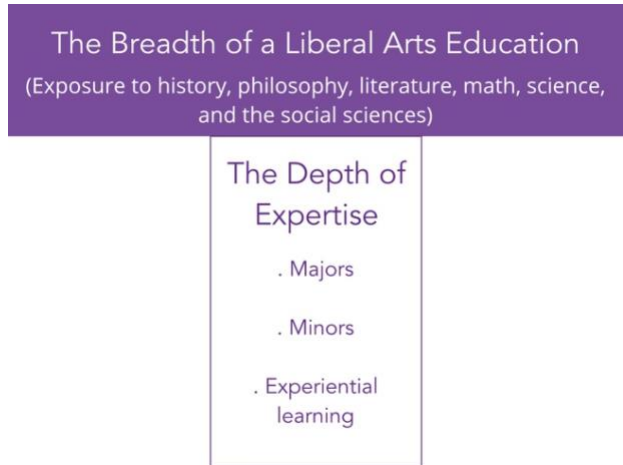
- apply specific theories, methodologies, and insights from your classroom experience to real world situations
- relate experiential learning experiences to academic theories, methodologies, and insights
- critically assess the effectiveness of academic theories, methodologies, and insights to real world 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:

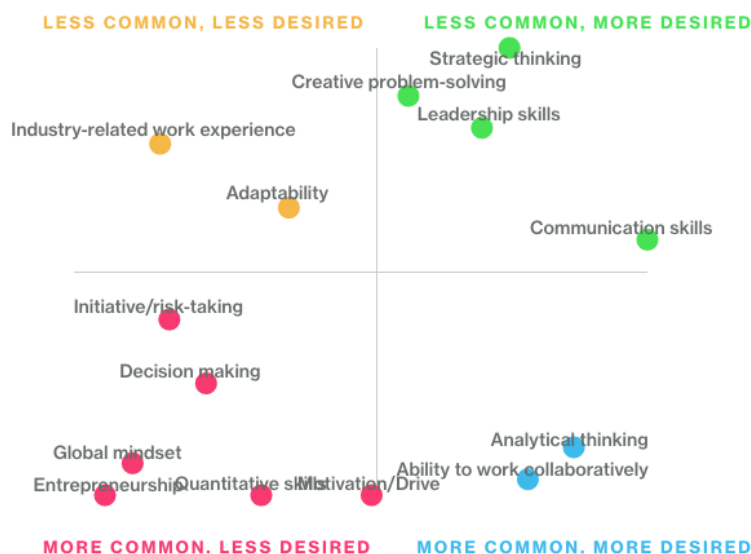
- interesting questions you have encountered in your studies that you might be ready to start developing further
- skills and methodologies that you have learned in the classroom (or from your personal experience elsewhere) that could be practiced in settings with immediate consequences
- areas of expertise 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 how 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 in the J.D. Power Center offers distinctive results. For instance, if you are interested in getting an academic graduate degree such as a PhD, the Weiss 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. You can also talk to someone in the J.D. Power Center for Liberal Arts in the World or the Career Development Center for guidance.

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.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-blogging.pdf)
(<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-blogging.pdf>)
- [The Career Counselor's Guide to Facebook](http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf)
(<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-facebook.pdf>)
- [The Career Counselor's Guide to LinkedIn](http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-linkedin.pdf)
(<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-linkedin.pdf>)
- [The Career Counselor's Guide to Pinterest](http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-pinterest.pdf)
(<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-pinterest.pdf>)
- [The Career Counselor's Guide to Twitter](http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/social-media-guide-twitter.pdf)
(<http://www.nacweb.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 including, but not limited to the Director of Title IX with respect to the Title IX of the Education Amendments Act of 1972 (Title IX) and the Director of Human Resources with respect to Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the Director of Title IX and Equal Opportunity.

Derek DeBobes, Director of Title IX and Equal Opportunity
(508) 793-3336
ddebobes@holycross.edu

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 Fall 2020: The J.D. Power Leadership Institute

Due to the novel coronavirus pandemic, Holy Cross's New York Program is going fully remote. Because the conventional focus on the New York environment is no longer possible, we are focusing on the core leadership focus of the seminar. The four components of the program—the internship, the seminar, the capstone project, and the speaker's series—remain the core of this new experience.

The Internship

All students participating in the program must complete a minimum of 12 weeks of a 32 hour-per-week internship. Interning for such a significant amount of time usually means that interns are given significant and engaging responsibilities, and internship supervisors are given guidance on how to provide such opportunities. You will benefit from the experience more, however, if you take initiative on your own to seize such opportunities. Be up front with your expectations. Take advantage of meetings with your supervisor to ask for new responsibilities, once you have mastered existing ones. Look out for ways you can offer to get involved. Taking the initiative will be reflected in your supervisor evaluations, as well in your overall experience with the organization.

Students will be evaluated by their internship supervisor twice during the semester—once during the midterm, and again at the end of the semester. Supervisors are encouraged to share these evaluations with their interns, and to treat them as an opportunity for an informal performance review. You will also have a chance to discuss these evaluations with the Program Director.

Finding an Internship

The J.D. Power Center staff are always willing to help and can provide information about internship sites that have accepted Holy Cross students in the past, and the New York 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; try to attend such events, and to connect with the speaker while they are on campus.

You should also look at Handshake (<https://holycross.joinhandshake.com/login>), the College's online job and internship portal. You might also look online to see if organizations you are interested have internships posted online. 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 and LinkedIn profile
- identify and carefully complete all steps of any application process
- prepare yourself for an interview, and perform appropriately at that interview

Remote or In-person?

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.

Paid or Unpaid?

Payment for internships is at the discretion of your employer – that is to say, some internships will be paid, and others will be unpaid. Do not let your desire for a paid internship get in the way of securing a good experience.

The Seminar

Prof. Alison Mangiero's seminar on Leadership, Human Agency and Organizational Structure is geared to students in all majors and explores the challenges of leadership in the twenty-first century. The seminar has no prerequisites and meets one evening a week. The readings and class discussions will address several basic questions: What is leadership and what are its elements? How do context and organizational structure affect the nature of leadership? How might we understand the moral purposes of leadership? These central questions are designed to isolate the basic premises of leadership, which will in turn enable students to apply theory to contemporary leadership issues and challenges.

Although interns might not expect to take a leadership role at their internship site, the course prepares interns to be better observers of the ways their organizations empower and weaken particular forms of leadership. And the course enables students to reflect more fully on their own leadership styles and aspiration.

This weekly seminar is graded and accounts for one of your four academic credits granted by the Program. The Seminar does not fulfill common area requirements and historically has not been applied for major credit except by petition directly to departments. Students are expected to keep up with weekly readings and complete weekly assignments.

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.

The Speaker Series

Students receive exposure to the Holy Cross alumni network and other industry leaders by listening to a variety of professional speakers throughout the semester. In fall 2020, this experience will be completely remote, but remains a valuable and mandatory component of the program.

The Capstone Project

A research project integrating seminar readings, the internship, and the speaker series, the capstone is supervised and graded by the program director with the assistance of a mentor in the field and a grading committee. Each student selects an issue directly related to his or her internship. The project considers the issue in a larger context, surveys the debates surrounding the issue, and includes recommendations and suggestions for further reading. It requires both a written analytical component and a formal boardroom presentation.

Students are encouraged to think carefully about their capstone projects. Ideally, the topic will be one on which the student has some previous coursework; further, the topic must be related in some way to the internship, which will ensure greater access to research materials and interview subjects, as well as allowing the intern to develop a project that is related to the expertise they are developing at the internship. Students hoping to complete an honors thesis might consider thinking about connections between their capstone and the thesis work they intend to do later. In general, think about the ways the choice of a capstone can help students demonstrate a kind of expertise that would be valuable to them in their career.

Capstone Project Instructions and Graded Assignments

Paper and Presentation

The paper produced should be 25-30 pages in length. Your presentation will be one hour total in length (25 minute presentation, 25 minute Q&A, 15 minute debrief).

Topic Statement Memo

You will compose a one page topic definition memo. The memo should specify:

- 1.) Your topic, generally stated.
- 2.) The question you will answer, and a statement as to why it is an important question.
- 3.) An explanation of how this topic relates to and makes use of your internship experience.
- 4.) A general sense of the kind of resources you will consult to address your topic.

This memo should be no more than one page in length. It should be addressed to the Program Director.

Prospectus

You must submit a prospectus outlining your proposed topic and a possible thesis statement. It should be approximately 5 pages in length and structured as follows:

- **Research Question and Topic Statement:** The most important part of the prospectus is the research question. Your research question should also be followed by an outline of competing hypotheses (or answers) to your research question. Here you should outline not only your general subject area, but what you specifically intend to argue in your paper (understanding this may change over time). This section should be roughly one page.
- **Literature Review and Methodology:** This section should characterize the most important debates related to your topic. It should identify not only the field within which you are focusing (ie Psychology, Economics, etc.) but also the concrete methodology you intend to use to answer your question (ie 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 you will focus on). 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.
- **Outline:** The next section of the prospectus will be a brief outline of the paper. 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. This can be in bullet form. It does not have to be written in a narrative format; rather, you should outline the sections that will be included and include brief descriptions within each section. Your outline will likely evolve; however, it should give the reader a guide as to how you are currently envisioning the organization of the paper and the presentation.
- **Annotated Bibliography:** The annotated bibliography is a demonstration of the research you have conducted on your paper to date. It is a regular bibliography in which you will include a brief (several sentence) summary of each item and its relevance to your capstone topic and argument. You should **include at least eight scholarly sources including books and journal articles from relevant academic disciplines** (leadership studies, management, economics, political science, history, sociology, etc.). While newspaper articles, blog posts, etc. are interesting, they are not usually suitable for a research paper and should therefore serve as supplements to, not substitutes for, scholarly sources. You can include these in addition to but not as a supplement for the required eight scholarly sources. Your bibliography will be judged by its quality and extensiveness. That is to say, the bibliography should reflect more than the top five most recent articles on this subject, or the first five Google or LexisNexis results. You should take care in choosing your sources, selecting the most relevant instead of the most readily accessible. Your citation style for books and journal articles should conform to the Chicago Manual of Style. Please use footnotes, which tend to work better in papers of this kind because you can refer to/elaborate more in the footnote for greater clarity.

First Draft

Your first draft should be sent to your mentor and the Program Director. It should include:

- At least 10 solid double-spaced pages of writing. This does not mean that you have to have 10 consecutive pages—you might skip some passages that require more research. But you should have a substantial portion of your paper 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.
- If your narrative to date does not yet explain how your paper will reflect your internship, 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.

For all assignments

- Sources should be documented using The Chicago Manual of Style.
- Work will be graded on both content *and writing style*. Proofread your work—grammar and spelling count.
- Late papers will suffer a 5% penalty per day.

Completing a Capstone Project Remotely

With the wide availability of resources online—particularly through Dinand Library—you should be able to find remote resources to complete your project. You should pay particular attention to the kinds of resources available to you before you propose a project. Think also about the kinds of resources available through your internship site.

Academic Integrity in the New York Semester

All of your work done during the New York 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 capstone project. Holy Cross Libraries has completed a useful LibGuide to citation usage and academic integrity that can be accessed at <https://libguides.holycross.edu/citationhelp>.

Evaluation

Your grade in the New York Semester Program will be based on the following:

- Internship (1.5 credits): actual work performed, taking into account factors such as initiative, quality of work, willingness to learn, attitude, and dependability; formal evaluations and direct communication with the student’s supervisor; progress reports filed by the student, and a

portfolio of the student's work; the extent to which the student has gained an understanding of the structure, function, role, and effectiveness of their internship site.

- Midterm Evaluation: 30%
- Final Evaluation: 35%
- Portfolio: 35%
- Capstone Project (1.5 credits): various graded components throughout the semester (project overview/prospectus, status meetings, etc.); the overall quality of the final written product, the overall quality of the presentation (the student's ability to respond to faculty/practitioner questions, demonstration of an in-depth understanding of the subject matter, and an ability to discuss it critically).
 - Topic Definition Memo: 20%
 - Prospectus: 20%
 - First Draft: 10%
 - Paper: 25%
 - Presentation: 25%
- Seminar (1 credit): reflection and discussion questions; participation in class and the speaker series; five-page analytic paper; a cumulative final exam
 - See syllabus for breakdown

Internship Responsibilities

Internship responsibilities vary considerably from organization to organization or field to field. At small firms, you might be given tasks very similar to those of full time employees and enjoy considerable responsibilities. At larger firms with regimented internship programs, you might share a tightly controlled set of tasks with other interns. Different supervisors within the same firm 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. Many interns have left the NYC semester program with options to continue remote work, or the prospect of a full-time job after graduation. First impressions matter.

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 or with the Director of the Program 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 New York 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 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 Semester

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. You will also be asked to submit a portfolio of your work at semester's end.

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.)

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. When you leave, keep track of email addresses, and send follow up emails to particularly close contacts.

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

The College provides several layers of support. The Director of the Program is based in the city, leads the weekly seminar, and serves as an advisor to capstone projects. The J.D. Power Center provides support for students with housing and internship issues and collects internship evaluations twice a semester. Each student must also identify and work with a mentor in the field—often a Holy Cross alum, who will provide direct guidance on your capstone project.

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 internship. 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. **Please note that certain agencies or firms may require a non-disclosure agreement, and you may not be allowed to publicly share your work, whether on a blog or social media network.**

Consider the following topics to guide your reflection:

LEARNING OUTCOMES

- Which learning outcomes/goals does your internship intend to address, and are you learning what you hoped?
- How did you apply theories and concepts learned in your previous coursework to your internship?
- What new learning occurred and how might it serve you in the future?

INTERNSHIP GOALS

- How does the internship experience relate to your personal, professional, and educational goals?
- Are you able to achieve your internship goals? If so, what is working well? If not, what are the obstacles?
- How are you advocating for your own learning on site, in relation to your internship goals?

INTERNSHIP ACTIVITIES

- What were the main activities of your internship? Are they fulfilling or draining? Are they advancing your learning goals?
- In what ways are the learning activities challenging and meaningful?
- What strengths of knowledge, skills, and experience do you bring to the internship?

DEEPER REFLECTION

- What is your overall evaluation of the internship, including the wisdom and insights gained?
- What values surface in terms of social, cultural, political, economic, and ethical implications?
- How has your awareness of organizational and/or community issues been expanded or changed?
- How has your internship experience influenced your professional direction and career goals?
- Are you able to build positive professional relationships and take advantage of networking opportunities?

Program Logistics

Course Registration

Upon your confirmed acceptance into the New York Semester Program, please ensure that you register for the following courses online:

- New York Internship NYSP 382 01
- New York Research NYSP 383 01
- New York Seminar NYSP 399 01

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

Important Pre-Departure Forms

Upon confirmed entrance into the New York Semester Program, please complete this personal information form: <https://amangiero.wufoo.com/forms/s1tul7ul0qe6xci/>.

Once you locate an internship site, you are required to fill out the following form to notify the Center of your internship information on Handshake. [Please see these instructions for more information.](#)

Fall 2020 Calendar

Below is the Fall 2020 calendar. Seminars will be held each Tuesday from 5:00 p.m. to 7:30 p.m.

Sept 25	Latest Date You Can Start Work
Sept 29	No Class - Topic Statement Memo Due
Oct 25	Prospectus Due
Oct 28	Supervisor Mid-Semester Evaluations Sent Out
Nov 3	No Class (College pivot day)
Nov 15	First Draft Due
Nov 23	Capstone Papers Due
Dec 1	Supervisor Final Evaluations Sent Out
TBD	Capstone Presentations
Dec 11	Last Day You Can Work
Dec 14	Final Exam
Dec 16	Internship Portfolios Due

*Speaker series dates and times will be distributed to students and internship supervisors directly on a monthly basis. Due dates for seminar papers/projects will be outlined in the syllabus.

What 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 New York Semester with considerable work experience in your field, a substantive capstone project relevant to that field, and an increased understanding of both leadership generally and leadership in your field specifically. 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 capstone could be the basis of a summer research project, an independent study, or a thesis project. Or you might apply for an Ignite Project-Based Learning Fellowship that will enable you to put your capstone project to work.

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 New York; work with the Alumni Department to identify a New York-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 LinkedIn profile 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.