

**HHD 497A**  
**Women's Leadership Initiative: Leadership Concepts and Competencies**

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**SYLLABUS FALL 2014**

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### **Course Description**

HHD 497a is the first semester of the year-long required course for students selected to participate in the Women's Leadership Initiative. It is specifically designed to work in concert with WLI activities to support students in their development of the foundational values, knowledge, skills and confidence to realize their potential as effective, life-long leaders. This course is 2 credits.

### **Student Learning Objectives**

By the end of the 2014-15 academic year, each student will:

1. Develop a deeper knowledge of herself and others
2. Be able to define and critically assess leadership concepts
3. Develop leadership skills
4. Practice leadership through service

### **Course Philosophy and Expectations of Students**

You were selected to participate in WLI because of your potential to become an outstanding lifelong leader. To be successful in this course, and realize your potential, you are expected to be an active and collaborative partner in your learning and development. We have designed this course - and the WLI program as a whole - to guide and support your journey, but you are responsible for being an engaged learner.

#### **You are responsible for:**

- **Being completely and fully present during class and all WLI activities.**  
This means focusing on class and the activities at hand during class - both actively listening and participating. It also means no email, no texting, no phone calls, no other class work, and no extraneous conversations during class.
- **Your own learning and actively contributing to a collaborative and productive learning environment**
- **Treating each other with respect: your classmates, your instructors, and any guests.**  
This includes listening, considering and respecting each other's views even when different from our own; speaking and writing using a respectful tone; and being completely and fully present (as described above). Disrespect of the instructor, your classmates, or guests will not be tolerated.
- **Learning from our mistakes; sharing and celebrating our successes**

**Course Materials**

There are two REQUIRED textbooks for HHD 497a:

1. Northouse, P. G. (2012). *Leadership: Theory and Practice, Sixth Edition*. Sage. This text is available from the Penn State Bookstore and is on reserve at Paterno-Pattee Library. We will use this text in the spring semester (SP 15) too.
2. Rath, T. (2007). *Strengths Finder 2.0*. New York, NY: Gallup Press. WLI provides each student with this text.

Additional readings: Any additional readings will be made available through the course website or electronic library reserves.

**Grading Policy and Grades****Scale for final course grade:**

93-100	A
90-92	A-
87-89	B+
82-86	B
80-81	B-
77-79	C+
70-76	C
65-69	D
<65	F

**Your course grade will be determined as follows:**

Reflective Practice	40%
Communication Skills	25%
Class Participation	20%
Self-Awareness Tools	10%
Service Project Planning	5%

**Grading criteria:**

All required work is assessed using a grading rubric developed for that particular component. All grading rubrics will be provided on the course website on ANGEL. It is highly recommended that, in addition to the assignment instructions, you consult an assignment's grading rubric before you begin an assignment. Over the course of the two semesters you will complete multiple assignments of the same type (e.g. reflections, communications, etc). Thus, you are strongly encouraged to meet with course faculty early in the course to discuss the assignments and feedback provided. Faculty are happy to clarify instructions and feedback to help you improve.

**Grade appeals:**

Contact Dr. Mittler to address any questions or concerns you have about an assignment grade or feedback. If you decide to submit your assignment to be formally re-graded it must be done within the two weeks following the return of the graded assignment AND the graded assignment must be accompanied by a

clear and specific written explanation of why you would like Dr. Mittler to re-grade it. If you submit an assignment to be re-graded, you are accepting the fact that your assignment grade may increase, but it also could decrease or remain the same.

### **Dress Code**

Dress code for Friday Sessions and the Weekend Workshop is **business casual**: slacks or skirt (no jeans); blouse, shirt or top with modest neckline; jacket (optional); and shoes (no sneakers or flip-flops) that are comfortable for the business ahead. The professionals with whom you will interact will notice your attire and the messages they receive from you as a result.

Dress code is **professional**: slacks or skirt, modest top, business shoes for:

- The WLI Kickoff Dinner
- The etiquette dinner on October 18 at The Nittany Lion Inn
- Forum Lunch or substitute lecture

Dress code for the retreat/orientation (Shaver's Creek) is **informal**: jeans or shorts, modest top, sneakers (no flip-flops), rain gear.

### **Required Work and Policies**

A table delineating the required work due dates and times is provided at the end of the syllabus.

#### **1. Readings**

The required readings are noted on the class schedule at the end of the syllabus. You are expected to complete these readings before class, since you will be asked to draw on the readings in class and in the assignments. Options to access these readings have been noted in the previous section titled "Course Materials".

#### **2. Reflective Practice (40% total)**

- Putting It Together (20%: 5% each).** In these four assignments, you will integrate and reflect upon the readings, classroom experiences, and the evolution of your thinking and feeling about your personal leadership development. Each of the Putting It Together assignments follows an in-person class meeting or activity and will be related to that classwork.
- Exit Tickets (10%):** These are short exercises that you complete each class. Completion of the assigned task will be your "exit ticket" to the next agenda item. Generally, the exit tickets involve real-time reflection about what you are learning and are designed to stimulate your thinking for the other assignments. If you complete your required work and pay attention in class, you will be prepared for the exit ticket exercises. Your lowest exit ticket score will be dropped in computing your exit ticket average for the semester.
- Semester Synthesis (10%):** In our final class on December 5<sup>th</sup>, you will complete a written reflection that asks you to synthesize your learning and experiences across the entire fall semester (i.e. like a final exam would).

Additional instructions for these assignments reflections will be provided on ANGEL.

**3. Communication Skills (25%; 5% each)****a. Communicating with Your Mentor**

You are required to complete two assigned communications with your mentor (but you are welcome to communicate with your mentor more often!). You will submit a copy of the assigned communication to the drop box online (a copy of the email or the handwritten note). Your grade is based on the quality of your submission, not whether your mentor responds or how she responds. Instructions for each communication will be provided on ANGEL.

**b. Networking with Guests: Kick-Off Dinner Correspondence and Thank You Notes**

You will practice your networking and communication skills through written correspondence. Your first assignment is to write to one guest you met at the Kick-Off dinner. You will submit a copy of this note to a drop box on ANGEL. Subsequently, you are responsible for writing thank you notes to at least two guest speakers from class in the fall semester; you will sign up for dates at the beginning of the semester. WLI will provide you with notecards for your thank you notes. You will submit your thank you note to *Dr. Mittler* by 3 p.m. the Tuesday following the event. After grading, a selection of these cards will be sent by WLI to the guest. Additional instructions will be posted on ANGEL.

**c. Questions for Panel Speakers**

You will submit two questions to pose to each of the two panels held during the semester. These questions are due on September 19<sup>th</sup> and November 14<sup>th</sup>. Instructions for this assignment will be posted on ANGEL.

**d. Resume**

On October 17<sup>th</sup> we will spend class time on resume writing. You must submit your resume by noon on October 17<sup>th</sup> and bring a copy to class (hard or soft copy is ok). Then, based on what you learned, you will revise your resume and submit it on October 24<sup>th</sup>. Additional instructions will be posted on ANGEL.

**e. Forum Assignment**

You are required to attend one Forum event in the fall and complete a one-page assignment about the event. The assignment is due no later than 7 days after the event. Ms. Baier has sent you information about the fall Forum dates and asked you to commit to one of the events. If you have a conflict with all the Forum events, an alternate event must be approved by Dr. Mittler BEFORE you attend. Additional assignment instructions will be posted on ANGEL.

**4. Class Participation (20%)**

Full participation in class by every student is imperative for learning. You will receive a class participation grade for every class. The class participation rubric (on ANGEL) shows that grading reflects the *quality* of a student's participation and effort (e.g., thoughtful questions and comments, active listening and discussion in both small and large group settings, being engaged in class activities, etc).

**5. Self-Awareness Tools (10%; 5% each)**

We use the MBTI and Strengths Finders tools in class to help us learn more about ourselves:

- a. **MBTI:** Thus, you must complete the MBTI assessment online by September 5<sup>th</sup> by noon. You will receive your results (and actively use them) in the September, 12<sup>th</sup> class. Ms. Baier will provide you with detailed instructions about how to access the MBTI.
- b. **Strengths Finders:** You must complete the Strengths Finder survey and submit your results to the drop box by noon on October 10<sup>th</sup>. You are also required to bring a copy of your results to class (a hard or soft copy is fine; you just need to be able to access them during class for some of the activities). Instructions to access the survey are provided in the Strengths Finder 2.0 text that WLI provides you.

## 6. Service Project Planning (5%)

An important part of WLI is practicing leadership. Completing a service project is a “real world” opportunity to learn more about yourself, your skills and effective leadership. In the fall semester, you will identify a service project that you will then complete in the spring semester. Your fall semester grade will be based on a brief summary of your arrangements for the spring, including your project objectives, due on November 14th. In *the spring semester* you will spend a minimum of 10 hours in service and complete a reflective paper in which you draw from your service project experiences in the to explore three of WLI’s key themes: deeper knowledge of self and others; definitions and assessment of leadership concepts; and development of leadership skills. Instructions for this service project paper will be posted on ANGEL in the fall so that you can plan a successful project (and be sure to gather the information you need in the spring). Additional instructions will be provided on ANGEL.

### Assignment Submission Policy:

All assignments are due on the day and by the time specified by Dr. Mittler unless you receive explicit permission from Dr. Mittler to do otherwise. If you have events beyond your control that will prevent you from turning in an assignment on time, let Dr. Mittler know *immediately* so that you and she can discuss an extension. No assignments will be accepted after the specified deadline unless you receive approval from Dr. Mittler.

You are responsible for ensuring your assignments successfully post in the designated drop boxes. To avoid any problems, we recommend that you email yourself a copy of your final submission when you submit it to drop box in case there is a problem. If we do not see your submission on drop box, you will need to forward us this email with the time and date stamp intact in order for your assignment to be considered for acceptance.

**Extra Credit:** There are no extra credit opportunities.

### Attendance Policy:

Attendance at all WLI classes and activities is mandatory unless otherwise specified. Only absences that are due to events beyond your control will be authorized by Dr. Mittler and Dr. Diehl. As soon as you encounter an attendance issue you must contact Dr. Mittler and Dr. Diehl. Since you are responsible for your learning, all students will make arrangements with Dr. Mittler to make-up the work and learning you missed; the make-up work corresponds to the objectives of the missed class and requires the student to devote the equivalent amount of class time missed.

### Penn State Policies

#### 1. Academic Integrity (*Policy 49-20*)

Using others’ written words without attributing their source is a form of intellectual property theft (i.e., ‘plagiarism’), and is taken especially seriously in this course. Most published information belongs, in some sense, to someone. Using others’ words is usually acceptable, as long as it is acknowledged as theirs by proper citation. Papers that include inadequate citations or other evidence of plagiarism will be

penalized heavily. For more information about Penn State's expectations about academic integrity and plagiarism, please check <http://tlt.its.psu.edu/plagiarism/links>

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

**Violations of the University's Academic Integrity Policy include the following:**

**Cheating:** using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

**Copying on tests:** looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

**Plagiarism:** fabricating information or citations; copying from the Internet of submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

**Tampering with work:** changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work

**Acts of aiding and abetting:** Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

**Unauthorized possession:** Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission

**Submitting previous work:** Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

**Ghosting or misrepresenting:** Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place

**Altering exams:** Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

**Computer theft:** Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

The full College of Health and Human Development Statement of Policy on academic integrity is at <http://www.hhdev.psu.edu/policies/academicintegrity/procedures.html#statement>. You are responsible for adhering to this policy.

## 2. Non-discrimination

With our focus on the improvement of the quality of individuals' lives within their families and communities, the College of Health and Human Development naturally places the understanding of diversity in a central position in both its mission and vision. Through teaching, research, and outreach

programs, we strive to communicate the importance of diversity to both College and community members. “Diversity” is broadly defined by the College as “human differences,” including differences in age, social class, disability, race, ethnicity, immigrant status, gender, gender expression, religion, veteran status, and sexual orientation. This course abides by the University’s statements on affirmative action: see web site at <http://www.worldcampus.psu.edu/affirmativeaction/index.shtml>

### **3. Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at <http://equity.psu.edu/ods/>.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/ods/guidelines/documentation-guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

**WLI and HHD 497A Class Schedule and Assignments – Fall 2014**

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
<b>Kick Off!</b>			
Sat, 8/23 7:15 am – 5:15 pm Shaver’s Creek and Stone Valley Recreation Area Transportation provided Dress code: Casual (but still modest!)	WLI Retreat: Get to know your classmates and yourself better	None	None
	<i>7:15 a.m. Transportation by bus to Shaver’s Creek</i> <i>8:00 a.m. Light breakfast and team-building exercises</i> <i>10:45 a.m. Individual reflection and exit ticket exercises</i> <i>11:15 a.m. Lunch</i> <i>12:00 p.m. Transportation to Stone Valley</i> <i>12:15 p.m. Ropes course</i> <i>4:30 p.m. Depart for campus</i>		
<b>Week 1</b>			
			1. 8/29/14: Putting It Together #1 due by noon (drop box)
<b>Week 2</b>			
Friday, 9/5 6:00 pm Boardroom, Nittany Lion Inn Dress Code: Business Formal	WLI Kickoff Dinner: Networking Practice	None	1. 9/5/14: Complete MBTI assessment by noon.

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
Week 3			
Friday, 9/12 Friday Session #1 Bennett Pierce Living Center 110 Henderson Building Dress Code: Business Casual	Defining Leadership (PANEL #1) and Building Self-Awareness using the MBTI tool	<u>Northouse</u> Chapter 1 (Introduction): pp. 1-16 Chapter 2 (Trait Approach): pp. 19- 32; 40-41	1. 9/12/14: Kick-off Communication due by noon (drop box)
	<p>2:30 p.m. <i>Course Orientation</i>                      3:00 p.m. <i>Dr. Nichola Gutgold: "Women and the American Presidency: What Will it Take?"</i>                      4:30 p.m. <i>Myers-Briggs Type Indicator</i>                      5:30 p.m. <i>Dinner</i>                      6:00 p.m. <i>Myers-Briggs, continued</i>                      7:00 p.m. <i>Time management</i>                      7:45 p.m. <i>Exit Ticket</i>                      8:00 p.m. <i>Adjourn</i></p>		
Week 4			
9/15-9/21	No class meeting	None	1. 9/19/14: Putting It Together #2 due by noon (drop box)  2. 9/19/14: Questions for Leadership Panel due by noon (drop box)
Week 5			
9/22-9/28	No class meeting	None	
Week 6			
9/29-10/5	No class meeting	None	

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
Week 7			
Friday, 10/10 Friday Session #2 2:30-8:00 pm Room 103ABC, Bank of America Career Services Building Dress Code: Business Casual	Defining Leadership (PANEL #1); Developing awareness through values assessment and Strengths Finder; Practicing leadership	<u>Strengths Finder 2.0</u> : pp. i -30 and your top five strengths  <u>Northouse</u> Chapter 3 (Skills Approach): pp.43-60; 71-72  Chapter 11 (Authentic Leadership): pp. 253-270; 282-283	1. 10/10/14: Completed Strengths Finder Assessment due by noon (drop box AND bring your results to class – hard or soft copy ok).  2. 10/10/14: Mentor Communication #1 due by noon (drop box)
	<p>2:30 p.m. Introduction to session and questions                      2:45 p.m. “What is Leadership?” panel discussion                      4:15 p.m. Break                      4:20 p.m. Values assessment and self-awareness                      5:35 p.m. Dinner                      6:00 p.m. Strengths Finder                      7:00 p.m. T-shirt project                      7:30 p.m. Exit Ticket Exercise                      8:00 p.m. Adjourn</p>		
Week 8			
Friday, 10/17 Weekend Workshop #1 6:00-9:00 pm Penn State Room, Nittany Lion Inn Dress code: Formal Business	Professional Conduct: Etiquette Dinner	None	1. 10/17/14: Putting it Together #3 due by noon (drop box)  2. 10/17/14: Resume due by noon (drop box)
	<p>6:00 p.m. Etiquette dinner                      8:45 p.m. Exit Ticket Exercise                      9:00 p.m. Adjourn</p>		

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
Sat, 10/18 Weekend Workshop #1 9:00 am-4:00 pm Bennett Pierce Living Center 110 Henderson Building Dress Code: Business Casual	Professional Conduct and Communication; Team Leadership and Conflict Resolution	<u>Northouse</u> Chapter 4 (Style Approach): pp. 75-86; 95-96  Chapter 5 (Situational Approach): pp. 99-109; 119-120	None
	<p> <i>9:00 a.m. Continental breakfast</i>  <i>9:10 a.m. Introduction to the day</i>  <i>9:30 a.m. Business etiquette and intergenerational communication skills</i>  <i>11:00 p.m. Being part of a team</i>  <i>12:30 p.m. Lunch</i>  <i>1:00 p.m. Fun activity</i>  <i>1:30 p.m. Team leadership and conflict resolution</i>  <i>3:00 p.m. Discussion</i>  <i>3:30 p.m. Exit Ticket Exercise</i> </p>		
Sun, 10/19 Weekend Workshop #1 12:00-4:30 pm Bennett Pierce Living Center 110 Henderson Building Dress Code: Business Casual	Professional Conduct and Communication: Skills development	None	1. 10/19/14: Bring your resume to class (hard or soft copy ok).
	<p> <i>12:00 p.m. Working lunch and introduction to the day</i>  <i>12:30 p.m. Informational interviewing skills</i>  <i>1:45 p.m. Break</i>  <i>2:00 p.m. Public speaking skills</i>  <i>3:30 p.m. Break</i>  <i>3:40 p.m. Resume writing skills</i>  <i>4:20 p.m. Exit Ticket Exercise</i>  <i>4:30 p.m. Adjourn</i> </p>		

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
Week 9			
10/20-10/26	No class meeting	None	1. 10/24/14: Revised Resume due by noon (drop box).
Week 10			
10/27- 11/2	No class meeting	None	
Week 11			
11/3-11/9	No class meeting	None	
Week 12			
Friday, 11/14 WLI #3 2:30-8:00 pm Bennett Pierce Living Center 110 Henderson Building Dress Code: Business Casual	Awareness, values and behavior: Power and Privilege, and Diversity and Culture	<u>Northouse</u> Chapter 15 (Culture and Leadership): pp. 383-389; 420-421 Chapter 10 (Servant Leadership): pp. 219-236; 248-249	1. 11/14/14: Panel Questions due by noon (drop box) 2. 11/14/14: Mentor Communication #2 due by noon (drop box) 3. 11/14/14: Service Project Update due by noon (drop box)
	2:30 p.m. Introduction to session and questions 3:00 p.m. Star Power 5:00 p.m. Reflective practice 5:45 p.m. Dinner 6:15 p.m. Diversity in Action 7:15 p.m. Debrief and Exit Ticket Exercise 8:00 p.m. Adjourn		

Date, Time, Place and Dress Code	Topic	Readings: complete before class on day assigned	Assignments DUE
Week 13			
11/17-11/23	No class meeting	None	1. 11/21/14: Putting It Together #4 due by noon (drop box)
<b>THANKSGIVING BREAK (11/24-11/30)</b>			
Week 14			
Friday, 12/5 WLI Session #4 2:30-8:00 pm Bennett Pierce Living Center 110 Henderson Building Dress Code: Business Casual	Risk Taking and Leadership (PANEL #2); Semester synthesis	<u>Harvard Business Review</u> , September 2013, Spotlight on Women in Leadership: pp 59-89.  <u>Northouse</u> Chapter 14 (Women and Leadership): pp. 349-365;374-375	1. 12/5/14: Semester Synthesis – completed in class
	2:30 p.m. Introduction to session and questions 2:45 p.m. “Risk-Taking and Leadership” panel discussion 4:00 p.m. Break 4:15 p.m. “The Makers” film and preliminary discussion 5:30 p.m. Dinner 6:00 p.m. “The Makers” group discussion/exercise 7:00 p.m. Semester synthesis work and Exit Ticket Exercise 8:00 p.m. Adjourn		
Week 15			
12/8-12/14	No class meeting	None	
Final Exam Week			
12/15-12/21	No class		