

The LEAD Colloquium

Leadership | Engagement | Achievement | Development

Fall 2015—Expanded Edition for Liaisons

The Washington Center was founded on the belief that the right experience can transform students' lives—setting them on a course of achievement, leadership, and civic responsibility. That is why we immerse qualified college students and professionals in our uniquely intense and productive living, working and learning program. Our mission is to provide students with transformational experiences that foster academic and professional achievement, leadership, and civic engagement.

The Washington Center's Academic Internship Program provides an academic semester built around an internship. At the heart of this experience, the LEAD Colloquium aims to equip students with practical strategies for navigating their career paths well beyond the entry level of the workforce.

Student Learning Outcomes Objectives

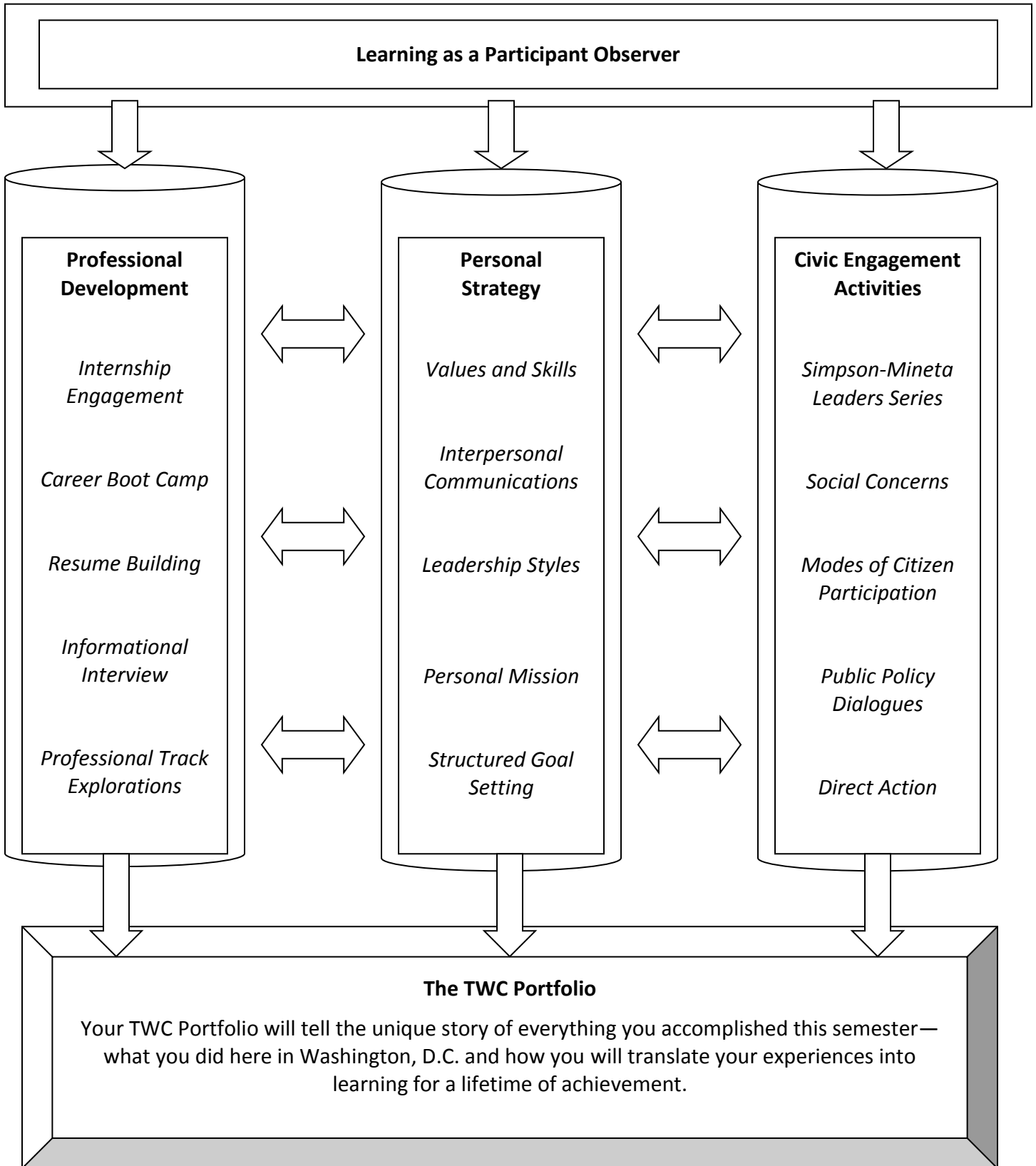
By the end of the semester, you will be able to do each of the following:

- Identify knowledge and skills you have developed in diverse settings that you have applied in your internship and that you might continue to adapt and transfer to new professional contexts.
- Evaluate a variety of organizational challenges and civic concerns and describe the most effective strategies leaders at various levels of the organization or society might embrace to make a positive difference.
- Describe specific actions you might undertake now and as your career progresses in order to position yourself strategically to make the most of new opportunities.

To achieve these objectives most fully, you will need to reflect on and synthesize what you have learned in a variety of contexts. This is the process of Integrative Learning. The assignments that will make up your final TWC portfolio are designed to provide you with opportunities to show how your accomplishments this semester in Washington, D.C. demonstrate integrative learning.

For a visual representation of how your activities in the LEAD Colloquium will help you achieve this integrative learning, see the graphic syllabus on the following page.

LEAD Colloquium Graphic Syllabus



LEAD Colloquium Learning Activities

Much of the learning you will accomplish this semester at The Washington Center will be experiential in nature. It will be active and engaged, and it will take place in a wide variety of academic, professional, and civic contexts (as outlined below).

Schoology will be our primary electronic platform for communications about the schedule of events, any preparation that may be required, and for submission of completed assignments.

LEAD Colloquium Small Group Sessions. For approximately half of your Friday's this semester, you will meet with a small cohort of your peers at TWC. The activities in each session will be highly collaborative and interactive in a variety of ways. The topics will be sequenced intentionally and cumulatively to help you leverage your learning in your internship and in Washington, D.C. toward a long-term strategy for professional success and achievement.

Professional Development Activities. In addition to your work in your internship, your professional development this semester will also include the activities in your TWC Professional Track Programming, TWC's Career Boot Camp, and related assignments that will call for you to interact with professionals in the DC area in the career area of your choice.

Civic Engagement Activities. One of the distinctive features of the Washington, D.C. professional arena is its complex political and civic dimensions. You will have the opportunity to explore these dimensions of DC through a series of events ranging from large conversations about national and international concerns in the Simpson-Mineta Leaders Series, to smaller meetings in the Public Policy Dialogues program, to interactive sessions on specific social concerns and modes of individual involvement, to direct action in either service or advocacy.

Integrative Learning Portfolio. To help you document and reflect upon your learning from your experiences here in Washington, D.C., you will construct a portfolio reflecting a wide range of your assignments, activities, and accomplishments. This portfolio will be shared with the campus liaison from your college or university, and it might even include work you might use in your applications for jobs or graduate schools. Think and plan carefully over the semester as you complete the items that will go into your portfolio about what each item demonstrates and about how they all fit together to showcase you as a professional and a lifelong learner.

LEAD Colloquium Requirements

In order to achieve the learning envisioned in this syllabus, it will be necessary for everyone to meet some core expectations or basic rules of engagement. Fulfillment of these expectations will be reflected in the evaluation and grade recommendation (described below). Significant departures from these expectations might raise concerns under the TWC Code of Conduct. (See the Policies and Procedures section below and the TWC Code of Conduct.)

Authenticity and Academic Honesty. Experiential learning is most effective when it grows out of the things you actively undertake and accomplish. All of the work you submit this semester should reflect your own thought and engagement.

Attendance and Engaged Participation. Because so much of the learning in the LEAD Colloquium is experiential and collaborative, there is no real substitute for being there. Attendance and active participation at all LEAD sessions and events are required.

Professionalism. Professionalism is an expectation in all interactions related to The Washington Center. This includes professional attire at all meetings related to the LEAD Colloquium unless otherwise specified in advance by TWC.

Timely Completion of Assignments. Many of the topics and activities outlined in this syllabus are scheduled in a sequenced order. Completing some activities early provides a richer basis for subsequent learning. Timely completion of assignments, therefore, is required.

Uploading to Schoology. All required written work must be uploaded to the appropriate assignment in Schoology. It is each student’s responsibility to ensure that documents are uploaded on time, successfully, and according to the assignment instructions.

LEAD Colloquium Evaluation and Grade Recommendation

At the end of the semester, The Washington Center will recommend a grade to your home university. The LEAD Colloquium is designed to be appropriate for three credit hours of academic credit. The actual awarding of credit and grade is up to each individual campus. Speak with your Campus Liaison about the process and arrangements on your campus.

The grade TWC will recommend for the LEAD Colloquium will be based on the following breakdown.

Professional Development <i>(30% of Final Grade)</i>	LEAD Breakout Sessions <i>(30% of Final Grade)</i>	Civic Engagements <i>(20% of Final Grade)</i>
Attendance and Engaged Participation (10 points) <ul style="list-style-type: none"> Prof. Track Events CBC 	Attendance and Engaged Participation (15 points) <ul style="list-style-type: none"> LEAD Sessions 	Attendance and Engaged Participation (6 points) <ul style="list-style-type: none"> Workshops SMLS
Career Marketing Assignment (10 points)	Worksheets/Prep (10 points)	PPD Worksheet (2 points) Volunteer Tracker (2 Points)
Informational Interview Assignment (10 points)	Midterm Self-Evaluation Form (5 points)	Civic Engagement Reflection Paper (10 points)
The Final Portfolio <i>(20% of Final Grade)</i> Capstone Reflection (15 points) Portfolio (5 points)		

LEAD Colloquium Schedule

Fall 2015

Week/Date	LEAD Activities
0 (Aug. 26)	Orientation 1: Check-in
0 (Aug. 27)	Orientation 2: Welcome Events
0 (Aug. 28)	Orientation 3: Introduction to LEAD
1 (Aug. 31)	<i>Internships Begin!</i>
1 (Sept. 4)	LEAD Colloquium 1 <i>Topic:</i> “Transformation Begins” <u>Afternoon:</u> Professional Track Activities DUE: Internship Agreement Form
2 (Sept. 11)	LEAD Colloquium 2 <i>Topic:</i> Skills & Values Assessment <u>Afternoon:</u> Professional Track Activities DUE: Early Grade Request Form (if applicable)
3 (Sept. 18)	<i>Career Boot Camp</i>
4 (Sept. 25)	<i>Simpson-Mineta Leaders Series</i> <u>Afternoon:</u> Civic Engagement
5 (Oct. 2)	LEAD Colloquium 3 <i>Topic:</i> Interpersonal Communications in the Multicultural Workplace <u>Afternoon:</u> Professional Track Activities DUE: Career Marketing Assignment
6 (Oct. 9)	<i>Global Citizenship Day</i>
7 (Oct. 16)	LEAD Colloquium 4 <i>Topic:</i> Interpersonal Communications in the Multigenerational Workplace <u>Afternoon:</u> Professional Track Activities DUE: Midterm Self-Evaluation Supervisor’s Midterm Assessment

Week/Date	LEAD Activities
8 (Oct. 23)	<p>LEAD Colloquium 5</p> <p><i>Topic:</i> Leadership Workshop</p> <p><u>Afternoon:</u> Professional Track Activities</p>
9 (Oct. 30)	<p><i>Simpson-Mineta Leaders Series</i></p> <p><u>Afternoon:</u> Civic Engagement</p>
10 (Nov. 6)	<p>LEAD Colloquium 6</p> <p><i>Topic:</i> Personal Mission Statement</p> <p><u>Afternoon:</u> Professional Track Activities</p> <p>DUE: Informational Interview Assignment</p>
11 (Nov. 13)	<p>LEAD Colloquium 7</p> <p><i>Topic:</i> Real World Choices</p> <p><u>Afternoon:</u> Professional Track Activities</p>
12 (Nov. 20)	<p><i>Simpson-Mineta Leaders Series</i></p> <p><u>Afternoon:</u> Civic Engagement</p>
13 (Nov. 27)	<p><i>Thanksgiving Break</i></p>
14 (Dec. 4)	<p>LEAD Colloquium 8</p> <p><i>Topic:</i> Goal Setting</p> <p><u>Afternoon:</u> Professional Track Activities</p> <p>DUE: Civic Engagement Reflection Civic Engagement Tracker</p>
15 (Dec. 11)	<p>LEAD Colloquium 9</p> <p><i>Topic:</i> Final Reflections</p> <p><u>Afternoon:</u> Commencement!</p> <p>DUE: Capstone Reflection Portfolio Supervisor's Final Assessment</p>
15 (Dec. 12)	<p><i>Check-out</i></p>

TWC Policies and Procedures

Attendance. Attendance at all LEAD Sessions is required. You will be allowed one absence without penalty from your Friday LEAD Breakout Sessions and your Professional Track Programing for use in the event that you are sick or have a personal emergency. Beyond that, each absence will result in a 5 point reduction of the Attendance and Engaged Participation portion of your final grade.

In the event that absences outside of those allowed without penalty by this policy are unavoidable, you should notify your LEAD Instructor and/or Program Track Advisor in writing (well ahead of time, if possible) of the reason for your absence. Written and verifiable documentation of the reason for a medical or similar absence will also be required. Your LEAD Instructor or Program Track Advisor will then determine if there is a suitable alternative activity and/or assignment.

Because many of the Civic Engagement events are scheduled with outside community partners and guests, opportunities to make up missed sessions and points might not be available. Similarly, Public Policy Dialogue appointments are often difficult to coordinate, and make-up opportunities for appointments and points might not be available.

If you find that you cannot manage conflicts between the LEAD Colloquium and your internship, please let your LEAD Instructor know. The Washington Center will help to facilitate the communication of relevant program requirements with your internship site.

Please note that attendance at all LEAD Colloquium components is required. Absences beyond those permitted in this policy will raise concerns of absenteeism as defined under the TWC Code of Conduct and might result in sanctions under that Code of Conduct.

Timely Arrival. Because so many of the learning activities are collaborative and interactive, it is necessary to arrive on time. Late arrivals can also be disruptive to sessions in progress. The Washington Center reserves the right not to admit late arriving students to sessions already in progress. Late arrival may also be counted as an absence for the records for that session.

Participation. Active participation in LEAD sessions is required. Participation involves active engagement during LEAD sessions, as well as timely completion of any assigned preparation work. Significant disengagement from session activities or chronic failure to come to sessions prepared can be disruptive.

Academic Honesty. All work completed in the LEAD Colloquium is to be the original work of the individual student. Any form of plagiarism, falsification or other dishonesty or misrepresentation may be grounds for failure for the assignment or the LEAD Colloquium. It may also trigger procedures under the TWC Code of Conduct.

TWC Code of Conduct. The policies and procedures outlined in this syllabus complement, but do not replace, the expectations and policies outlined in the TWC Code of Conduct. Students are encouraged to review the TWC Code of Conduct on Schoology.

The LEAD Colloquium

Syllabus Appendix for Liaisons: Assignments

Fall 2015

On the following pages, you will find the assignment prompts for the major graded assignments for the LEAD Colloquium. They are as follows:

1. Career Marketing Assignment
2. Midterm Self-Evaluation
3. Informational Interview Assignment
4. Civic Engagement Reflection
5. Capstone Reflection
6. Final Portfolio

The LEAD Colloquium

Career Marketing Assignment

Fall 2015

Your resume is probably the single most important item that will communicate to future employers who you are as a professional. This three-stage assignment will help you explore the most effective ways to update your resume to reflect your growing strengths.

Format, Expectations, and Evaluation (10 points toward your final LEAD grade)

- Include in one document your career marketing synopsis, your updated resume and your old resume.
- The strongest papers will demonstrate aptitude for adapting the resume strategically to particular professional audiences.
- Due: no later than 11:59pm on Friday, October 2, 2015 (uploaded to Schoology)

Two Resume Critiques

First, complete two resume critiques. Identify **two** professionals in your field of interest. Have each review your resume and talk with each about how you might strengthen your resume so that you become more competitive in the field. Ask each about the best ways to get into the field.

Note: Only one may be from your internship site, and “group interviews” are not permitted.

Revise Your Resume

Update your resume from pre-arrival to reflect your new experiences. Be sure to respond to suggestions made by your reviewers.

Note: You might also find the Career Services resume workshops helpful.

Reflection Assignment Prompt

Third, write a synopsis of your resume critique and revision process, addressing the following:

- Identify your two reviewers (name, title, organization, etc.) and explain why you chose these reviewers.
- What suggestions did they make for strengthening your resume? What was the rationale?
- Did you incorporate all of your reviewers’ suggestions? Why or why not?
- What did you learn about best strategies for breaking into your field of choice?

Career Marketing Assignment: Supplemental Questions

You may utilize the questions below to guide your resume critique conversation.

Exploring/Entering the Field

- What are the most common entry level job titles/descriptions?
- What skills/experiences are most desirable for an entry level position in this field?
- What websites (if any) does your field use to post jobs (Monster, Idealist, LinkedIn, Indeed)?
- What is the optimal way to find and/or apply to jobs in your field (word of mouth, networking, online application only, call with inquiries, etc.)?
- How does the interview process typically work in this field (phone interviews, Skype interviews, group interviews, one-on-one interviews or a selection committee, etc.)?
- What application materials might you need?
- Is a cover letter necessary when applying to jobs in this field?
- Does this field use applicant tracking systems, or a system that automatically scans resumes?

Resume Format

- Does your field have a preferred length for the resume?
- Does this field value the traditional resume, or can applicants be more creative with the presentation of their skills, abilities, and experiences (a digital resume, for example)?
- What is your field's opinion on including objective statements on a resume?
- Is there a particular order of information your field prefers on a resume (e.g. Experience listed above Education)?

What Should I Include?

- Do you consider campus involvement (sorority or fraternity involvement, club participation, leadership positions) when looking at a candidate's resume? If so, which types of involvement and participation stand out?
- Is civic engagement/volunteerism/service valued in this field? Should civic engagement/volunteerism/service showcase a specific skillset on the resume?
- Are conference/research presentations important, and if so, what kind?
- Are you looking for scholarships/awards from undergraduate study? How long would you recommend keeping these on a resume?
- Is the inclusion of hobbies on a resume acceptable in your field?
- What should I consider when including religious and political organizations on my resume?
- Are there considerations regarding where I live? Should I include willingness to relocate? How much does my geographical location come into play?

Standing Out From the Crowd

- What are the first three things you look at on a resume?
- What stands out to you on a resume and/or cover letter that makes you want to interview a candidate?
- What stands out to you on a resume and/or cover letter that makes you not want to interview a candidate?

Other Things to Consider

- Explore websites like DevEx and Brad Travers to gain some background knowledge on career fields.
- Challenge yourself to be specific with your inquiries. Rather than talking about “law enforcement”, for example, be specific with what branch or type of law enforcement you want to pursue, and ask questions tailored to that.



Midterm Self-Evaluation Form

To be completed before October 16, 2015

(Uploaded to Schoology no later than 11:59pm)

Name: _____

Date: _____

Please fill out this form with your honest assessment of your job performance in the past eight weeks.

1. If you were to write a description of your on-the job duties, what would be the top three duties?

2. Write in the name of at least 2 successful projects you've contributed to this semester. Use projects' official names if possible. What skills did you need to use to complete these projects?

3. What skills did you use in these projects? Were there any that you adapted or transferred from other contexts? In what ways did your skills develop or improve?

4. Where would you like to focus your professional development efforts in the next several weeks? Identify three (3) goals.

5. How do you feel about your current career choice? Has your understanding of what is involved in conducting your career changed? If so, how?

The LEAD Colloquium

Informational Interview Assignment

Fall 2015

Informational interviews are an excellent networking tool for job seekers. They allow you to gain practical insight into what it takes to be successful in a particular position or profession. They also allow you to build confidence in your ability to interact with professionals in a chosen field.

This two-stage assignment will give you the chance to practice and sharpen your skills and strategies for informational interviewing. You might also find the Informational Interview workshop offered by Career Services helpful.

Format, Expectations, and Evaluation *(10 points toward your final LEAD grade)*

- A well-organized essay of at least 3-4 pages (typed and double spaced)
- The strongest essays will articulate the insights that might be drawn from the interview might help shape one's own career path strategically.
- Due: no later than 11:59pm on Friday, November 6, 2015 (uploaded to Schoology)

The Interview

First, identify and interview someone in a position you might like to have in an upcoming stage of your professional career. See the "Informational Interview Primer" on the following pages for more details.

Note: An important objective for this assignment is for you to expand your professional network. Accordingly, the following guidelines should be observed:

- This interview must be separate from your resume critiques in the Career Marketing Assignment.
- You may not interview your internship supervisor or anyone in your internship organization, your evening course instructor, or a family member or close friend.
- Interviews must be conducted in person; Interviews via Skype, telephone or email are not permitted.
- No "group interviews" will be allowed.
- Any other arrangement must be approved in advance by your LEAD Instructor.

Reflection Assignment Prompt

Second, write a reflection essay on your informational interview in which you examine and articulate what you learned from the interview. Be sure to address the following:

- Identify and describe the person you interviewed, including name, title, organization and how you chose this person.
- Describe how this person has functioned as a leader. This can be in either formal or informal capacities (or both).
- What did you find most interesting or surprising about this person's career path or professional field?
- In what ways can you envision following a path similar to that of the person you interviewed?
- What specific accomplishments would you need to achieve to follow this path? What specific skills would you need to develop or develop further (including technical skills, interpersonal communication skills and/or leadership skills)?

TWC | Informational Interview Primer

An Overview of the Informational Interview Process

I. Finding Interviewees

- a. **Cold Contact:** Don't be afraid of calling someone that you haven't met before directly, or emailing an information@organization.org address. You could also bounce around on LinkedIn to find someone (search for people who went to your university and then you'll have an automatic connection). The worst thing that can happen is that no one replies!
- b. **Supervisor:** Your supervisor is a great resource for you here. Ask if they know anyone that works in [your interest area] who might be willing to talk to you. Chances are good that they'll set up an introductory email, or at least put the recipient on the lookout for your message. Having someone "vouch" for you by being the link makes for smooth first contact.
- c. **APA:** Your APA may have some contacts for you, too. When asking about connections, try to balance being specific with the understanding that they may not know someone who works as a [specific role] at [a specific organization]. List a dream choice or two, but also share more generally what you want to learn about.
- d. **Fellow Interns:** Do any of your friends work at organizations that you think are cool? Have them ask their supervisor or someone they work with if they'd be willing to participate in an informational interview with you!

II. First Contact

- a. **Email:** Keep it SHORT. Don't write a whole novel – simply state that you're interested in their experience/path and that you'd like to chat over coffee if they have time.
- b. **Call:** Know what you want to say before you call and who you'd like to talk to (or what position you'd like to talk to). The same rules apply here: be able to state your case in simple terms.
- c. **Timing:** To get the ball rolling, include a sketch of when you're typically free or when you know you'll be free in the next week. Again, make sure you're keeping things brief. They'll respond saying they can meet at those times, or may suggest alternative times.
- d. **Remember:** People are busy. In an email, aim for three short paragraphs, maximum. Don't be afraid to follow-up at least twice (once within a week of emailing, the second follow-up within another week). Be conscious of the distance between your office and theirs, as well, since you'll have to build in some travel time. Be respectful and positive.

III. Pre-Interview Research

- a. **LinkedIn & Company pages, Glass Door:** Do your homework about the person you're interviewing before you meet them; you don't want to spend the first 20 minutes of your time asking where they went to school, what their major was... they'll feel like you're wasting their time, since you could probably have found that information elsewhere. Knowing a little something about them shows that you're serious about the interview and genuinely interested. Be ready to ask some questions tailored to their experience.
- b. **Questions:** There are some GREAT resources online for this, lists and lists of questions to ask. Just do a search for "Informational Interview" questions, and pull out the ones you want. Memorize a few before walking into the interview so you can always fall back on them if your mind blanks. What questions you choose will depend on who you're interviewing and why you chose them, but make sure that you're getting useful information for yourself. This can include:
 - i. Industry-specific advice/thoughts about the future of the field
 - ii. Company-specific advice/information on the company culture, what universities are preferred, what traits are valued etc.

- iii. Position-specific advice/What are the daily activities of that job, what skills help someone succeed in such a position, what are some challenges/surprises involved with the job
- iv. General advice/this could be focused on general things like living happily or structured around general career searching advice

IV. The Interview

- a. **Structured vs. Flowing vs. Blended:** Everyone has a different style for how they conduct their interviews, you and the interviewee. Some people bring along a notebook filled with questions, while other people bring nothing and let the interview flow as a free-form conversation. Both styles are right; just be conscious of how the interviewee is responding (ie, make sure you're not interrupting them to ask questions before they finish a thought, or going off on your own tangents while they wait patiently for another question).
- b. **Beware:** Sometimes these interviews can veer into "I'm just going to tell you personal stories" land. Those stories can be absolutely fascinating, but they're less useful to you than the answers to your questions. You might have to nudge your interviewee back on track now and again. Do so gently, but remember – this interview is for your benefit. Make sure you get what you need out of it.
- c. **Be ready:** To talk about yourself! They're going to want to hear about what you're interested in and what you're hoping to do, so make sure you're working on your elevator speech.

V. Follow Up

- a. **Thank You:** Make sure that you send a thank you email or a handwritten thank you note (or both!) within a day or two of your interview. These are often overlooked, but are highly appreciated and make you stand out in the interviewee's mind.
- b. **Follow-Up:** When possible, find other ways to keep that connection strong. If something relevant happens in the news or you come across an article that is relevant to their work, send them a quick note sharing it! Congratulate them on work accomplishments, etc. Do so sparingly, though (perhaps every few months); you don't want to be thought of as a stalker.
- c. **Reflect:** Take a moment, now that you're all done, to think about how you did. Were you comfortable in the meeting? Did you come across as competent? Did you do a good amount of background research beforehand? What would you do differently in the future?

VI. ...No One's Responding...

- a. **Send a Nudge:** If you haven't already, send a follow-up email. Sometimes friendly invitations get lost in all of the emails that professionals get.
- b. **Widen Your Net:** Instead of only looking for human rights lawyers who work for the Department of State, try talking with some human rights lawyers that work at non-profits, or talk to lawyers who work on other topics at State.
- c. **Review Your Email:** Perhaps there's something off-putting in the way you craft your email. Ask a friend to read it over and share their thoughts, or forward it to your APA for a lookover. Don't be afraid to ask for help; it's good to know what you might be doing wrong so you can fix it.

VII. And Remember: Informational Interviews are Common in DC! What you're doing isn't strange at all; the person you're contacting won't think you strange or offensive. On the contrary, they'll probably be impressed by the initiative you've taken in reaching out to them! If you fill super uncomfortable, you can blame it on me, since it's an assignment!

The LEAD Colloquium

Civic Engagement Reflection Assignment

Fall 2015

By now you have attended sessions in the TWC Civic Engagement Modules on Issues of Social Concern and Strategies for Citizen Involvement, participated in a Public Policy Dialogue meeting, and attended the semester's Simpson-Mineta Leaders Series events. You have also engaged in several hours of direct action (either service or advocacy) in the D.C. area.

This assignment is a chance for you to reflect upon what you might infer about social action surrounding issues of public concern in Washington, D.C.

Format and Evaluation (10 points toward your final LEAD grade)

- A well-organized essay of at least 3-4 pages (typed and double spaced)
- The strongest essays will demonstrate an understanding of issues of social concern, strategies for addressing them, and the potential impact of direct action.
- Note: your Volunteer Tracker is also due to be uploaded in Schoology by 11:59pm on Friday, December 4, 2015.
- Due: no later than 11:59pm on Friday, December 4, 2015 (uploaded to Schoology)

Assignment Prompt

Considering what you have encountered during your time in Washington, D.C., reflect on what you have learned about defining and addressing issues of social concern. In your reflection, address as many of the following as possible.

- Identify and describe an issue you have observed in Washington, D.C. that concerns you.
- Why is this an issue of public concern?
- Consider possible strategies for raising public attention and/or resolving this concern.
- Describe the impact your direct action had on a specific issue and whether it might apply (or be useful) to other issues.

The LEAD Colloquium

Capstone Reflection Assignment

Fall 2015

The Capstone Reflection is a chance for you to reflect holistically on your experiences over the semester, what you have learned, and your plans for the future.

Format and Evaluation *(15 points toward your final LEAD grade)*

- A well-organized essay of at least 3-4 pages (typed and double spaced)
- The strongest essays will describe and analyze how students are integrating and leveraging learning from many sources toward future plans (see TWC's Integrative Learning Rubric)
- Due: no later than 11:59pm on Friday, December 11, 2015 (uploaded to Schoology)

Assignment Prompt

Recall the goals and plans you may have had when you arrived in Washington, D.C. at the beginning of the term. Review also the Learning Outcomes Objectives in the LEAD Colloquium Syllabus.

In what ways do you think your goals and plans for the future have changed, and to what do you attribute these changes? Are your goals different now, or largely the same? Are you more confident now, or are there more options you would like to explore? Has something changed that surprises you?

Comment on any of the items listed below that might be relevant. You need not limit your reflection to these items, however. Refer to items in your Final Portfolio that might help to illustrate the changes or developments you describe in your reflection.

- Growth or development in your skills. What skills have you adapted from your academic training, and what new skills have you developed?
- Changes, developments or clarifications regarding the things you value in professional, civic or personal contexts. What is most important to you now?
- The role you see for leadership in your future professional and/or civic endeavors. Is leadership a part of how you will make a difference? If so, describe the leadership style you envision for yourself.
- Next steps in your professional, academic and/or civic life that your experiences and reflection this semester have helped you to identify or clarify.
- "Only in D.C.!" Are there any moments that could only have occurred in Washington, D.C. that were particularly helpful to you?

The LEAD Colloquium

Final Portfolio Assignment

Fall 2015

Your Final Portfolio is a chance for you to demonstrate your learning and accomplishments over the course of your semester with The Washington Center.

Your Final Portfolio will also be sent to your home college or university to document your learning from the semester. It might even help you in the future to demonstrate your skills and abilities to future employers.

Format and Evaluation (5 points toward your final LEAD grade)

- A single PDF document containing all of the items listed below.
- The strongest portfolios will contain multiple items demonstrating your fulfillment of each of the Learning Outcomes Objectives listed in the LEAD Syllabus.
- Successful portfolios will also show how you are integrating and leveraging learning from many sources toward future plans (see TWC's Integrative Learning Rubric)
- Due: no later than 11:59pm on Friday, December 11, 2015 (uploaded to Schoology)

Assignment Prompt

Review the list of items below and put them all together in a single PDF document in the order listed. As you write your Capstone Reflection and/or the cover pages for your Work Samples, consider how each of the items included in your Final Portfolio will illustrate your learning over the course of the semester.

- Cover (Include name, home institution, and internship site)
- Table of Contents
- Capstone Reflection
- Career Marketing Reflection
- Civic Engagement Project Reflection
- Information Interview Reflection
- Intern's Midterm Self-Assessment Form
- Work Samples from the Internship, with Cover Page
- Work Sample from the Academic Course, with Cover Page
- Academic Course Syllabus (from your evening academic course)
- Appendix (optional): Feel free to include pictures, related news articles, blogs, etc.