

## I. OPENING MEETING

- a. Roll Call – Quorum established at 7:01PM
  - i. President - Michele Kindred calls meeting to order.
  - ii. BOE Members present: Jason Ramos, Michael Shackelford, Michele Kindred, Kelsay Shackelford; absent at roll call: Jace Baldosser (*arrived late*)
  - iii. Staff: Alison Robbins, Isak Brayfindley, Lisa Hoffman
  - iv. Public: Sharrone Blank – Humboldt County Office of Education

## II. REPORTS

- a. **The Executive Director's Report (highlights)** – see attachments for details
  - i. Alison provided information on all pending budget adjustments
  - ii. **Pathmakers Program** – Family Maker Nights dates were given for March and April; CA State Parks Kindling the Flame program flyers forthcoming; Summer programming planning underway with Cal Poly and other partners; Mobile classroom partnership work with Nannette Kelly of The McKinleyville Land Trust for TEK interpretation on land management – potential filming of Ed videos for asynchronous curriculum offerings posted to website; CARB Air Quality Monitoring STEM program looking for replacement staff member for program; Basket weaving classes paused due to virus outbreak; Upcoming events and reports includes US Dept. of ED Directors meetings in May, Annual Performance Reports (APRs) due end of April; Equity Series with HCOE led by Marlee will be presented on during the director's meeting.
  - iii. **Grow Your Own Administrator (GYOA) program** – Website is under development with design work to be completed this week; Spring 2022 has seven (7) continuing cohort participants. Currently recruiting eight (8) members for Cohort 2. Upcoming events, reports and travel: US Dept. of ED Directors meetings in May, APR due end of April, and the Small School District Association (SSDA) conference in March 6-8 in Sacramento with Cohort 1 participants. Discussions and planning for annual summer cohort conference expected to be in Blue Lake at the Sapphire Palace & Hotel if the spaces are ready in late June or early July.
  - iv. **State Tribal Education Partnership (STEP) Recruit, Retrain, Retain Educators (R3E) and Modern Youth Internship Academies (MYIA) Career Readiness program** - Recruiting 12 Native American persons interested in obtaining their CTE credentials; Recruitment efforts are utilizing social media, website and other methods are underway with Lisa Hoffman spearheading these.
  - v. **Native American Career Technical Education Program (NACTEP)** – website up and not active; focused on agricultural and natural resource internships currently under development with Hog Island Oyster farming starting two (2) paid interns; one (1) intern working with CA State Parks at Sue-meg; one (1) natural resources intern position open with the Wiyot cultural interpretation program at Ft.

Humboldt with CA State Parks; Frederique is exploring opportunities for field trips and interviews with businesses in regards to career exploration. Farm stand opening in April w/ Ag intern work available. Post-secondary credits working with the Pathmakers/STEP MYIA concept discussions with Cal Poly on SCI 100 STEM Career Exploration classes – draft syllabus provided in BOE Meeting packet; Teacher summer externships via contract with NHUHSD two (2) teachers placed with local agriculture or natural resources businesses providing teachers with two (2) weeks of working experience. Annual Performance Report & Director’s Meeting: The APR is due May 2 and Directors in May 10-11 – virtual.

- vi. **BIA – Tribal Climate Resilience Program (BIA-TCRP)** – website has been designed and is now active. Staff member, Thao Le, who is over this project is moving out of the area, and we will be advertising for her position to take over this program. We are looking to contract with five (5) scientists for the discussion boards with \$300 independent contractor agreements.
- vii. **BIA – Resiliency Program (BIA-RP)** - in coordination with Northern Arizona University ITEP, two (2) climate resiliency classes will be offered – open to 100 students; virtual classes; students receive college credit. Student Interns will be hired to work on a student led environmental conference.
- viii. **Higher Education Scholarship Program (Higher ED)** - The Higher Education Scholarship program provides tuition & fees, books, educational supplies, rents, and living allowances for post-secondary students. Currently, there are eight (8) students on scholarship. We are anticipating one student graduating in Spring 2022, and one student starting undergraduate work in Fall 2022, thus, as of now, we are projecting eight (8) full-time students for Fall 2022. Details on Grace Kindred’s acceptance to Seattle University and spot holder money paid. Details and praise of Sloan Lewis for highest GPA in undergrad program; Praise for Angela, Jace, Ashley, and Tanner who all graduated in 2021, and Tanner and Ashley for continuing into Graduate and Post-graduate studies, respectively. Discussion of how GYOA program is also technically higher ed, as is the STEP R3E program, and using those numbers, the Higher ED program actually is supporting 16 active students, and potentially will have 30+ when all program spots are filled.
- ix. **Partnership Updates:** Discussion of tribal work going forward with HCOE and San Diego County Office of Education on new statewide Native American Studies curriculum – Alison’s role in recruiting and coordinating tribal involvement across the state for this; Noted upcoming meeting invitation from Institute for Library and Museum Services (ILMS) in DC February 28 – March 3 dovetailing into the previously mentioned SSDA conference in Sacramento with GYOA Cohort 1 & HCOE.

**b. Marketing & Communications Report**

- i. Isak Brayfindley provided an overview of the progress made on Facebook including increased daily posting of one or two posts per day: now a regular posting schedule is in effect; direct engagement with each post varies from 5 to 300, yet audience is changing and growing steadily, while demographics continues to change.
- ii. Isak provided information that previous TEA website has now been successfully migrated to the new domain name. Minor finishing touches pending.
- iii. Alison provided information re: Chag Lowry media campaign which is underway including Native Talk Arizona radio interview, and Humboldt local radio station doing weekly three (3) minute spots with tribe on education with Chag being the kick-off interview.

### III. PUBLIC COMMUNICATIONS

Sharrone Blank of Humboldt County Office of Education was in attendance and greeted the BOE.

### IV. CONSENT AGENDA

#### a. TEA Community Services Coordinator – Job Description

- i. Contact(s): Alison Robbins
- ii. Purpose: Creating a job description reflective of duties currently being performed for TEA programs by Mobile Makerspace Technician. The makerspace Technician job description will also be updated.
- iii. Recommendation: Staff recommends the approval of this job description, and that the HR Personnel Action Form Process be initiated to update Marlee Mansfield-Chavez’s official job description on file.
  1. **DISCUSSION**: Michele calls for discussion. No questions.
  2. **NOMINATIONS**: Michael Shackelford moves to approve updated job description, Kelsay Shackelford 2<sup>nd</sup>
  3. **DECISION**: 5-0
  4. **ACTION**: Approved. Alison to submit updated job description to HR.

#### b. Karen Skoglund – Independent Contractor Agreement for Services

- i. Contact(s): Alison Robbins
- ii. Purpose: To provide services for TEA capacity building and program coordination between NHUHSD, ECS, KTJUSD, HCOE, and Blue Lake Rancheria. Detailed list of scope and services listed in the attached contract. Karen Skoglund, as the recently retired Title VI Native Education coordinator who has worked previously with BLR TEA’s NYCP grant is uniquely qualified for the services proposed in the contract.
- iii. Recommendation: Staff recommends approval of the \$20,000 independent contract for Karen Skoglund.
  1. **DISCUSSION**: Clarity on the 200 hours for \$20,000; noted on draft version of contract in BOE packet

2. **NOMINATIONS:** Jace Baldosser moves for approval, Michael Shackelford 2<sup>nd</sup>
3. **DECISION:** 5-0
4. **ACTION:** Approved. Alison to forward contract via HelloSign to Jason Ramos and Karen Skoglund for signatures and obligation of funds.

## V. ITEMS REQUIRING BOARD ACTION OR DISCUSSION

### a. Strategic Plan – Elementary Program

- i. Contact(s): Alison Robbins
- ii. Purpose: To review the section on Elementary Programming and provide both feedback and direction for themes, and focus for the creation of the Action Plan. This will be used for the creation of new grant applications.
- iii. Recommendation: Staff has no recommendation at this time, and desires BOE guidance moving forward.
  1. **DISCUSSION:** Michele stating her support for what was presented in the programs listed. Kelsay really likes the mini-lending libraries supporting humanities and learning for learning sake: emphasizing the **A** in **STEAM** which has value is her direction. Discussion of what programs are up and running and in what form ensues; depending on partnering and Covid-19 policies, such as Mobile Makerspace Van sidelined due to Covid. Alison requesting guidance on where to focus efforts (regionally). Michele asking for Jason's input specifically. Jason's discussion on investigation on a beginning to end analysis on program costs – Covid delivery is crazy. He advises a study on cost effectiveness of the program. Jace Baldosser wants to understand which has been getting the most traction the last year – which has been utilized the most by the students. Acknowledging teacher time crunch (egg hatching example). Jace wants us to focus on what has the most traction but he also feels the Mobile Maker is the bread and butter of the program. Jason's discussion on national STEM education group and the shortfalls, and he questions what's effective considering that we now have a Cal Poly as a partner; applying what we learned through the implementation of the Mobile Maker program – how has that increased efficacy in STEM. Alison provided information on Family Maker Nights (FMN) with 700+ students participating. FMN is an intensive program and Alison will do a SWOT analysis. Jason continues discussion on partnership with Cal Poly to inform our program alignment so we can keep expenses down acknowledging that the applied sciences will be key and should be the focus, and those can be expensive. Alison brings discussion around to Student Support Services to remove barriers children face coming to school and be successful. Alison asks for guidance on strengthening the Student Support language in the planning documents to guide future grant writing – specifically for elementary students. Jason discusses \$63,000 given to Blue Lake Elementary – school breakfast, large swath programs of greatest good for the greatest

number of students. Looking at under addressed area discussion with educators which isn't covered under regular funding. Michele says that food needs to be added to support kids; she notes inflation causing family budget crunch issues and children effected by food insecurity. Alison provides information on her discussions with Superintendents and the free-lunch program decline in Secondary school; Alison suggests a campaign to sign up students for free-reduced lunch – should all kids get school lunch regardless of economy for true equity. Alison stipulates we cannot lobby the State of CA, and will advocate in our strategic plan for food security and equity for students.

2. **NOMINATIONS:** Michael Shackelford moves to table pending review of more information, Jason Ramos 2<sup>nd</sup>
3. **DECISION:**
4. **ACTION:** Alison will work with C-TIE to identify the highest priority student support services for elementary students. BOE has tabled until a later date to provide Alison with time to bring back updates.

#### VI. MISCELLANEOUS

- a. Approval of Board minutes from 01/11/2022
  - i. Contact(s): Alison Robbins
  - ii. Recommendation: TEA Staff recommends approval of the draft minutes for publication
    1. **DISCUSSION:** Michele calls for discussion, hearing none she called for the vote.
    2. **NOMINATIONS:** Jason Ramos motions to approve; Jace Baldosser 2<sup>nd</sup>
    3. **DECISION:** 5-0
    4. **ACTION:** Approved. Clerk of the Board to post to BOE webpage.

#### VII. UNFINISHED BUSINESS

- a. Presentations for Blue Lake Elementary School District staff – Jason brings up issues with the Brown Act so our BOE and their BOE cannot meet even for lunch. He'd like to entertain an issue to work with them closely so we can understand their needs in a real way.

#### VIII. NEW BUSINESS

- a. *NIEA Day on the Hill* – previous two years have been virtual due to Covid; this year is in person. Alison provides overview of the process and points out that our federal funds cannot pay for lobbying, and if BOE wants to participate it must come from Tribal funds. BLR TEA are NIEA members. Jason leads discussion on group lobbying in DC. Should only be used for Mission Critical topics, Jason asked if we have any of those topics. Alison discusses her position on the advisory committee to the Office of Indian Education Director – Julian, and feels this is a good place to bring up issues. Alison also thinks

working with our local representative, Jared Huffman, who we have a good relationship with on previous and current efforts is key.

- b. *Letter of Support for Cal Poly Talent Search Grant* – Cal Poly is applying for additional funding to support increased numbers of students. Alison provides information on our partnership with them. Alison signed the copy of the letter as it is an extension of already provided services as had been done previously under BOE approved contracts.
- c. *Tribal Consultation Email from National Science Foundation (NSF)* – two meeting dates proposed; Alison provides information and makes suggestion for attending one meeting over another. Board members can attend virtually, their choice. Jason leads discussion on their programs because they have a lot of grant money. Listening to see how our plans could coincide with their STEM stuff – as ours aligns with theirs. Alison discusses the technical assistance that could be received towards growing our TEA capacity for the cradle to career concept – rigorous STEM programs that will lead to STEM careers. Specific technical assistance to Tribes to run STEM programs K – through college. TEA hasn't had a NSF program. Steep learning curve for Alison.

#### **IX. AJOURNMENT**

Michele Kindred calls for a motion to adjourn the meeting.

Michael Shackelford makes the motion to adjourn

Kelsay Shackelford 2<sup>nd</sup>

Meeting adjourned 8:23 PM

# Tribal Education Agency Executive Director's Report

## Program Updates

- **Pathmakers Program** – website has been reorganized thanks to staff efforts (Marlee, Merry Kate, and Isak). Program is currently:
  - Preparing for this Thursday night's **Family Maker Night** (FMN). There are two (2) more FMN events scheduled this year (March & April).
  - Working with CA State Parks on the **Kindling the Flame** program for Spring 2022. Flyer and registration will be out on the website and Facebook by the end of the month.
  - **Summer Programming** is in planning stages; plan to work with Cal Poly Humboldt Talent Search Summer Robotics Camp, Algebra Camp, and more. Drone Camp – in discussion.
  - **Mobile Classroom work** –
    - Merry Kate is working with Nannette Kelly of *The McKinleyville Land Trust* - Doves Prairie; TEK interpretation on plans, land management, etc. Working toward signs with Native language words for plants and environment. Potential for filming and use in virtual a-synchronous curriculum offerings.
    - Potential participation at the **Humboldt Math Festival** on April 2<sup>nd</sup> at the Adorni Center. Considering the activity/content of work/presentation/activity; *Potential sponsorship?*
    - **Air Quality Monitoring STEM Curriculum and Activities** – Spring push to get teachers interested and trained for August implementation.
  - **Basket Classes** – paused, and will restart, along with more Native Maker workshops coming in the Spring and Summer.
  - **Upcoming Events, and Reports:** Program Director's meeting has been scheduled for May, and the Annual Performance Report (APR) is due in April. We have been invited to present the work done on the Equity Series with HCOE by Marlee and Merry Kate at the Director's meeting. An 8-minute presentation on the work, and our plans for the future of the work. (*See Attachment on Equity Series*)
- **Grow Your Own Administrator** – website is under development. The design and content has been provided to Toni and Isak, and is scheduled to go live by this weekend. Currently, there are seven (7) continuing cohort participants:
  - **2021 Fall Cohort 1 Participants:**
    - Rachel Brakeman – Eureka City Schools (Humboldt)
    - Alvin "Joe" Dukepoo – Round Valley Unified School District (Mendocino)
    - Cindy Hogue – Happy Valley Primary School District (Shasta)
    - Travis Hunt – Antelope Elementary School District (Tehama)
    - Margaret "Maggie" Peters – Klamath-Trinity Joint Unified School District (Humboldt)
    - Kadee Strait – Gateway Unified School District (Shasta)
    - Michelle Windes – Cedarwood / Paradise Union School District (Butte)
    - Kirsten Wright – Klamath-Trinity Joint Unified School District (Humboldt)
  - **2022 Spring Cohort 1 Participants:**
    - 7 of the 8 Fall participants are continuing
    - Kadee Strait is leaving the program as this time due to family obligations, and will be entering into a payback arrangement for Fall 2021 Tuition and Living Allowances for August 2021 – January 2022.
  - **Upcoming Events, Reports, Travel:** The annual Program Director's meeting is approaching in May; the Annual Performance Report (APR) is due in May, and the Small School District Association conference is in March in Sacramento. There will be an annual summer cohort

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conference, hopefully in Blue Lake at the Sapphire Palace & Hotel if the spaces are ready in late June or early July.

- **Recruitment:** We are currently recruiting eight (8) participants for Cohort 2 which will begin in August 2022. We are also recruiting Champion Mentors to support Cohort 1 participants who will be entering in to the two-year Induction portion of the program, receiving 20 hours of mentoring from the Champion Mentors, and 40 hours of mentoring through HCOE and Association of California School Administrators (ACSA) Induction Program.
- **Recruit, Retrain, and Retain Educators** – website has been designed and is now active. Focused on recruiting 12 Native American persons interested in obtaining their CTE credential so they are able to teach classes and workshops in the identified six industry clusters at local schools and out our new Ta'm Resilience Campus. Recruitment meetings are being scheduled. Posts have gone up on Facebook, and a media push is being developed. Director's meeting and Annual Performance Report (APR) are coming in March and April.
- **Native American Career Technical Education** – website has been designed and is now active. Daniel and Frederique are working on Action Plans for:
  - **Agricultural and Natural Resource Internships:** begun to identify organizations for student internships. Have done a site visit to Hog Island Oyster Farm. Working towards two (2) paid internships with HIOF starting in April or May 2022. Currently, one (1) Natural Resources student intern at CA State Parks Sue-meg. One (1) Natural Resource student intern position is open for the Wiyot cultural interpretation program being developed at Ft. Humboldt with CA State Parks. BLR TEA has two (2) Agricultural Internships available for work in the community garden and Farm Stand.
  - **Career Exploration Field Trips:** Frederique is cultivating relationships with several businesses and organizations for career exploration field trips, and interviews. Green Diamond is an example of an organization who is currently interested in participating.
  - **Agribusiness:** The Farm Stand will be open Tuesdays and Fridays 2PM – 6PM. Student interns will be working in this Farm Stand / Agribusiness skills.
    - **Student and Intern Projects:**
      - This could be anything from Egg Hatching via a partnership with the Humboldt County Sherriff's department farm, or an Indigenous tea garden within the community garden, or another suggested project of significance to the community, culture, or immediate needs.
  - **Post-Secondary Credits:** In coordination with the Modern Youth Internship Academies concept, discussions are underway with HSU for STEM Career Exploration classes which will provide CSU credit (Area E GE credits) first course is Science 100 – Being a STEM Professional in the 21<sup>st</sup> Century. (*See Attachment – Syllabus*)
  - **Teacher Summer Externships:** TEA has provided a contract and funding to NHUHSD to arrange two (2) teacher externships with local agriculture or natural resources businesses, providing teachers with two (2) weeks of working experience.
  - **Annual Performance Report & Director's Meeting:** The APR and Directors meeting are coming in the next two months. The Director's meeting will be virtual.



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- **Tribal Climate Resilience Program** – website has been designed and is now active. Staff member, Thao Le, who is over this project is moving out of the area, and we will be advertising for her position to take over this program. We are looking to contract with five (5) scientists for the discussion boards with \$300 independent contractor agreements.
  - **Resiliency Program** – in coordination with Northern Arizona University ITEP, two (2) climate resiliency classes will be offered – open to 100 students; virtual classes; students receive college credit. Student Interns will be hired to work on a student led environmental conference.
- **Higher Education Scholarship Program** – The Higher Education Scholarship program provides tuition & fees, books, educational supplies, rents, and living allowances for post-secondary students. Currently, there are eight (8) students on scholarship. We are anticipating one student graduating in Spring 2022, and one student starting undergraduate work in Fall 2022, thus, as of now, we are projecting eight (8) full-time students for Fall 2022.
  - **2021 Graduates:**
    - Jace Baldosser - MBA
    - Angela Felecity Cross – BS Environmental Engineering
    - Ashley Lance – MA Philosophy (Classics)
    - Tanner Lewis – BA Psychology
  - **Current Spring 2022 Students:**
    - Undergraduate:
      - Sean Brundin – Mechanical Engineering
      - Chloe Kindred – Sociology
      - Mandi Kindred – Pre-med program
      - Sloan Lewis – Undeclared – *Fall 2021 GPA 3.9 – three (3) A's, and one (1) A-*
      - Chloe Thomas - Marketing
    - Graduate Students:
      - Tanner Lewis – Medical school pre-requisite program
      - Jack Norton – Mechanical Engineering – *graduating Spring 2022*
    - Post-Graduate Students:
      - Ashley Lance – PhD in Philosophy (*year 1*)
  - **New Fall 2022 Students:**
    - Undergraduate:
      - Grace Kindred – Seattle University, partial university scholarship
  - THUS – for all Post-Secondary Educational Programs (*including Higher Education Scholarship Program and the Grow Your Own Administrator Program*) we currently have 16 enrolled students/participants. We will be adding 12 through the R3E program for persons seeking their CTE credentials, and we'll be adding 8 more in cohort 2 of GYOA. We are projecting a total of  $(8+7+8+12) = \underline{35}$  post-secondary students for Fall 2022.

### **Grant Application Updates**

- HCOE Ethnic Studies Curriculum grant application has been funded. The application which Alison worked with Jack Bareilles on in the Fall, and the BOE provided a letter of commitment and support for has been approved and funded. Alison will be providing 10 days of support on this five

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year grant per year. Humboldt will be working with San Diego County Office of Ed to produce this statewide curriculum.

### Upcoming Travel and Events

- **IMLS** – January 26, the Director of the Institute of Museum and Library Services emailed Alison Robbins, an invitation to participate in “Empowering Readers, Empowering Citizens” which is convening to generate new ideas and innovations for promoting literacy development and reading practices at Planet Word Museum in Washington, DC on March 1 and 2. Travel arrangements and all costs are being covered by IMLS. Alison will be leaving on Monday, February 28, and returning on Thursday, March 3.
  - While in DC, Alison will be meeting with US Department of Education, Office of Indian Education Program Officers, Donna (NYCP) and Angela (PD) – providing them with copies of Chag Lowry’s books used in our programs.
- **SSDA** – Small School District Association conference is being held Sunday, March 6 through Tuesday, March 8. Alison will be driving to Sacramento, using the Tribal van, and taking two (2) of the Grow Your Own Administrator cohort participants to the conference. All cohort participants will be attending, as will Alison, Rosie (HCOE), and Jack (NHUHSD), funded by the GYOA grant program.

## March 2022 Series

Date 2/8/22

### Series overview:

Chag Lowry, Marnie Atkins, Melodie George-Moore, Natalie Carpenter-Scott, Maggie Peters, Tina West, Vincent Feliz, Skip Lowry and MerryKate Lowry will support teachers, aides and all school staff with understanding, utilizing and applying local indigenous worldviews, curriculum, literature and resources to support the full humanity of our students while meeting state educational standards.

Students, families and community members are encouraged to attend.

Resources provided to attendees include the Northwest Indigenous Gold Rush History book and a handout showing how the featured curriculum is aligned with CA state standards. Certificates for attending all five sessions (7.5 hours) of this professional development will be provided the first week of April by Sharrone Blanck.

### Gawu Lughurru'lou'y Pouri' Lugu'w, Rrughurrayuqi': Rrughurrayuqi', Nashgit, Wenoutwuk Introduction to Northwest Indigenous History: History, Hope and Healing

*All Tuesdays in March 5pm to 6:30pm on Zoom*

March 1 - Overview Local North West California Tribes

March 8 - Settle Up and Social Emotional Curriculum (ACES)

March 15 - Native Authors and Literature

March 22- Circles of Health/Teaching Hard History: Missions and Gold Rush

March 29 - Wiyot Cultural Center & Klamath Trinity Joint Unified School District (KTJUSD) Land Tenure Curriculum Training

### March 1 - Overview Local North West California Tribes

**Facilitators:** Marnie Atkins, Chag Lowry, Vincent Feliz, Skip Lowry and MerryKate Lowry

**Topic:** This is an introduction to the series that will focus on the film *History and Hope*, its origin and the ways it can be utilized in the community. Speakers will share how to use the film and other local resources to support 3rd through 12th grade classrooms. They will present the history of this area and the impact of the Gold Rush with a focus on the resilience and strength of Tribes then and now. They will introduce the Circle of Healing as a way to teach hard history.

### March 8 - Settle Up and Social Emotional Curriculum (ACES)

**Facilitators:** Melodie George-Moore and Natalie Carpenter-Scott

**Topic:** The focus is to show how true healing begins to occur when this history is brought to the light and discussed in personal terms for its impact on people, on the land, and current events. Various methods employed in the classroom to address historical and other traumas will be discussed but an emphasis on the tool of Mediation/Settle Up will be highlighted. Settling up is a local traditional practice of taking ownership over things you may have done wrong to a person or the community, or to pay respect to others for various reasons.

### March 15 - Native Authors and Literature

**Facilitator:** Chag Lowry, Skip Lowry and MerryKate Lowry

**Topic:** Identifying and using local Native Literature in the classroom. He is the author of the graphic novel *Soldiers Unknown* from Great Oak Press, *The Original Patriots: Northern California Indian Veterans of World War Two* from Original Voices, *The Original Patriots: California Indian Veterans of the Korean War* from Original Voices, and is the co-producer and director of multiple PBS documentaries about California Indigenous people and cultures. Chag's book *Soldiers Unknown* is a 2022 American Indian Youth Literature Honor Book and is endorsed by the United States World War One Centennial Commission and by the American Indian Veterans Association of Southern California. He and Weshoyot Alvitre (Tongva) co-wrote and she drew a new comic story about California Indigenous basketry titled *My Sisters*. This comic is endorsed by the California Indian Basketweavers' Association (CIBA).

### March 22 - Circles of Health/Teaching Hard History: Missions and Gold Rush

**Facilitators:** Marnie Atkins and Chag Lowry, Skip Lowry and MerryKate Lowry

**Topic:** Participants will learn to use the Circle of Healing model to teach about the California Gold Rush and Missions in a healing and empowering way that brings all students together. This will be done using resistance stories, primary sources, and contemporary resources created by Native educators. These resources will provide insight, inspiration, and testimonial justice from the lived experiences of Indigenous people during the Gold Rush and history of the Missions.

### March 29 - Wiyot Cultural Center and Klamath Trinity Joint Unified School District (KTJUSD) Land Tenure Curriculum Training

**Facilitators:** Marnie Atkins, Maggie Peters, Tina West and MerryKate Lowry

**Topic:** Introduction of the Wiyot Cultural Center *Da gou rou louwi'* ("the ongoing return of all"). When naming the new Cultural Center, *Da gou rou louwi'* Cultural Center, the Wiyot people wanted a name that described a place that would house the ongoing return of all thoughts, things, ideas, and initiatives that are important to Wiyot people. Klamath Trinity Indian Education program received the Indian Land Tenure grant for creating K-8th grade curriculum about the Yurok, Karuk, and Hoopa Tribes that met California state educational standards for language arts. Lessons range from ceremonial uses of feathers to tribal sovereignty, water rights to tribal leadership.

**Science 100 for Among Giants**  
**Syllabus: Science 100 - Being a STEM Professional in the 21st Century**

**General Information**

**Sci 100 Meeting times and Places:**

Lecture: Monday and Friday (time and room number here)

Break Out Group (BOG): Wednesday

BOG leader 1- group meets in \_\_\_\_\_

BOG Leader 2- group meets in \_\_\_\_\_

**Required Materials can be found on Canvas Course Site and include:**

Required readings

Assignments

**Field Materials**

Binoculars (checked out from either Biology, Wildlife or Forestry Stockroom)

Rite in the Rain Notebooks (Bookstore or Provided during Summer Immersion)

**Instructor name and contact information:**

**Large Lecture (and BOG) Instructor:**

Office: Dawn Goley

Office Hours: Wednesday 1-3 pm, Thursday 2-3 pm, Monday 1-2

Telephone: xt 4168

E-mail: Dawn.Goley@humboldt.edu

**John Steele:**

Office: SB 324A

Office Hours: Monday and Wednesday 4-5, Thursday and Friday 10-11 am

Telephone: xt 3178

E-mail: john.steele@humboldt.edu

**Changes to this Syllabus:** Changes to this syllabus are anticipated. All changes will be announced in class and on Canvas.

**Specific Course Information and Learner Outcomes**

**Sci 100. Becoming a STEM Professional in the 21st Century** (3 units) Introduction to the impact of your chosen discipline on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives.

**General Summary:**

This class was designed to support first-year CNRS students. This course will support your academic and personal goals and will help to connect you with your major, your peers, faculty, department, college, University and local community. It is centered around the understanding of the Science of Self, Science of Success, and Science of Science.

**Learning Objectives:** There are a few levels of learning objectives, or outcomes for this class. The Area E GE Learning outcomes refer to goals we have identified for all students taking a general education class in Area E. The University and HSU grade outcomes are goals we have identified for all HSU students while they are attending HSU and after they have graduated. Finally, the Sci 100 outcomes are the learning goals we have identified for students specifically in this class. More detail is included below.

## **Area E GE Learning Outcomes:**

Upon completing this requirement:

- Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences. "Human Integration"
- Students will demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others. "Self"

This course will give you skills that will allow you to progress in the following Humboldt State University Student Learning Outcomes

## **University Learning Objectives:**

- Communicate effectively through written and oral modes.
- Develop critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Display competence in a major area of study.
- Foster appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

## **HSU graduates will be prepared to:**

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

## **Sci 100 Student Learning Outcomes:**

- Students will be introduced to their home department, the College of Natural Resources and Sciences, the University and the surrounding area. They will build relationships with faculty and students from their home department and will create a broad community of peers, mentors and resources to support them during their time at HSU.
- Students will connect and engage with academic and self-development campus resources. Through guest speakers, workshops and on campus resource visits, they will be empowered to seek resources independently.
- Students will advance their academic and emotional resilience.
- Students will be introduced to what it means to be a scientist. Through reading popular and technical writing in their field they will develop their critical thinking skills.
- Students will be able to formulate their goals as a future professional in their chosen major. Students will evaluate their strengths and weaknesses as student-learners.
- Students will gain an appreciation for and understanding of an expanded world perspective by engaging with other students, staff, and faculty within and outside their field.
- Students will develop confidence and communication skills to culture a professional mindset and skill set. Through this, students will evaluate the meaning of scholastic and humanistic success and form a better understanding of their target career path.

## Course Requirements

- **Summer Immersion Assignment: 25 points**

You are expected to turn in your field notebook with all of your notes from Summer Immersion during the first class meeting of SCI 100, your two worksheets for mammals and and complete your immersion reflection and submit to Canvas before the first class meeting.

- **Weekly Assignments: 150 Points**

You are expected to complete weekly assignments on your own using Canvas. These entries are broken up into four sections that are intended to model and reinforce skills and habits that you should use throughout your college years: 1) **REVIEW** - review what you've learned in class during the previous week, 2) **PREVIEW** - preview upcoming material and prepare yourself for it, 3) **ABOUT YOU** - reflect on yourself, your personal growth, and different topics. 4) **To Do** - complete one or more assignments or remind yourself about assignments that will be due soon. The specific instructions will be posted on Canvas each week and you will have one week to complete.

Weekly Assignments will be due by 11:59 pm every Thursday, and no late entries will be accepted (see "Late Policy section on the following page).. Weekly Assignments will be assessed on the completion and quality of your responses to all prompts. 15 assignments @ up to 10 points each - 150 points possible.

- **Sci 100 Attendance and Participation: 80 points**

You are expected to come to every class meeting, although we understand you may miss class due to illness or personal emergency. You are permitted 3 free missed classes. You will receive 2 points for being present, prepared and fully participating in the day's activities, for a total of up to 80 points possible.

- **STEM Buffet: 50 points**

You are expected to complete 5 assignments for the Buffet - 3 completed assignments will be due by the end of the 8th week of classes and 2 will be due by the last week of class. You will select to attend one activity and complete the associated assignment (Found on Canvas) within EACH of the following categories. 3 are due by week 8 and 2 are due by finals week.

- 1 Wellness skillshop that is meaningful to you
- 1 Professional skillshop that is meaningful to you
- 1 Success skillshop that is meaningful to you
- 1 seminar or talk on/around campus that is meaningful to you
- 1 club meeting that is of interest to you

### ***Hands-on Project Based Assignments***

#### **Arcata Marsh Project (WOB Project (Willow Phenology, Observation and Biodiversity) – 75 points**

The final assignment for the WOB project will include: summary graphs, Interpretive summaries, raw data, and field notes. You will be provided a template to complete for this project on Canvas.

#### **Poster - Final Group Project - 50 Points**

The final group poster project will be on a topic related to climate change, and will culminate in a formal group poster presentation in the Library on the last day of class.

#### **Participation in field and group work - 25 points**

You will be assessed on your contribution to your team projects using Catme surveys and mentor meetings.

#### **Final Exam - Reflection Assignment - 75 points**

You will complete three reflection assignments on what you have learned about the science of self, success, and science throughout the semester. These are due during your final exam period.

## Grading Information

- **Evaluation- 525 points total:**

Immersion Assignment-25 possible points (~ 5 % of grade)  
Weekly Assignments - 150 possible points (~ 30 % of grade)  
Attendance and Participation - 80 possible points (~ 15 % of grade)  
Arcata Marsh Project - 75 possible points (~ 15 % of grade)  
Team Participation - 20 possible points (~5 % of grade)  
Final Group Poster project - 50 possible points (~ 10 % of grade)  
Reflection Assignments - 75 possible points (~ 15 % of grade)  
STEM Buffet - 50 possible points (~ 10% of grade)  
Total points - 525 possible points

- **Grade Scale:**

|    |             |    |             |    |             |
|----|-------------|----|-------------|----|-------------|
| A  | 93 - 100 %  | A- | 90 - 92.9 % |    |             |
| B+ | 87 - 89.9 % | B  | 83 - 86.9 % | B- | 80 - 82.9 % |
| C+ | 77 - 79.9 % | C  | 73 - 76.9 % | C- | 70 - 72.9 % |
| D+ | 67 - 69.9 % | D  | 60 - 66.9 % |    |             |
| F  | < 60 %      |    |             |    |             |

- A grade of "I" for "Incomplete" indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit for the course. Such a grade will only be given in those rare cases in which the student cannot complete the course requirements due to circumstances beyond the control of the student.
- Late Policy. All assignments are expected to be completed by the due date and time. If there are extenuating circumstances, contact the instructor via email before the assignment is due.

Weekly assignments submitted within 12 hours of the deadline will incur a 20% penalty. Weekly assignments submitted more than 12 hours after the due date will not be accepted.

## Course Policies and Campus Resources for Students and Additional University Policies

This course is offered in a face-to-face format and will use Canvas for accessing course materials and some assignment submissions. Please follow the Course Schedule.

### Need Help?

If you have questions about the course, such as concepts covered in the course, your assignments, or scores post your question in the **"Ask Questions Here"** forum in the Discussion link on the left navigation menu. You may also contact ([dawn.goley@humboldt.edu](mailto:dawn.goley@humboldt.edu)), during office hours, or by appointment.

If you have technical questions, such as the suitability of your home computer for the course, installing plug-ins, problems with your password, etc., contact the HSU Help Desk ([help@humboldt.edu](mailto:help@humboldt.edu) or 707-826-4357).

### Inclusivity

Students in this class are encouraged to speak up and participate in-class and online. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. We believe that this is what will enrich all of our experiences together. We recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with



me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

### Expectations of the Student

1. Check your email daily. Come to class.
2. Expect to spend about 6 hours per week working on this course.
3. Prepare to the best of your ability for every aspect of this course.
4. Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes.
5. Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently.

### Expectations of the Instructors

If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with us at any time during the course this semester.

1. We will prepare and review course materials to be as current and accurate as possible.
2. We will be available to answer questions or issues that may arise for you during this course. **Expect a 24-hour turnaround time for responses to emails on weekdays and 48 hours on weekends.**
3. We will try to the best of our ability to prepare you for the assignments and other assessments in this course.
4. We will utilize fair and honest evaluation techniques for each assignment required for this course.
5. We will do our best to address the needs of a diverse range of learning styles in this course.
7. We will make every effort to follow QLT (Quality Learning and Teaching) best practices.
8. We will only share your student information per FERPA guidelines.

### Class Culture\*: We will decide on the final expectations together, but some of the guiding principles might involve:

- Respect for each other (what does that mean to you?)
- Come to class sober
- Keep cell phones put away
- Food or drink?
- Be in your seat before class starts
- Do not leave in the middle of class unless there is a real need (e.g., family emergency, you are too ill to stay in class)
- Stay until class is over
- Be a regular and willing participant

\*Talk with instructor if you need special accommodation or exception from these rules.

### University Policies:

Below are the links for University policies that will be respected in this class. These links relate to our expectations about student and faculty behavior in our class. **Please read** these thoroughly and please ask if you have any questions.

### Information about Student and Faculty Behavior:

- Academic Honesty Policies  
<https://www2.humboldt.edu/studentrights/academic-honesty>
- Attendance and Disruptive Behavior Policy  
<https://www2.humboldt.edu/studentrights/attendance-behavior>
- Complaints against Faculty Staff or Administrators  
<https://www2.humboldt.edu/studentrights/complaint-staff>
- Sexual Misconduct/Discrimination Report Form  
[http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout\\_id=10](http://cm.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=10)
- Student Code of Conduct  
[http://studentrights.humboldt.edu/sites/default/files/student-rights/code\\_of\\_conduct\\_0.pdf](http://studentrights.humboldt.edu/sites/default/files/student-rights/code_of_conduct_0.pdf)
- Animals in Classrooms or Laboratories

According to the HSU Animal Policy (EM:P08-02 ), animals are prohibited in classrooms or laboratories except Service Animals as defined by the Americans with Disabilities Act (ADA). The ADA and therefore this policy does not cover Comfort or Emotional Support Animals. For more information contact the Student Disability Resource Center (SDRC)  
<https://policy.humboldt.edu/animals-campus-policy-%E2%80%93-student-campus-residents-and-visitors>

### Information about Campus Procedures:

- Dropping or Adding a Class  
(**Note: September 9th 2019** is the deadline to Add or Drop classes without a serious and compelling reason for the Fall 2018 semester)  
<http://pine.humboldt.edu/registrar/students/regulations/schedadjust.html>
- Campus Emergency Procedures  
[http://risksafety.humboldt.edu/sites/default/files/risksafety/hsu\\_eop-g\\_9.3.pdf](http://risksafety.humboldt.edu/sites/default/files/risksafety/hsu_eop-g_9.3.pdf)
- Students Disabilities Resource Center  
*Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in the university Learning Commons 826-4678 (voice) or 826-5392 (TDD). Disability accommodations must be pre-approved by the Student Disability Resource Center.*

*Your classrooms should be equipped with at least one desk and chair for students with disabilities or temporary physical challenges. Please assure that students who need this equipment are able to use it. If you are not physically challenged yourself, please assume that others may indeed need that furniture -- even if they do not appear to be disabled: Please select another seat in the classroom.*

<http://disability.humboldt.edu/>

### Information about Student Services and Resources

- Learning Center  
<http://www2.humboldt.edu/learning/>
- Counseling and Psychological Services  
<http://www2.humboldt.edu/counseling/>
- Financial Aid Office  
<http://www2.humboldt.edu/finaid/>
- Academic and Career Advising Center  
<http://www2.humboldt.edu/acac/>

### Technical Assistance

It is crucial to seek help when you can't access Canvas or you have difficulty with your computer settings or browser:

- For **technical assistance** contact HSU's Help Desk at 707.826.HELP (4357) or send an email to [help@humboldt.edu](mailto:help@humboldt.edu)
- For **Canvas support**, please use the Help button located on the bottom left of your course.
- Please see the [Canvas Student Guides](#) to learn more about specific Canvas functions.

### Special notes: Browsers and Mobile Devices

1. The Canvas app: Available for iOS or Android: [Canvas Mobile Guides](#)
2. Firefox or Chrome are recommended browsers for accessing Canvas. If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
3. If Flash-based content is used in this course, it won't display on Mobile devices, especially iOS devices.
4. External URLs: To open certain URLs (http vs. https) you may be prompted to click on the shield icon in your browser to "allow" access to the unsecure content. Simply click on the shield and click the "allow" button when asked.
5. Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

## Class Schedule and Notes

| Week | Date  | Topic  | Notes   |
|------|---|--|---|
| 1    | 26-Aug  | Welcome!<br>Introduction to Science 100<br>Class Goals and Learning Outcomes,<br>Syllabus Review- components of class-<br>Expectations/Opportunities for class   |   |
|      | 28-Aug  | Welcome to your BOG!<br>Roses and Thorns<br>Develop Ground Rules<br>Introduce upcoming field trip and team<br>development exercises  | ** Part Time Job Fair on the quad -<br>10-2:00<br><br><b>**Weekly Assignments are due<br/>EVERY Thursday by 11:59</b>   |
|      | 30-Aug  | Finalize Class Ground Rules to include in<br>syllabus<br><br>Personal Values, Goals, Habits and<br>Behaviour<br><br>Revisit Immersion Experiment/Prep for<br>weekend data analysis for your PBLC- if<br>relevant                               | <b>Complete CatMe survey</b>  |
| 2    | 2 Sept<br>Labor Day   | LABOR Day - no Class   |   |
|      | 4 Sept  | Check in - Assign CATme Groups<br><br>Introduce and develop Arcata Marsh Project<br><br>Introduce National Phenology Network<br>(Willow project) and iNaturalist (Biodiversity<br>Project) and Observation or other PBLC<br>related Components | <b>***Volunteer Fair on Quad 10-2 pm</b>  |
|      | 6 Sept  | Field Trip Logistics - Scientific Discovery at<br>the Arcata Marsh and Wildlife Sanctuary<br>(AMWS)  | <b>*DROP DEADLINE on Monday.</b>  |
|      | 8 Sept for<br>AG and KC-<br>WiFi<br><br><b>Meet in<br/>FH 118</b> | Meet at Founders Hall in the morning at 9:00<br>am for Introduction to Arcata Marsh Project<br>and Activities.<br><br>Afternoon- 11:30-3<br>Field Trip to the Arcata Marsh - Required  | 9-11 in classroom activities include<br>discussion of place, Traditional<br>Ecological Knowledge, The Arcata<br>Marsh WasteWater Treatment Plant<br>and logistics for the Arcata Marsh<br>Project.<br><br>11:30-3 leave Library Circle for the<br>Arcata Marsh for instruction on the |

|   |        |   |  |
|---|--------|---|--|
|   |        |   | Arcata Marsh Project and data collection   |
| 3 | 9-Sep  | Debrief - Field Trip and Wrap up Immersion Project  |  |
|   | 11-Sep | Team Development<br>Create a reverse calendar for Arcata Marsh project - schedule fieldwork, create a group management and communication plan | Bring Laptop to class<br><br>Community and Belonging Fair 10-2 on Quad   |
|   | 13-Sep | Professionalism in your field - what does it mean to be a scientist in your discipline?   |  |
| 4 | 16-Sep | <b>Learning Center Visit - Discussion of Effective Time Management Tools and Learning Support Services for this semester</b>                  | This visit supports previous weekly assignments with weekly planner, Semester on a Page and Study Skills Self-Assessment |
|   | 18-Sep | Check in on Arcata Marsh Project<br>Provide Feedback on Field Notes<br>Club Rep visits - PBLC specific  | Meet student representatives of clubs relevant to your major   |
|   | 20-Sep | Connect with Major/Department   | -Discipline Specific Speaker (Faculty)<br>-Discuss Major<br>Or visit facilities/resources                                |
| 5 | 23-Sep | <b>Student Health and Wellness Services - Counseling and Psychological Services - Health Center</b>   | Meet with invited guests from Student Health and Wellness Services and CAPs  |
|   | 25-Sep | Project Check in;<br>Data Management/Quality and Graphing Intro;<br>Revisit data collection project timeline and learning objectives          | Bring Your Laptop to class or meet in Computer Room  |
|   | 27-Sep | Quick visit from Academic Advisor<br>Exam prep/study strategies   | Attend Office Hours<br>Attend study session for first Botany<br>Make and appointment with advisor                        |
| 6 | 30-Sep | <b>Financial Aid - FAFSA, Scholarships - Financial planning<br/>Housing /Res Life to answer questions</b>                                     |  |

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|----|--------|---|---|
|    | 2 Oct  | Data Management and Graphing Skills<br>Instruction and Support                                  | Meet in Computer lab or bring laptops to class  |
|    | 4 Oct  | Science vs. News - Influence of news on Science   |   |
| 7  | 7-Oct  | How to Read a Scientific Paper  |   |
|    | 9-Oct  | Exam Self-Assessment - Exam Wrapper and Mindset Discussion                                      | <b>Individual Graphing Assignment Due 10 October by 11:59</b>   |
|    | 11-Oct | Methods of Scientific Inquiry   |   |
| 8  | 14-Oct | Discuss Biodiversity Paper or other discipline specific paper                                   |   |
|    | 16-Oct | Data Management and Graphing Skills<br>Continued Instruction and Support for graphing team data | Meet in Computer labs or bring your laptop to class<br><br><b>**3 Buffet Assignments Due on 17 October at 11:59</b> |
|    | 18-Oct | Undergraduate Student Panel   | Meet with undergraduates in your department   |
| 9  | 21-Oct | Academic Advisor<br>Arcata Marsh project Report Introduction and workday                        | Bring Laptop to class   |
|    | 23-Oct | Arcata Marsh Project workday  | Bring Laptop to class   |
|    | 25-Oct | Revisit Immersion   | <b>Guest Speakers - Mark Wilson, Missy Hawkins, Erik Jules</b>  |
| 10 | 28-Oct | <b>Climate Justice</b>  |   |
|    | 30-Oct | Check in on Project   |   |

|    |  |   |   |
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|    |  | Faculty Guest Speaker   |   |
|    | 1 Nov                                    | Discipline Specific Resource Visit  | Last Day of Data Collection for Arcata Marsh Project  |
| 11 | 4 Nov                                    | Check in on Project<br>Guest Speaker - Discipline Specific  |   |
|    | 6 Nov                                    | Finalize Arcata Marsh/WOB Project   | CATME Mid-semester evaluation<br>Schedule meeting with BOG instructor<br><b>**Arcata Marsh Project Due on Thursday 7 November at 11:59 pm</b> |
|    | 8 Nov                                    | <b>Traditional Uses of common plants at the Arcata Marsh</b><br><b>Special Evening Presentation by Visiting Scientist</b> | <b>**Special Evening Presentation by Visiting Scientists</b>  |
| 12 | 11-Nov                                   | <b>Veterans Day - NO Class</b>  |   |
|    | 13-Nov                                   | Introduce Poster and Select Poster Case Studies   | <b>Poster Assignment #1 Due Thursday 14 Nov by 11:59</b>  |
|    | 15-Nov<br>Meet in Library Computer Rooms | <b>First Year Librarian visit - workshop on keyword search, and scientific citations</b>                                  | <b>Important lecture for successful poster completion</b>   |
| 13 | 18-Nov                                   | Revisit classes<br>Plan Strategy for remainder of semester<br>Work on Abstract of Poster in class                         | Bring Laptop to class<br><b>Poster Assignment #2 Due by 18 November at 11:59</b>  |
|    | 20-Nov                                   | Poster pop up talks   | <b>Poster Assignments #3 Due by Thursday 21 November by 11:59</b>   |
|    | 22-Nov                                   | Complete "Scientific Issue" and "Implications sections" of poster in class  | Rough draft of poster content should be complete  |

|    |  |   |   |
|----|--|---|---|
| 14 | 25-Nov                                     | Fall Break  |   |
|    | 27-Nov                                     | Fall Break  |   |
|    | 29-Nov                                     | Fall Break  |   |
| 15 | 2 Dec                                      | Welcome back!<br>Finalize all Poster sections and begin assembly            |   |
|    | 4 Dec                                      | Poster 4 min presentations- rough draft                                     |   |
|    | 6 Dec                                      | Poster Presentation Feedback Session  | <b>Final Poster Assignment Due by 6 December 11:59 pm.</b>  |
| 16 | <b>9-Dec</b><br><b>Large class meeting</b> | <b>Possible Lives Map -<br/>Research and Internships<br/>Elevator Pitch</b> | Posters sent to printer at 8:00 am<br><br>Kristina Hunt (Career Counselor for CNRS)                                   |
|    | 11-Dec                                     | Planning for your future/ Professional panel                                | Meet with Professionals in your discipline<br><br><b>** Final 2 STEM Buffet Assignments Due 12 December 11:59 pm.</b> |
|    | <b>13-Dec</b>                              | <b>Final Performance in Class/Wrap up</b>                                   | <b>Poster Session in Library 4:30-6:30</b>  |
|    | <b>Final Day</b>                           | Final Reflection Essays Due during Final Period                             |   |