# West Valley College ~ Park Management 15B

# Natural and Cultural Resource Interpretation

#  Course Syllabus ~ Fall 2016

Course: Park Management 15B - Section 51721

Class Time/Dates: Tuesdays 6 p.m – 9:00 p.m. (9/1/16-12/15/2016) 6-9pm

Required Field Trips: Fri 9/30, Sat 10/15, Sat 10/22\*, Sat 10/29, Sat 11/12 (8am-4pm, some exceptions. Note: \*10/22 is optional)

Final Presentations: Sat 12/3 & 12/10 (10am-2pm)

Course Location: West Valley College – Park Management Classroom (AAS 37) \*\*\*???

Instructor: Heidi McFarland, Julie Kahrnoff & Luke Bailey

Office: Part time faculty office

Office Hours: Tues, 5:30-6:00 p.m. and 9:00-9:30 p.m. We are also available by appointment.

Telephone (cell): 831-246-2162 – Heidi cell; 408-655-5549 – Luke cell; 408-515-1889 – Julie cell

E-Mail: heidi.mcfarland@westvalley.edu

Dept. Website: <http://www.westvalley.edu/academics/applied_arts_sciences/park_management/>

Facebook URL: <https://www.facebook.com/WVCPKMGT>

California Naturalist: <http://calnat.ucanr.edu/> ; http://calnat.ucanr.edu/Take\_a\_class/WV\_College/

NAI website: <http://www.interpnet.com/>

iNaturalist: <http://www.inaturalist.org>

**TEXT**

Required:

**The California Naturalist Handbook**

Greg de Nevers, Deborah Stanger Edelman & Adina Merenlender

Paperback, 280 pages, ISBN: 9780520274808, February 2013

**Personal Interpretation: Connecting your Audience to Heritage Resources**

Lisa Brochu & Tim Merriman

Paperback: 102 pages; Publisher: InterpPress; Second Ed, 2008; ISBN-13: 978-1879931244

Digital: Heartfelt Publications; Kindle Edition, 2012; ASIN: B00APSQB82

Recommended or Suggested Resources (**not required!** ):

**Sharing Nature with Children, 20th Anniversary Edition**

[Joseph Cornell](http://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Joseph+Cornell&search-alias=books&text=Joseph+Cornell&sort=relevancerank)

Paperback; 176 pages; Publisher: Dawn; (March 1, 1998); ISBN-13: 978-1883220730

**Environmental Interpretation**

Sam Ham

Paperback: 486 pages; Publisher: North American Press (January, 1993): ISBN-13: 978-1555919023

**Interpretation-Making a Difference on Purpose**

Sam Ham

Paperback, 320 pages, Publisher: Fulcrum Publishing (June 4, 2013), ISBN-13: 978-1555917425

 **Interpreting our Heritage**

 Freeman Tilden

 Paperback; 224 pages; University of North Carolina Press; 4th Revised & enlarged edition (2008)

 ISBN-13: 978-0807858677

 Digital Edition; Kindle; ASIN: B0049U5VCO

 **Interpretation on Natural and Cultural Resources (2nd edition)**

 Douglas M. Knudson

 Paperback; 411 pages; Publisher: Venture Publishing Inc.; 2nd edition (August 2003)

 ISBN-13: 978-1892132390

**Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture**

Larry Beck & Ted Cable

Publisher: Sagamore Publishing, Inc. 2nd edition (July 2002)

ASIN: B0086HQOEK

**Signs, Trails, and Wayside Exhibits: Connecting People and Places**

(Interpreter's Handbook Series)

[Michael Gross](http://www.amazon.com/Michael-Gross/e/B001JS6RUO/ref%3Dntt_athr_dp_pel_1), [Ron Zimmerman](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_2?_encoding=UTF8&field-author=Ron%20Zimmerman&search-alias=books&sort=relevancerank) & [Jim Buchholz](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_3?_encoding=UTF8&field-author=Jim%20Buchholz&search-alias=books&sort=relevancerank)

Hardcover; ISBN-13: 978-0932310484

**Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder**

[Richard Louv](http://www.amazon.com/Richard-Louv/e/B001H6SNJQ/ref%3Ddp_byline_cont_book_1)

Paperback: 390 pages; Publisher: Algonquin Books; Updated and Expanded edition (April 22, 2008)

ISBN-13: 978-1565126053

**READING & PREPARATION**

 Based on the schedule in the syllabus and any updates I provide, you must read and be familiar with the material prior to it being covered in class. This includes any handouts I have uploaded to Angel so be sure to check there frequently.

**COURSE OBJECTIVES**

* Understand the value and role of interpretation as a tool in education, preservation, conservation, law enforcement, resource management, and other operational aspects on public lands and resource agencies.
* Understand value of being organized and developing a theme.
* Understand what research is required prior to and during program and activity development.
* Understand the various types of interpretative techniques and delivery methods.
* Develop skills necessary to speak to the public during formal and informal interpretive programs and contacts.
* Develop motivating and captivating interpretive programs and learn how present them to the audience.
* Develop knowledge and skills in the use of tangible objects and intangible concepts (universals).
* Develop an awareness of existing interpretive programs provided by municipal, regional, state and federal agencies.
* Develop original interpretative programs
* Understand the natural environment in California including geology & soils, cultural & historical influences, water resources, plants & animals, as well as other environmental related issues such as climate change as they pertain to our local region of the Bay Area and coastal California.
* Understand the cultural influences and historical significance of regional and local events in California with a focus on the Bay Area.
* Become familiar with the California Naturalist Certification program and related inter-agency, capstone projects, citizen science, and iNaturalist connections as well as the requirements for certification.
* Become familiar with the National Association of Interpretation (NAI) and the Certified Interpretive Guide program and requirements for certification.

**MAJOR TOPICS TO BE COVERED:**

* Interpretive profession overview – definition and background
* Use of universal concepts, tangibles and intangibles in interpretation
* Interpretive tools, techniques, methods and media (types)
* Program and activity development
* Interpreting to different audiences
* Knowing your audience and topic research
* Basics of California biodiversity, ecology, geology, plant communities, wildlife, water issues, natural/cultural history

**METHOD OF EVALUATION**

 Grading is straightforward. You will determine your grade through your attendance, quality and completeness of the homework and in-class assignments, your active participation in all classroom activities, written and verbal quizzes and written exams including the final examinations. Quizzes are unannounced and cannot be made up and are generally administered at the beginning of class but on occasion at the end. Examinations will be taken as scheduled unless you get prior approval from me and with sufficient cause. A cumulative point system will be used to determine a percentage grade. The following percentages will be used as an approximate guide for the lowest threshold for each grade. 90%=A, 80%=B, 70%=C, 60%=D. Below 70% will not be a satisfactory completion of the course.

 It may not be possible to reschedule if you or your team misses a due date for a presentation or assignment delivery. Therefore it is vital that we all stay on schedule. You will lose points for every class meeting your assignments/presentations are late.

Your grade will be determined through:

|  |  |
| --- | --- |
| Produce media brochure or flyer for an interpretive program | 50 points |
| 5 minute presentations (two dates/topics to choose from 10/27 & 11/3) | 75 points |
| Tangibles and Intangibles activity (9/15) | 30 points |
| iNaturalist posts and Nature Journal entries (25 points each) | 50 points |
| Written evaluation of scheduled off-campus interpretive program | 50 points |
| Literature Review (NAI written book review) | 100 points |
| Quizzes (total score dependent on number of quizzes I give) | 10 points/quiz |
| Practice CIG outline (due 10/13) | 30 points |
| Draft outline and program proposal | 50 points |
| Final outline and program proposal | 150 points |
| 10 minute guided walk and/or final interpretive program | 150 points |
| Peer presentation evaluations (2 @ 50 points each) | 100 points |
| Involvement and participation in all classroom activities | 300 points |
| Attendance (50 points deducted for each absence)\* | 150 points |
| Final Exam | 150 points |
| **Total** | **≈ 1090-1180 points**\*\* |

 *\*You will be dropped from the class after your third unexcused absence, these points will not be added or deducted until the end of the semester once final attendance has been recorded.*

\*\**final tally of points may vary*

**ATTENDANCE REQUIREMENTS**

 This is intended to be a educational course that will involve and challenge you, be a little fear-filled for some, and with loads of foreign concepts for most. There will be many presentations given by you, your team, and your classmates throughout the class where providing a safe, nurturing, and mutually supportive environment is essential. I intend to cover different subjects at each class meeting and will involve guest instructors for some sessions. Each successive class meeting is built upon the previous ones. Therefore if you miss a class meeting it will not only cost you points toward your final grade but you will also miss out on important information essential for your success in this course. You are expected to attend all classes. For certification purposes, certain classes and field trips cannot be made up, but others might be. California Naturalist requires that students miss no more than one field trip to qualify for certification. Note: Class starts on time. ≤30 minutes late will cost you 25 points. >30 minutes late you will lose 50 points. Please make all attempts to communicate with me if you know ahead of time that you will either be late or absent so that make up work can be an option. No communication = no make up option.

**RECYCLING**

Yes, please reuse and recycle. There is a blue recycling bin inside the main entrance to the classroom.

**WEBSITE INFORMATION**

Course syllabus, all handouts and selected articles will be posted on Angel.

**FIELD JOURNAL**

All students are required to keep a field journal during the course (and hopefully beyond). We will be using these journals during class and on field trips. Keeping a field journal is one of the best ways of fostering continued learning and getting to know a place intimately. The Grinnell Method is the journaling method that is recommended in the California Naturalist Handbook.

**CAPSTONE PROJECT and FINAL INTERPRETIVE PRESENTATIONS**

As a requirement of the California Naturalist certification, students are required to complete a volunteer service project and log 40 hours of volunteer service towards a capstone project. It is designed to provide a bridge from the class to building competency and experience as well as an agency relationship. Students will have to submit a written project proposal by the deadline if they wish to obtain California Naturalist Certification. If you are also planning on pursuing the National Association for Interpretation’s Certified Interpretive Guide certification, a 10-minute interpretive program is a requirement along with a Literature Review and program outline and complete the CIG application packet. I will discuss this at length during the first day of class. Examples of capstone projects: develop interpretive program presentation (can expand your 10 minute program to full length and present to an audience), develop interpretive signage/brochure, citizen science project/program, lead & coordinate a volunteer event, develop self-guided hike (either brochure or phone based), etc.

**VOLUNTEERING & CONTINUED EDUCATION REQUIREMENTS (CERTIFICATION ONLY)**

California Naturalists are asked to complete at least 40 hours of volunteer service each year to maintain skills and knowledge. Incentive pins are provided with a minimum of 40 hours. The activity needs to: relate to California’s natural or environmental cultural history; occur in California; be sponsored by an organization; be unpaid. Hours must be logged on the UC Volunteer Management System (VMS), which will be covered during the first day of class. The link to the VMS: [**https://ucanr.edu/portal/**](https://ucanr.edu/portal/)

Certified Interpretive Guides must track and log 40 hours of continued education within 3 years of completion of the course to renew certification. For advanced training opportunities visit this link: [**http://calnat.ucanr.edu/Advanced\_Trainings/**](http://calnat.ucanr.edu/Advanced_Trainings/)

**IMPORTANT DATES (**[**http://www.westvalley.edu/calendar/dates\_deadlines/index.html**](http://www.westvalley.edu/calendar/dates_deadlines/index.html)**)**

1. \*\*\*ADD REQUIRED FIELD TRIPS AND DEADLINES\*\*\*\*
2. Monday, September 7st: School Holiday
3. Sunday, September 13th: Last day to add classes and last day to drop this class without a “W” and with a refund
4. Thursday, November 10th: Off-campus Interpretation & Cultural Program Evaluations due
5. Thursday, November 17th: Part One – Rough draft outline and proposal due
6. November 21st: Last day to drop this class with a “W”
7. Thursday, November 24th: No Class
8. Tuesday, December 1st: Part Two – Media flier due
9. Tuesday December 8th: Part Three – Final Project Packet and Completed CIG packets due
10. Thursday – Saturday, November 26th – 28th: School Holiday – Thanksgiving
11. Tuesday, December 15th Final Exam

**HOMEWORK**

 See class schedule below. All assignments are due at the beginning of the class. All assignments are accepted early and will incur a point penalty if late.

**FEES & EXPENSES**

 This course will have additional expenses for those who are eligible and wish to receive both certifications offered through this this course. There will also be some driving costs and bridge tolls to select field trip sites. I try to get park entrance fees waived but cannot guarantee this for each park we visit. As part of your preparation you will need to take one or more trips to your chosen presentation site to prepare. Again, you will incur fuel costs. Please try to carpool. The cost of the California Naturalist Certification varies depending on your education status. Full-time students (9 units +) are eligible for a $50 certification fee other non-full-time students will cost $100. However, all required course work and attendance must be completed. The cost of the National Association for Interpretation also varies depending on pre-existing membership status and other factors. The standard cost for certification, workbook, and membership is $115. If you choose not to be a member of NAI the cost is $145 for an individual. If you choose not to be certified and not to become a member, the cost of the required workbook is $10. These expenses are in addition to the two listed required textbooks as well as any of the required gear you will need for the field trips.

## REQUIRED FORMS

Each student must fill out college required field trip forms prior to going on any off-campus field trip. Each student will also need to complete confidential medical information card prior to participating on any field trip. More forms are required if requesting certification(s).

**SPECIAL ACCOMMODATION**

 If you need a special accommodation for a physical and/or learning disability, please talk to me at your earliest convenience so that we can work together in accommodating your needs. If you are uncertain as to whether you need such accommodations, I recommend that you chat with or visit the Disability and Educational Support Program at (408) 741-2010 (voice) or (408) 741-2658 (TTY) for a consultation (confidential and no charge for students). West Valley College makes reasonable accommodations for persons with documented disabilities.

**PROHIBITIONS**

1. audio or video recording *without* prior permission from me
2. family, friends, loved ones, and/or significant others unless they are registered in the course
3. pets and all other animals
4. firearms or other prohibited weapons
5. prohibited drugs and all forms of alcoholic beverages

## CLASSROOM DECORUM

 As a courtesy to your fellow students and me please switch your pagers and cell phones off or put them on non-audible (vibrate) mode. Do not take or receive phone calls or text messages while class is in session. If you intend on using an electronic device to take notes, you are not permitted to sit in the back row of the classroom. I don’t allow hats or sunglasses to be worn inside the classroom. In the field, hats and sunglasses that protect your head, face, ears and eyes are okay and encouraged. If you smoke tobacco products, do so only in safe and legal locations and always downwind from me and other students. Discard your cigarette butts appropriately. West Valley College only permits smoking in designated areas at the fringes of the parking lots and never in or near buildings. If you chew tobacco products, the same courtesy applies. Don’t spit where we have to learn and practice. Some of out field trips sites prohibit all forms of smoking because of the fire danger.

## EMERGENCY PROCEDURES

 West Valley College is one of the safest campuses in California. However, earthquakes and other incidents have been known to happen. Emergency procedures can be found on the poster near the main entrance to the classroom. I recommend each of you to have basic emergency supplies in your car. The college maintains an Emergency Information Website at <http://wvm.edu/emergency/>. I strongly urge all of you to be registered on the WVM-Alert. Instructions can be found at <http://wvm.edu/emergency.aspx?id=3480>.

**EVACUATION:** In the event of an evacuation, the emergency assembly area for this classroom is just west of The Village. Take all of your belongings with you. While we will try to evacuate together as a group, if you get separated we will regroup at our assembly area in lot #2. Do not leave campus or the assembly area unless instructed to do so by me, another school official, another responsible official (police, fire, etc.). At other off-campus locations I will announce where the assembly areas are. When in doubt, ask!

Please note the following important numbers and locations of emergency equipment:

|  |  |
| --- | --- |
| life threatening emergency – regular pay phones | 911 |
| life threatening emergency - campus phones | 911 |
| life threatening emergency – cellular phone | 408-299-3233 |
| student health services on campus for medical assistance | 408-741-2027 |
| nearest accessible campus phone  | classroom phone near the south door |
| nearest fire alarm | inside the classroom near the northwest door |
| nearest fire extinguisher | inside the classroom |
| nearest first aid kit  | inside the classroom near the northwest door  |
| nearest flashlight | hopefully your pack, book bag, or purse |
| nearest automatic external defibrillator (A.E.D) | outside V-4 |

**FIELD TRIP GUIDELINES**

 Carpooling is highly encouraged, but please offer gas money to drivers! Additional information will be provided for all the field trips planned. We have to comply with state and institutional regulations, policies, and laws. All of our field trips are off campus in areas that have potential objective and environmental hazards.

* In your motor vehicles: Vehicle must have valid required state minimum liability & medical insurance coverage. Drivers must follow all vehicle code laws, and vehicle must have seat belts for each passenger
* Clothing must be appropriate for weather (including hot sunny or cold/rainy weather)
* No alcoholic beverages (regardless of your age) or any prohibited controlled substances are permitted at any time or any location during field trips. This includes at and while in transit to and from field trip site.
* Report all injuries to me immediately.
* No firearms or devices capable of firing a projectile, period! This includes but not limited to firearms, blowguns, paintball guns, slingshots, archery equipment, and other weapons.
* You must sign the WVC Waiver of Liability & Medical Information form before you can participate on any activity or field trip.

**SPECIAL INFORMATION**

The underlying theme for this course is to provide you with a sense and experience of what it's like to have interpretative responsibilities. In short, the efforts and joys of environmental (natural) and cultural resource interpretation. Creativity and experimentation is vital and encouraged. This course is not a battle pitting you against me or you against each other competing for that 'A'. Rather, the greatest challenge most students have is breaking out of their time-honed conformity and being creative (which includes taking some calculated risks) in front of their peers.

 Some of the class meetings will be off-campus at various sites around the south bay region. Additionally, I have arranged for professionals in specific fields and disciplines to assist me in some of the sections. As I expect all of you to be mentally ready and prepared for each class session I intend to provide you with sufficient advanced notice of any pertinent schedule changes through announcements, email and on Angel. But as that old adage goes, "s#$% happens". So flexibility and preparedness is the name of the game in “nature world.”

As with other aspects in being a naturalist, the interpreter must be prepared for weather changes, an accident where first aid skills or supplies are necessary, or to identify that white and black bird flying over the lake (even though you are doing a flower walk). This course requires you to do some (or considerable) preparation.

 Some of our field trips are remote with little or no access to cellular service. None have food services and some will have limited or no available drinking water. Many of our trips we will be eating lunch 'on the run' and away from our vehicles. Plan on "brown bagging" your lunch during every field trip.

You must be punctual. Pre-plan your travel time to the field trip sites. The hours of this course does not include your travel time. Know how to get to your destination before you depart and check for any existing travel hazards or restrictions.

The off-site activities are going regardless of the weather. If you have any doubt, contact me or assume the trip is on.

Required equipment will include (but not limited to):

* + foul weather gear
	+ clothing for cold/hot temperatures
	+ hiking or sturdy walking shoes/boots
	+ first aid kit
	+ personal medications and emergency gear
	+ headlamp or small flashlight (pen light is okay)
	+ food and water for 5-7 hours of outdoor activities
	+ field journal (we will discuss these in class) & pen/pencil
	+ knapsack or fanny pack to carry required and optional equipment
	+ money (especially if you are the driver) as there may be minimal use fees and occasional bridge/parking toll

Very desirable (but optional) equipment include:

* + binoculars
	+ field identification books (bird, mammal, reptile, plant)
	+ small hand lens or magnifier

Being independent and field ready all the time is part of being an interpreter. There may be schedule changes so be prepared at every class meeting.

# COURSE SCHEDULE

#  *(\*\*subject to changes and revisions\*\*)*

**All classes meet at The Village in V-17 unless specified!**

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| --- | --- | --- |
| **DATE** | **LOCATION** | **GENERAL SUBJECT AND ACTIVITIES TO BE COVERED** |
| ThursdaySeptember 16pm-9pm | V-17 | Welcomes and introductions: course overview and expectations (Heidi)What is CA Naturalist Certification? Portal and iNaturalist (Julie)What is the National Association for Interpretation? (Heidi)What is a Certified Interpretive Guide?*Reading assignment: Ch. 1+8 (CNH), Ch 1+2 (PI)* |
| ThursdaySeptember 86pm-9pm | V-17 (No HM) | Quiz on reading assignments &/or facilitated dialog Definition of Interpretation vs Naturalist vs Environmental EducatorHistory of interpretation or “naturalists” (Luke)Diversity of California – Citizen Science (Julie)Tilden, Cable and Beck principals (Teri)\*Assignment – bring a personal item for next class to talk about*Reading assignment: Ch 3-4 (PI)* |
| ThursdaySeptember 156pm-9pm | V-17(No JK) | Quiz on reading assignments &/or facilitated dialog Tangibles, intangibles & universal concepts (Heidi start - all)Knowing your audience (quiz on learning styles) (Heidi)Diversity and inclusion (Teri)Introduce POETRY (Heidi)*Reading assignment: Ch 5 (PI)**\*choose 5 minute topic* |
| ThursdaySeptember 226pm-9pm | V-17(No JK)(duties Yosem. 4-day) | Literature review (NAI-CIG objective test on reading materials) |
| ThursdaySeptember 296pm-9pm | V-17 | Quiz &/or facilitated dialogPurpose and mission statements (Luke)Measurable objectives (Luke)Interpretation is Organized (Heidi)*Choose 5 min topics – in class**Reading assignment: Ch 6 (PI)* |
| **Friday****September 30****\*Field Day****8am-4pm** | **Don Edwards SF Bay National Wildlife Refuge Environmental Education Center** | Programming for youth, environmental education & interpretationChildren in nature, why is it important?Guided walk - marsh exploration, salt pond restoration, importance of Tidal marsh habitats, climate change connectionsNature journaling |
| ThursdayOctober 66pm-9:15pm | V-17 | Thematic development Answering the “So WHAT?”Completing a presentation outline and expectations*Reading assignment: Ch 7 (PI)* |
| ThursdayOctober 136pm-9:15pm | V-17(No HM) | Enjoyable - techniques, tools and gadgetsElizabeth Evans guest speaker? 21st Century trendsClass time to work on outlines & literature review*Reading assignment: Ch 8 (PI) Ch 2 (CNH)***Practice Outline Due date (for 5 min talk)** |
| **Saturday****October 15****\*Field Day****8am-4pm** | **Ulisdac Nature** **Preserve & Guadalupe****River Park****(No HM)** | Plants, biomes and regionsForest woodland and range managementExplore local habitats |
| ThursdayOctober 206pm-9:15pm | V-17(No HM) | **5 Min Natural Resource presentations**Birds, mammals, insects and amphibians, Mushrooms & decomposersInvasive species & resource management*Reading assignment: Ch 5 + 6 (CNH)* |
| **Saturday****October 22nd****\*Field Day****8am – 4pm** | **Marin Headlands &****Marine Mammal****Center (No HM?)** | California geology, coastal habitat, marine environment, citizen science. |
| ThursdayOctober 276pm-9pm | V-17 | **5 Min Cultural presentations**Cultural and Historical significance in our regionOhlone native foods, native resource managementMissions, DeAnza era of Spanish & Mexican ruleMining and Gold Rush EraValley of Hearts Delight to present |
| ThursdayNovember 36pm-9pm | V-17(Duties - Anza Borregofield trip conflict) |  Wrap up literature review (Due date!) |
| **Saturday****October 29****\*Field Day****9am-4pm** | **Almaden Quicksilver****& Martial Cottle****HM/TR** | Uniforms and other costumesInterpretation through living historyInterpretive displays and historical artifactsMining history, geology and water issues tied togetherArtifacts and archives |
| ThursdayNovember 106pm-9pm | V-17 | Improvisation activity?Begin draft outlines and program proposals *1-2 hours class time provided****Cultural Event and Interpretive Program Evaluations DUE******Capstone project proposals DUE (CA Naturalist)****Reading assignment: Ch 8 (CN)* |
| **Saturday****November 12****\*All Day****9am-4pm** | **Coyote Hills – Ohlone** **& Tribal** | Interpreting Native American cultureConflict and War – Interpretation tools to sensitive subjectsCultural sensitivitiesNative plant medicine and resources |
| ThursdayNovember 176pm-9pm | V-17 | Interpreting to children and special needs populationsQuestioning strategiesAdapting programs for successContinue outlines and literary review***Part One – Media Flier, rough draft of proposal and outlines DUE*** |
| November 24 | V-17 | **Thanksgiving Holiday - No Class! ☺** |
| ThursdayDecember 16pm-9:15pm | V-17 | Resources: NPS webinars, Project WET/WILD/Learning TreeSmall group practice activities***Part Two – FINAL Project Packets DUE*** |
| **Saturday****December 3****10am-3pm** | **Final Presentations** | Sanborn County ParkFINAL Project presentations10 minute presentations |
| ThursdayDecember 86pm-9pm | V-17 | Course wrap up & evaluationFinal Exam ReviewPhoto slide show |
| **Saturday****December 10****10am-3pm** | **Final Presentations** | Sanborn County ParkFINAL Project presentations10 minute presentations |
| ThursdayDecember 15TBA | V-17 | **FINAL EXAMINATION** **CIG certification application packets DUE** **(scantron required for literature review - provided)** |