

Pre-approval Contract

Senior: _____

Meeting Date: _____

Please read through this packet and follow the instructions. After you complete all the tasks, make an appointment with the Senior Seminar Instructors. Your plan must be approved *before* you begin your project.

Carefully read through the following statements. Check off each one as you complete it. Bring this packet to your pre-approval meeting.

- ☐ I have read through Senior Seminar Process on pages 4-6.
- ☐ I have read the directions for Step One and completely filled out pages 7-10.
- ☐ I have done a survey of resources, and I know I will find enough material for a Research Paper.
- ☐ I have read the Task Analysis Sample & Instructions on pages 12-13.
- ☐ I have brought my own Task Analysis, **typed, printed**, and **signed by my parent or guardian** to this meeting.
- ☐ I have a mentor, or have an idea for a mentor, and understand that they need to complete the Mentor Contract form on page 12, as well as the Mentor Project Verification form in April.
- ☐ I understand that I need to **take pictures/possibly videos**, throughout the entire process, so they can be included in my portfolio for the Senior Boards Judges to view.
- ☐ I have read the Project Log Sample & Instructions on pages 15-16. I understand how to log the hours spent on my Project, so that it can be included in my Portfolio.

~~~~~ This section is to be filled out during your Pre-approval meeting ~~~~~

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**project:**

**research paper ideas:**

**mentor:**



## The Senior Seminar Process: Goals (or, Why Are We Doing This?)

- **For the seniors** ~ Seniors will complete a long-term educational goal demonstrating integrated skills learned over their entire school career.
- **For the staff** ~ Staff members will become facilitators and mentors with seniors involved in the Senior Project.
- **For the community** ~ Through the Senior Project process, many community members will have the opportunity for positive school involvement.
- **For the curriculum** ~ The effort of the Senior Project will tighten, focus, and integrate the curriculum.

**These are the goals of the senior project,  
but the senior project isn't really about a project.**

WHAT is that you say?

Yes, the senior project isn't a project; it's a *process*. This process is something you will go through many times in your life.

YEAH, RIGHT!

No. Really! Many times, you will be asked to, and often you may want to, learn about a new topic, a new job skill, or even a new hobby. The first step is to do a little informal research, reading about it, watching videos, and talking with others who know more about this area. Soon you will be ready to try this skill for yourself: this is the **Project**. Before you begin, you will create a Task Analysis; this document will help you to plan out the steps needed, as well as a timeline, to successfully complete your project.

As part of your Senior Process, you will want to learn what others have written about your new interest and what others have said about it. This is why we ask you to do some **Academic Research**. You will learn how to share information without plagiarizing others' ideas, and how to correctly document your sources.

It's important to keep track of what you've learned. In the future, if you work for a company, it is imperative to share what you learned. This is the significance of the **Portfolio**: it lets you showcase for others the steps you went through during your project. Finally, you will want to share with others your new knowledge and skills, and your growth throughout this process. This is the **Presentation** part of the process.

It's a *process* that you will use over and over in your life. Sure, you won't always do all four in everything you do; often the steps are informal. Sometimes your projects will turn out to be miserable failures, but that's all part of the process, too.

**(It's called learning.)**

## “Hey, I still don’t get it!”

Dear Senior,

In a few short months, you will be out of high school and started on another journey. This last year will give you the opportunity to take stock of your skills and to demonstrate problem solving, self-directed learning, decision-making capabilities, and independence. The Senior Seminar process gives you a chance (finally!) to choose your area of study, to combine your knowledge and skills from various disciplines, to satisfy your curiosity, and to utilize your talents in a productive manner.

You will complete a project, which **must involve a learning stretch**. You need to engage in a project which causes you to grow intellectually and emotionally. These attributes are the key to significant learning! You will select a topic of your choice and gather a knowledge foundation by researching using primary and secondary sources. You will write a short research paper related to your chosen topic. As you progress, you will keep track of your journey through a portfolio. Your Senior Seminar experience will involve true exploration. The last facet of this learning journey is to give a formal speech in front of a team of who have an interest in and an understanding of your area.

For instance, let's assume that you are really interested in ecology. You might choose to study the effects of plastic pollution on the ocean environment. Your project might be twofold. You will conduct independent research related to the information you found while writing your research paper. You will then present your research process and results and a plan of action to the Senior Seminar class. During your Senior Boards, you will talk formally about what your research paper taught you and what you learned during the project phase. Or maybe you are interested in the field of art, and research how artists use art to express concern about social issues. For your project, you might decide to put together an art show, which is centered around a particular social issue you are interested in and which will include some of your art work or that of local artists. Your portfolio and speech will be used to help assess your chosen Senior Seminar learning journey.

You are a senior. You are special and represent years of education. It is time to show what you know, what you can do, and to celebrate your achievements! You are ready for this experience because you have been preparing for a lifetime. As John F. Kennedy once said, "Effort and courage are not enough without purpose and direction." It is your time to stand up and be counted!

*"Motivation is what gets you started.  
Habit is what keeps you going."*

~ Jim Ryun ~

*[The senior process] challenged me in many ways,  
and prepared me for the real world.*

~ Anonymous ~

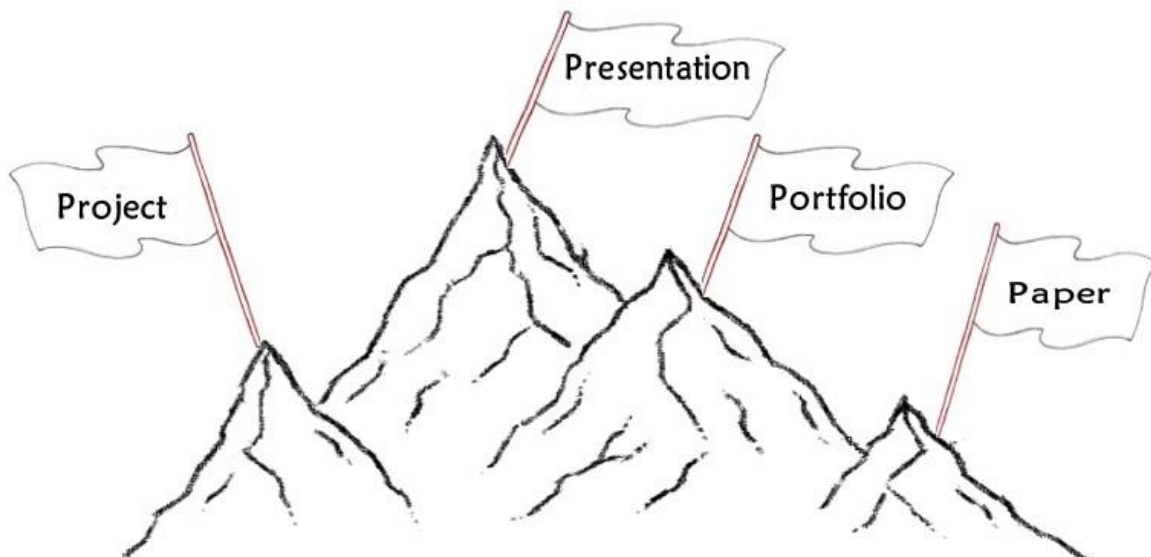
## The Senior Seminar Process: A Successful Journey

The senior process requires you to do four things in an area you wish to study: create a “hands-on” *project*, write a *research paper*, keep a *portfolio* of your progress, and make a *presentation* of your findings.

First, to be successful, you must pick something you *want* to learn about. Next, you must set reasonable goals for yourself. Finally, you must keep progressing through the stages of this process. With this in mind, deadlines or goals are set; procrastination is the surest way to create unnecessary stress for yourself.

Think of the process like a trip to the mountains. Often, when one drives into the mountains, they aren’t even aware that the car is climbing until they look back at how far the car has climbed.

Each step of this process is like a mountain peak. Once you reach the altitude of the first peak, the next peak isn’t much higher. The way to climb the mountain range is one step, one mile, at a time. If you continue moving, you keep climbing.



Now imagine that you don’t move along. You wait. You stop and let the other cars pass you. You think the mountains will go away. What happens? Suddenly, in order to catch up, you have to climb the mountains very quickly. The climb has changed from a gentle incline to a steep cliff. What is a pleasant drive for others becomes a grueling, strenuous effort for you. **Simply put: procrastination creates stress.** How you climb is ultimately your choice, but the senior seminar course is designed to be no more difficult than any other class you have had.

# Step One: Picking a Topic

## Sample PROJECTS and Related RESEARCH PAPERS

Below are some examples of Project ideas and specific Projects, as well as related Research areas which have been narrowed to more specific topics. Study the examples carefully. On the next few pages of this manual, you will begin your Project selection process.

As the ancient Greek philosopher Plato is credited with saying, "The beginning is the most important part of the work." Much of the success you will have on the Senior Project Journey will be determined by your topic selection. Since this is an important decision, take the time to make the right choice.

| Project ideas                                                                                                                                                                                                                                           | specific Projects                                             | general area      | Research topic                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------|-------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Teach social studies classes about the assassination theories</li><li>• mock trial of Oswald</li><li>• Create a notebook containing documented evidence of the history of the Cuban/U.S. relationship</li></ul> | Conduct a mock trial of Oswald                                | President Kennedy | Assassination was a Cuban conspiracy                  |
| <ul style="list-style-type: none"><li>• Build a robot</li><li>• Design own program</li><li>• Make a video showing how computers are impacting the workplace</li><li>• Create web page</li></ul>                                                         | Create a web page for a local business                        | computers         | Computers are the future of education & the workplace |
| <ul style="list-style-type: none"><li>• Slide show</li><li>• Make a photo album</li><li>• Enlarge photos for posters</li></ul>                                                                                                                          | Show special effect slides of own photos to photography class | photography       | Special effects in 35 mm photography                  |
| <ul style="list-style-type: none"><li>• Make presentation for general music class</li><li>• Write a song</li><li>• Learn to play new a instrument</li></ul>                                                                                             | write a song to sing and sing at graduation                   | music             | different kinds of musical styles                     |

**Unless you try to do something beyond what you have mastered, you will never grow.**

You will be spending many hours working on this project, and more time researching a related idea, so consider your topic choice carefully. Think about all the things you would like to fix, do, learn, understand, see, improve, create, experience, own, etc. Jot your ideas under the proper categories as they occur to you. *Do not* mentally edit as you create your list—you want to visit Paris? Write that down, even if you can't afford to go now. If it sparks something, write it down!

Fine/performing arts (music, drama, dance)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Health/physical fitness (steroids, diet, physical goals)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Business (starting a business, trends)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Travel (vacations, languages, explorations)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Careers (schooling, job market research, personal goals)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Social Problems/Social Studies (homeless, aging, youth problems, cultural studies)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Photography/film (making a movie, photography)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Math/science (computers, ozone study, mathematics theory)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Writing/literature (writing a novel, poetry book)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Sports/recreation (climbing, learning to scuba dive)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Home/economics (designing, and sewing a dress, cooking)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Technical arts (wood, metal products, car restoration)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Education (learning styles, early childhood schooling)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Art (Impressionism, paint a mural)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Religion/philosophy (comparative studies, existentialism)

1. \_\_\_\_\_ 2. \_\_\_\_\_

## After the (brain)storm

Once you completed your list, set it aside for a little while. Then go back over your ideas and start narrowing. First, circle the items on your list that could:

- build your knowledge and experience with *a learning stretch!*
- be affordable for you, considering both money and time
- lend themselves to the project phase, and
- be possible to research (briefly check to see if there is information available)
- maintain your interest for several months

Next, choose the **three circled items** that interest you the most, and list them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Consider each item carefully. Write in the choice that best answers each of the following:

|                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Which am I most likely to use after I graduate, in terms of specialized knowledge, a lifelong hobby, or a possible career option? |  |
| 2. Which choice is the biggest learning "stretch" for me?                                                                            |  |
| 3. What have I always been interested in, but have not taken the time to pursue because I needed an "extra push"?                    |  |
| 4. Which one fits my budget in terms of time and money?                                                                              |  |
| 5. Which area will I probably have access to the most?                                                                               |  |
| 6. Which project would help others, and have a positive impact on my school and community?                                           |  |
| 7. Which sounds the most interesting or appealing to me?                                                                             |  |
| 8. Which area is the most unique, and will probably be different from most of the other Seniors in my class?                         |  |
| 9. Which area would my parents/guardians prefer I select?                                                                            |  |
| 10. Which area do my talents most lend themselves to?                                                                                |  |



## Scoring Chart

First: In the chart below, write your three Senior Project topic choices that you listed on page 7.

Second: Assign each choice points in the scoring chart below, based on the questions.

- Questions 1, 2, and 3 are worth **three points** each
- Questions 4, 5, 6, 7, and 8 are worth **one point** each
- Questions 9 and 10 are worth **two points** each

**For examples:** If your answer to question 2 was choice 1, then put three points in your scoring chart for choice 1 under question 2.

Score each of your choices accordingly, then add your total points for each choice.

| Topic Choices | Questions |   |   |   |   |   |   |   |   |    | Total Points |
|---------------|-----------|---|---|---|---|---|---|---|---|----|--------------|
|               | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |              |
| Choice 1:     |           |   |   |   |   |   |   |   |   |    |              |
| Choice 2:     |           |   |   |   |   |   |   |   |   |    |              |
| Choice 3:     |           |   |   |   |   |   |   |   |   |    |              |

And the topic choice with the highest point value is...\_\_\_\_\_

Congratulations! You have just finished the first step in the Senior Seminar Process.

When you start to think about becoming a senior and you start to worry, just stay calm. Becoming a senior is an exciting year and it even is a little scary, too. You don't really have anything to worry about if you don't procrastinate [with senior seminar].  
You will fly through the last year of school.  
~ Anonymous

*Colors fade, temples crumble,  
empires fall, but wise words endure.  
~ Edward Thorndike ~*



# The Project

“If at first you don’t succeed,  
try something harder.”

~ Unknown ~

*“Ninety-nine percent of failures  
come from people who have the  
habit of making excuses.”*

*~ George Washington Carver ~*

“Success is  
getting up  
just one more time  
than you fall.”

~ Oliver Goldsmith ~

As you begin this part of your journey, you want to analyze what steps you will need to take. This is called a “task analysis.”

## Task Analysis

First Last  
February 15, 2016

Note—when typing your task analysis, add your own personal information; leave the bold face type, but omit italics

### 1. Description of Project:

*You should have an idea of what your project will look like. In not more than three paragraphs describe the project and its purpose; be as specific and concrete as you can.*

My project involves two major tasks. First, I am currently creating three recipes, and second, I plan to market and advertise these recipes.

My three recipes are for: (1) peanut butter upside down cake, (2) pork chops stuffed with raw onions, pickles and avocados (3) pan-fried calf tongue with mustard sauce. I will write and illustrate these recipes in a colored brochure. Either all recipes will go on one brochure or one recipe per brochure depending on cost effectiveness and marketing procedures.

I plan to advertise in newspapers and magazines, particularly magazines targeted for cooks and/or homemakers. Ads will be costed out for each, including small classified ads as well as larger display ads. I will use the school newspaper and monthly church bulletin as starts in order to test market.

Since I have a limited budget, I have to seek out the most inexpensive method of commercially printing my brochures and advertisements. I hope to sell my recipes locally and use that money to buy more expensive ads in national print media.

### 2. What do you already know about this area?

I have created two new recipes and am completing the third, but I know nothing about marketing.

### 3. What do you hope to learn through this project?

I want to know if business is the right area for me in the future.

Note—since this preapproval, it should all be future tense.

### 4. Materials you will need:

Nothing; just the recipes and the material I will design on.

If you add things to your project, they do not need to be added to your final Task Analysis; they will show up later in your portfolio & presentation

Note—no space between heading and paragraph; yes, space after paragraph

### 5. Task Analysis and Project Timeline:

List all the tasks you must complete in order to finalize your project. Think through all the steps involved and the time needed for each task. What materials do you need to find? What literature do you need to read? Are there any people you need to talk to for advice?

| TASK | APPROX. COMPLETION DATE |
|------|-------------------------|
|------|-------------------------|

- |                                                |          |
|------------------------------------------------|----------|
| (1) Finish third recipe.                       | March 2  |
| (2) Write and illustrate brochures.            | March 7  |
| (3) Typeset and layout brochures.              | March 12 |
| (4) Find inexpensive printing.                 | March 15 |
| (5) Write and design classified & display ads. | March 18 |
| (6) Advertise in bulletins, newspapers.        | March 20 |

Keep your task list with the number five heading; if you need to leave some space after number four and go to a second page to keep them together, do so

Use specific dates!

### 6. Cost Analysis:

List materials and costs for anything you will need in order to finalize your project. Think through all steps involved and any supplies, services, royalties, etc. you may incur in completing your project.

- |                      |         |
|----------------------|---------|
| (1) Costs of food    | \$25.00 |
| (2) Cost of supplies | \$10.00 |

Note—both lists are spaced exactly the same; use the Tab key, not the space bar, to move items over so that they line up correctly

Note—signature lines are only needed for preapproval, not for portfolio

# Senior Project Mentor Contract

Southland High School

Dear Mentor:

Thank you for agreeing to be a mentor for \_\_\_\_\_'s **Senior Project**. To help clarify your role in this assignment, we have prepared the following guidelines. Feel free to contact your student's Senior Seminar teacher if you have any questions regarding your role as a mentor.

1. Senior Project is a three-phased assignment completed during the last semester of a student's senior year. This assignment involves writing a research paper, developing a physical project and making an oral presentation before a small group of faculty, staff, and community members.
2. The research paper is due in early April. **Before that date, please read a draft of the student's paper.** The student is responsible to show you this. You do not have to correct or grade this paper. As an expert in the field the student has chosen, please help to see if the written information is accurate to the best of your knowledge.
3. The second phase of Senior Project is the development of a physical product. This is due before the end of the school year. Your primary role in this phase is to **verify that this student has invested a minimum of 20 hours towards the completion of this product.** Any advice or assistance you can offer will not only increase the quality of the product, but it will enhance the overall learning experience of our student.
4. At the end of the project, you will be given a **Project Verification Form** to complete. This form verifies that you have seen the product in various stages of development and can attest to the degree of the student's involvement. In addition, we may contact you by phone regarding the student's project.
5. The Senior Project oral presentations are scheduled for the end of May. Each student is allowed to invite guests. If you would like to attend, please discuss this with your student.

Thank you again for taking the time to share your knowledge and experience with this student! If you have any questions or concerns, please call the student's Senior Seminar teacher: Jessica Fraser at (507) 582- 3568 Ext. 4362 OR Paula Mortenson at (507) 582-3568 Extension 4385.

Sincerely,



Lynn Wempner



Paula Mortenson

---

Mentor's signature

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Mentor Name, printed

## Mentor Project Verification

Student: \_\_\_\_\_

Project: \_\_\_\_\_

You have agreed to verify this student's efforts on their Senior Project. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate their project. We may contact you regarding this student's project, so that is why we ask for your phone number. Please keep in mind that this student's research paper has already been evaluated; this form refers to the physical Project.

The student has had me read their research paper to check its content. ☐ Yes ☐ No

Comments:

I can verify that the student spent at least 20 hours creating this project. ☐ Yes ☐ No

Comments:

I saw this project at different stages of completion, not just the final phase. ☐ Yes ☐ No

Comments:

What specific problems did this student encounter and overcome?

What successes have you seen this student achieve?

Mentor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Phone: \_\_\_\_\_ Date: \_\_\_\_\_

# Project Log

As you begin working on your project, keep track of your time and progress. See how accurate—or inaccurate—you were with your task analysis. Remember that the idea is to learn from the process. Set goals and deadlines. Begin work. Revise goals and deadlines. Continue work. Revise again. Learn each time. Grow each time.

The Project Log is important for several reasons. First, it keeps you on task and focused by requiring you to write down what you have accomplished so far and what you need to do next. Second, it helps keep a record of the time spent on the project. Finally, the Senior Project Log allows your teacher and the Senior Board judges to realize the effort, thought, and learning stretch you have expended. It will give them a clearer idea of the scope of your project. This log will be a part of your Portfolio, which the judges will review before Senior Boards; therefore, you will want it to be clearly written and interesting.

## Your Project Log Must Include the Following:

1. Write in your log exactly what you accomplished and how much time was spent doing it. Record time spent on the various project phases: writing, designing, constructing, planning, taking classes or lessons, interviewing, or contacting sources, volunteering, reading, purchasing materials.
2. A plan for what you need to do next, and an approximate date you plan to do it.
3. Feelings and thoughts you have as you progress through the various stages of the project. Let the Project Log be a thinking tool for you as you process successes and setbacks, and reflect on what you are learning. These remarks will be especially helpful to you when you prepare for the Senior Boards speech.

How you maintain your log is as individual as your project. Sometimes logs are best kept daily. Sometimes, if projects are worked on a little bit each day, then logs are best kept weekly. Do, however, log your total time for each entry.

Some students have used blank computer-generated calendars for their logs. Some have written in notebooks. Use whatever method is most convenient for you, and keep it safe.

**Your final Project Log must be typed.** It should show SPECIFICS, as listed above. You will have time during the Senior Seminar class to type it, or edit as needed if it is already typed. See the sample on the next page.



**MUST INCLUDE:**

- Day & Date, minutes or hours completed
- Tasks accomplished, as well as next steps
- Your reflections on that day's experiences

Note—headings are **Bold** type, and centered; use paragraph alignment to center text

**First Last's Project Log**

**Tuesday – June 2, 2015 3 Hours**

I watched a *20/20* video and also learned how to wash my hands properly. Afterward, I looked over the chapters that I will be studying in the next couple weeks, and I started reading Chapter 1: Introduction.

**Wednesday – June 3, 2015 2 Hours**

I had a quiz on Chapter 1. After that, I went over Chapter 2: Safe & Clean Environment. I watched a video on choking, seizure, and ARC disease transmission. I learned how to do some skills such as making an unoccupied bed, transfer belt placement, waist restraint application, and how to clear an obstructed airway. This was a good day, yet frustrating because I had difficulty using the waist restraint.

**Thursday – June 4, 2015 3 Hours**

I took a quiz on Chapter 2 and went over Chapter 3: Communication. After, I watched a video on strokes, and I worked on skills involving gown, glove and bag linen, bed bath, backrub, and providing perineal care for the incontinent client. I thought I might be uncomfortable at this stage, but I feel like I will be able to really help the clients and will feel like I have really helped another human being.

**Monday – June 8, 2015 2 Hours**

There was a quiz on Chapter 3 before moving onto Chapter 4: Basic Needs. I watched a movie called *Peege*, about a family that visits their grandmother in a nursing home on Christmas day and struggles to communicate with her. I spent some time working on previous skills.

Note—include total hours on the last page

**Total: 13 hours**

Note—paragraphs are justified; use paragraph alignment to justify text

# Senior Seminar Class

Senior Seminar is designed to bring together skills and knowledge accumulated over the past thirteen years of school. Each student embarks on a **Project** that they are interested in, either as a hobby, potential career, or a vocation, under the guidance of a mentor from the community. This project turns the “book” knowledge into “hands-on” application. In addition to the project, each student is asked to research an area, related to their project, and write an **Academic Research** essay. Following the completion of the project and the paper, each student describes and displays the steps of their Senior Process in a **Portfolio**. Finally, they present their learning to a panel of judges: a board made up of teachers, administration, and community members, including school board members. This **Presentation** is designed to be a learning experience, not only for the student, but also for the board members.

Interspersed with this hands-on learning experience are various “**life-skill**” lessons, which all adults need to master. These lessons include computer literacy, financing a college education, handling personal finances and budgeting, responsible use of credit, filing taxes, renting an apartment, first aid, résumé writing, interviewing skills, etc.

## Approximate Timeline:

### Spring & Summer after Junior year/Semester 1 of Senior Year:

- Fill out packet & meet with teachers for Pre-approval
- Complete **Project**

### Third Quarter of Senior year:

**Week 1:** Task Analysis; Letter of Intent

**Week 2:** Mentor Contract Form DUE; MLA Research & Documentation;  
Quoting, Paraphrasing, & Summarizing; *Local Scholarships Presenter*

**Week 3:** Research; Source Documentation & Notes; Outline

**Week 4:** Research Paper 1st Draft DUE; Project Log; *FAFSA Presenter*

**Week 5:** Bag Speech example, prep, & practice; Bag Speeches begin

**Week 6:** Bag Speeches, continued; *Corporate Bank Presenter*

**Week 7:** Research Paper 2nd Draft DUE

**Week 8:** Mock Interview practice, *Interview Presenter*

**Week 9:** Mock Interviews, Research Paper Final Draft DUE

### Fourth Quarter of Senior Year:

**Week 10:** *College Experience Speaker(s)*; Cover Letter, Resume & References

**Week 11:** Peer Edits; Cover Letter, Resume & References DUE;  
sample Power Points; *Community Bank Presenter*

**Week 12:** finalize Research Paper for Digital Portfolio

**Week 13:** Project Log DUE

**Week 14:** Overview; Mentor Project Verification Form DUE; watch sample Presentation videos

**Week 15:** Memoirs DUE; Power point DUE, Portfolio, *Leasing Presenter*

**Week 16:** Practice Presentations

**Week 17:** Practice Presentations; Portfolio DUE

**Week 18:** Final Power Point DUE, technology practice, Senior Boards!