Course Catalog Summer Semester 2026

Course Descriptions, Professor Bios and Course Logistics

Before you begin selecting your courses, we want you to remember something important:

Every class at TRIBE U was created with Black Girls in mind. Every workshop, every speaker, every conversation, every assignment, every experience — was intentionally designed for YOU. Your growth. Your healing. Your leadership. Your creativity. Your future.

There are no “filler” classes at TRIBE U.

Every course is powerful.
Every course is a privilege.
Every room holds knowledge, wisdom, and opportunity.

As you build your schedule, remember: there will be plenty of time to laugh with your friends, stroll with your Tribe, bond in the dorms, and create memories together throughout the week. But when it comes to registration, we encourage you to think carefully and intentionally about what YOU need from this experience.

Choose the classes that challenge you. Choose the classes that excite you. Choose the classes that help you grow.

Some workshops may push you outside of your comfort zone. Some may help you discover gifts you didn’t know you had. Some may give you language for things you’ve been feeling your whole life.

Take your schedule seriously. Move with purpose. Be prepared with backup options. And remember you are not just attending a conference. You are building your TRIBE U experience.

ILS - The Fannie Lou Hamer School of Impact & Leadership

ILS/FIN 101 - Major in Impact: Designing the Change You Want to See

Instructor	Jania Massey
Organization	Stiletto Boss University
Email	jania.massey@stilettobossuniversity.com
Satisfies	ILS + FIN
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM); Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@dearjania @stilettobossuniversity

Professor Bio

Jania Massey is a data strategist, evaluator, and equity-centered consultant based in Charlotte, NC. As Founder and Principal Consultant of Huepact LLC, she partners with nonprofits and mission-driven organizations to design smarter systems, measure what matters, and build the organizational capacity needed for lasting impact.

With over a decade of experience spanning program evaluation, facilitation, and equitable data strategy, Jania brings both rigor and heart to her work. She is also the Founder of Stiletto Boss University, a nonprofit youth entrepreneurship program that has served more than 3,000 teen girls across the Charlotte region.

A Goldman Sachs Black in Business alumna and biology graduate of Winston-Salem State University, Jania operates at the intersection of data, community, and leadership — guiding organizations not just toward better outcomes, but toward a deeper understanding of the impact they're built to create.

She is the author of The Soul of Impact, a Substack series on leadership integrity, community-centered design, and legacy-driven thinking

Class Description

What if creating impact was a skill you could study like a college major? In this interactive workshop, Students will explore how leaders identify challenges in their communities and turn ideas into meaningful solutions. Through guided discussion and hands-on activities, students

will learn how passion, purpose, and leadership can come together to create change. By the end of the session, Students will begin shaping their own impact idea—because Black Girls are not just future leaders, they are powerful change-makers right now.

Intended Outcomes

1. Understand the foundations of impact-driven leadership.
   Students will learn how leaders identify challenges within their communities and transform ideas into purposeful action. They will explore how passion, values, and awareness of community needs can guide meaningful leadership.

2. Identify an issue they care about and develop an initial impact idea.
   Students will reflect on challenges they see in their schools or communities and begin outlining a simple idea for creating change, helping them see themselves as active contributors to solutions.

3. Build confidence in their voice and leadership potential.
   Through discussion and reflection, Students will strengthen their confidence in expressing their ideas and understand that their perspectives and experiences are valuable in shaping change.

4. Apply leadership and impact concepts in everyday spaces.
   Students will leave with practical ways to apply what they learned—whether through school clubs, community initiatives, peer support, or small projects that create positive change in their environments.

Content + Relevance to Black Girls

This session will focus on introducing Students to the fundamentals of impact-driven leadership through reflection, storytelling, and hands-on activities. Students will explore how leaders identify community challenges, connect their personal passions to issues they care about, and begin designing simple solutions that create positive change. Strategies will include guided self-reflection exercises, small group discussion, and a short “impact idea” activity where students begin mapping a problem, possible solution, and the people it could help.

The content is especially relevant for teen Black girls because it centers their experiences, voices, and leadership potential in spaces where they are often overlooked or underestimated. By highlighting examples of community leadership, creativity, and advocacy, the workshop encourages Students to see themselves as capable change-makers. The session creates a supportive environment where Black girls can build confidence in their ideas, explore leadership with integrity, and imagine the ways they can positively influence their schools, communities, and future paths.

ILS/FIN 205 - Generational Wealth Starts Here: Inside Private Equity

Instructor	Jaye Washington
Organization	Washington Strategy Collective
Email	jaye@washingtonstrategycollective.com
Satisfies	ILS + FIN
Availability	Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	Yes, Instagram @_missjaye

Professor Bio

Some people find their purpose early. Jaye Washington found hers by paying attention to the doors that weren't open — and deciding to build new ones.

A proud HBCU graduate, Jaye earned both her Bachelor of Arts in Mass Communication and her Master of Public Administration from Delaware State University. She launched her career in public service — holding roles with the State of Delaware and NASA — before following a winding, intentional path into the world of private equity and alternative investments. That path is exactly what she'd tell her younger self not to be afraid of.

Today, Jaye is what you might call a portfolio career woman — a strategist by training and a builder by nature who doesn't do just one thing, and does it on purpose. She serves as Director of Programs & Initiatives at the National Association of Investment Companies, where she leads talent development and capital access programs that open the private equity industry to people who've historically been left out of it. She is also the founder of Washington Strategy Collective, a boutique strategy consulting firm, and Do Diligence — a career pipeline program designed to introduce high school students to careers in private equity before they ever get to college wondering if it's for them.

Jaye didn't have this roadmap when she was your age. That's exactly why she built it. Jaye is a proud member of Alpha Kappa Alpha Sorority, Inc. and currently calls Atlanta, GA home. In her free time, Jaye enjoys reading, writing, or planning her next trip somewhere new.

Class Description

In this course, students get a front-row seat to the world of private equity — one of the most powerful and least-talked-about corners of the financial world. From the companies we shop at to the neighborhoods we live in, private equity shapes everyday life. Yet most people, especially Black girls and women, have never been invited into this conversation. This course changes

that. Through real-world examples, interactive activities, and bold storytelling, Students will learn how money moves at the highest levels — and why knowing this is one of the most powerful tools they can carry into adulthood.

Class Abstract

Private equity is one of the most powerful forces in the global economy — and one of the best-kept secrets from communities that need access most. This course demystifies how private equity works, who it serves, and how the next generation of Black women can position themselves to participate in it. Through an engaging mix of storytelling, real-world case studies, and hands-on activity, Students will leave with a foundational understanding of how wealth is built at the highest levels. This session meets the TRIBE U Future Innovation major's mission head-on: helping Black girls see themselves not just as consumers of the economy, but as architects of it.

Intended Outcomes

1. Students will be able to explain what private equity is in their own words — including how PE firms raise money, invest in companies, and generate returns — and connect this to businesses and brands they already know.
2. Students will recognize that careers in finance and investing exist beyond banking and Wall Street, and will be able to name at least two pathways (investing, operations, law, communications) through which someone can enter the private equity ecosystem.
3. Students will identify at least one way that private equity impacts their own community — positively or negatively — building their capacity to think critically about money and power in the real world.
4. Students will leave with a personal "next step" — whether that's a book, a program, a role model to research, or a question to ask their school counselor — that connects them to further exploration of finance and investing.

Content + Relevance to Black Girls

This session covers three core content areas: (1) What private equity is and how it works — including funds, investors (LPs), portfolio companies, and returns — explained through brands and companies students already recognize; (2) Who participates in private equity and why diversity matters — with a focus on the underrepresentation of Black professionals and the growing movement to change that; and (3) How to get from here to there — real, accessible pathways into finance careers (usually with starting salaries of $150K annually) for young people starting today. This content is deeply relevant to teen Black girls because wealth-building at this level has historically excluded communities that look like them — and awareness is the first step to access. Understanding that private equity exists, how it functions, and that there is a seat at the table for them is both empowering and practical.

ILS/GVS 230 - Civic Voice & Community Advocacy

Instructor	Tyana Gregory & Myunna Bennett; supported by Dr. Ashley C.J. Daniels
Satisfies	ILS + GVS
Availability	Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	RSVP + internal planning
Notes	Scheduled in the only shared overlap for Tyana and Myunna: Wednesday Block 5.

Detailed Description

A civic engagement and community advocacy course led by UDC students, with support from Dr. Ashley C.J. Daniels. Students will explore advocacy, public voice, political awareness, and how young people can create change in their communities.

ILS/GVS/WEL 220 - It Was Built Without Us: Understanding Systems & Reimagining the World

Instructor	Jae Lange
Organization	BASE Foundation
Email	communityconsulting@jaelange.com
Satisfies	ILS + GVS + WEL
Availability	Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	Professionally I am not very active on social media. I do have a LinkedIn that you may share. You can find me by searching Jae Lange

Professor Bio

Jae Lange is a community organizer, speaker, and advocate with lived experience of homelessness. They currently serve as Chief Community Organizer with BASE Foundation, where they focus on youth and young adult engagement, housing stability, and building stronger, more connected communities. Jae uses their story and professional experience to challenge systems, uplift lived expertise, and push for real, people-centered change.

Class Description

This interactive workshop helps Black girls understand how systems; like school, community rules, and social dynamics, shape their experiences, especially when things feel unfair or confusing. The young people will explore how power, rules, and access impact their daily lives and begin to shift from self-blame to system awareness. Through storytelling, role play, and creative activities, they will practice identifying inequities and responding with confidence. The session centers Black girlhood, affirming their experiences while equipping them with tools to navigate and reimagine the world around them.

Class Abstract

In spaces where Black girls are often misunderstood or overlooked, this workshop creates room for clarity, confidence, and connection. Students will explore how everyday systems influence their experiences and learn to recognize patterns of unfairness without internalizing blame. Through interactive activities and guided reflection, they will practice using their voice and identifying ways to create change. This session empowers Black girls to see themselves as thoughtful leaders capable of shaping the world around them.

Intended Outcomes

Students will:

- Understand what systems are (e.g., school, community, social rules) and how they influence their daily experiences as Black girls.
- Be able to identify moments where something feels unfair and distinguish between personal responsibility and systemic impact.
- Practice using simple advocacy tools, including naming issues, expressing their perspective, and responding to real-life scenarios with confidence.
- Apply their learning by developing a small, realistic "change idea" they can use in their school, peer group, or community to create a more supportive and equitable environment.

By the end of the session, Students will leave with both language and practical strategies to navigate systems, advocate for themselves, and begin imagining new possibilities for change.

Content + Relevance to Black Girls

This session introduces systems thinking in a way that is accessible, affirming, and relevant to teen Black girls. Content includes defining systems (rules, power, and structures), exploring how systems show up in everyday life (school discipline, social expectations, access to opportunities), and identifying how Black girls are uniquely impacted by bias, adultification, and inequitable treatment. Students will also learn a simple advocacy framework (Notice → Name → Respond → Reimagine) and engage in discussions about fairness, voice, and agency. This content is relevant because it validates lived experiences many Black girls navigate daily while equipping them with language and tools to make sense of those experiences and respond with confidence.

FIN - The Katherine Johnson School of Future Innovation

FIN/CEX 101 - Architect Your Idea: Turning Vision Into Real Impact

Instructor	Ebony Karim
Organization	The Beauty Genie®
Email	ekarim@thebeautygenie.co
Satisfies	FIN + CEX
Availability	Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@thebeautygeniebox,@ebonyjkarim

Professor Bio

Ebony J. Karim is the Founder and CEO of The Beauty Genie®, a beauty-tech company reimagining textured hair care through innovation and inclusion. With over 20 years of experience in enterprise IT and federal systems, she bridges the worlds of technology and entrepreneurship as a published author and dedicated STEM educator. Named among Georgia's 100 Women of Excellence (2026) and featured in Forbes, Essence, and Black Enterprise, Ebony is passionate about equipping the next generation of thinkers and leaders with the tools to thrive at the intersection of tech, business, and identity.

Class Description

Great ideas are everywhere, but leaders know how to turn ideas into action. In this interactive workshop, Students will learn a simple framework for transforming vision into real impact. Through guided activities and small-group collaboration, students will identify a problem they care about and outline practical steps to address it in their school or community. By the end of the session, each group will present a short action plan that moves their idea from concept to possibility while building confidence in their ability to lead and create change

Class Abstract

This interactive workshop teaches Students how to turn ideas into real-world impact. Students will learn a simple framework for identifying problems, organizing people, and building practical action plans. Through collaborative exercises, they will design solutions for challenges they care about in their schools or communities. Students leave with a clear approach to leadership and the confidence to move their ideas forward

Intended Outcomes

- Understand the difference between ideas and execution. Students will learn a practical framework for turning a vision into a clear plan with defined steps and outcomes.
- Identify real problems worth solving. Students will practice observing their school, community, or peer environments and identifying opportunities where leadership and initiative can create positive change.
- Develop a simple action plan. Through guided exercises, Students will outline the

first steps needed to move an idea forward, including defining a goal, identifying collaborators, and mapping immediate next actions.

Strengthen confidence in leadership and communication. Students will practice presenting their ideas clearly and learn how to engage others around a shared vision they care about.

Content + Relevance to Black Girls

This session introduces a practical framework for turning ideas into action. Students will learn how to identify problems in their environment, clarify a vision for change, and map the first steps needed to move an idea forward. Strategies include problem-mapping, collaborative brainstorming, and creating a simple action plan that outlines a goal, key supporters, and immediate next steps. Students will also practice communicating their ideas clearly and confidently through short group presentations.

This content is especially relevant for teen Black girls because many already serve as informal leaders in their schools, families, and communities but are rarely taught structured tools for leadership and execution. The workshop focuses on building confidence, strengthening their voices, and helping them recognize their ability to organize people, create solutions, and lead initiatives that positively impact their communities.

FIN/CEX 420 - Robotics & Gaming: Build, Code, Play

Instructor	Mr. Eric
Satisfies	FIN + CEX
Availability	Special Evening (Wednesday, July 1, 2026 | Block 5
Source	
Notes	

Detailed Description

Students will explore robotics, gaming, coding, engineering, problem-solving, game design, and the future of interactive technology.

FIN/GVS 202 - Designing the Future: Black Girls as Innovative Urban Planners

Instructor	Dr. Berneece Herbert
Organization	Jackson State University
Email	berneece.herbert@jsums.edu
Satisfies	FIN + GVS
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM); Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM)
Source	RFP + RSVP

Photo Link	Open RSVP photo upload
Social	https://www.linkedin.com/in/berneece-herbert-b4485313/

Professor Bio

Dr. Berneece S. Herbert is a student-centered, dynamic, and solutions-driven leader with more than 25 years of experience across academia, government, and the nonprofit sector. As Chair and Associate Professor of Urban and Regional Planning at Jackson State University, she serves as a boundary-spanning scholar integrating the natural and social sciences to address complex societal challenges through research, teaching, and community engagement. With expertise in environmental justice, urban resilience, design thinking for social impact, and workforce development, Dr. Herbert trains students to translate scientific research into policy-relevant, community-centered planning solutions. Her career has been dedicated to building inclusive, data-informed, and equity-centered pathways that bridge research, practice, and innovation—equipping diverse learners and communities for success in a rapidly evolving world.

Class Description

This interactive TRIBE U course empowers Black Girls to see themselves as architects of the future by exploring innovation, AI literacy, environmental futures, and design thinking through culturally affirming and hands-on experiences. Students will engage in real-world problem-solving activities that challenge them to think like innovators, inventors, and community leaders. Through collaborative learning, creativity, and guided reflection, students will explore how emerging technologies, big ideas and urban planning can be used to solve problems in their communities and beyond. The session culminates in a mini capstone where each participant identifies “What future am I designing?” and presents their vision for change.

Class Abstract

Black Girls are not just preparing for the future—they are designing it. This TRIBE U session introduces Students to innovation, AI literacy, environmental futures, and design thinking through an engaging, culturally affirming learning experience. Students will explore real-world challenges, develop creative solutions, and build confidence as future builders, thinkers, and inventors. The session culminates in a mini capstone where each participant answers the question: What future am I designing?

Intended Outcomes

By the end of this session, Students will:

1. Understand how environmental problem-solving shape the future and why Black Girls belong in these spaces.
2. Apply design thinking strategies to identify real-world problems in their communities and develop creative, future-focused solutions.
3. Develop confidence in their ability to think critically, collaborate, and imagine themselves as leaders, innovators, and changemakers in STEAM fields.
4. Create a personal “Future Builder Blueprint” outlining the kind of future they want to

design and the steps they can take now to begin building it.
Students will leave with a clear understanding that their ideas, voices, and creativity are powerful tools for shaping the future of technology, communities, and the world

Content + Relevance to Teen Black Girls

This session will address the following key content and strategies:

- Introduction to Future Innovation and Emerging Technologies (sustainability, digital creativity, smart communities)
- Environmental Futures and Community Innovation (climate, sustainability, urban futures, and community solutions)
- Design Thinking and Problem-Solving Framework (Empathize → Define → Ideate → Prototype → Share)
- Capstone Vision Activity: "What Future Am I Designing?"

FIN/ILS 305 - Built, Not Born: The Black Girl Leadership Blueprint

Instructor	Kamille Bundy
Organization	Kamille & Associates, LLC
Email	info@kamilleandassociates.com
Satisfies	FIN + ILS
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM); Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@kamgovspecialist

Professor Bio

Kamille Bundy is a financial strategist and founder of Kamille & Associates, LLC, where she helps entrepreneurs build structured, scalable businesses that generate sustainable funding and long-term wealth. With a background in federal finance and experience managing multimillion-dollar budgets, she blends technical expertise with real-world strategy to help clients move with clarity and confidence. She is also the founder of Young Mothers, Inc., a nonprofit supporting young mothers in becoming self-sufficient and building stable futures.

Class Description

Ever felt like you had to shrink to fit in — or be "strong" all the time just to survive? Leadership isn't about being the loudest in the room. It's about knowing who you are when you walk into it. In Built, Not Born: The Black Girl Leadership Blueprint, you'll explore how to build confidence, set boundaries, and lead without abandoning yourself. Through interactive activities and real

conversation, you'll design your own Leadership Blueprint rooted in your values, voice, and vision. Because powerful leaders aren't born — they are built.

Class Abstract

Built, Not Born: The Black Girl Leadership Blueprint is an interactive leadership lab designed to help Black girls understand that leadership is developed through self-awareness, integrity, and intentional practice. This session challenges the myth that leaders are "naturally confident" and instead equips Students with a structured framework for building their voice, values, and vision. Through storytelling, reflection, and hands-on exercises, girls will identify where they shrink and design a personal leadership blueprint rooted in authenticity. Students leave empowered to lead with clarity, courage, and alignment.

Intended Outcomes

By attending this session, Students will:

1. Redefine leadership beyond popularity or personality and understand it as a skill they can intentionally build.
2. Identify personal leadership values, strengths, and boundaries they can apply in school, community, and peer spaces.
3. Develop greater emotional intelligence by recognizing moments where they minimize themselves and practicing strategies to respond with confidence.
4. Create a written Personal Leadership Blueprint outlining one actionable step they will take to lead with integrity and courage.

Content + Relevance to Teen Black Girls

This workshop addresses leadership myths, emotional intelligence, boundary-setting, vision development, and ethical decision-making. Students will explore how societal expectations often position Black girls as "strong" without teaching them how to lead in ways that protect their peace and identity. This content is directly relevant to teen Black girls navigating academic spaces, social pressure, leadership roles, and environments where they may feel underestimated. The session equips them with structured tools to lead confidently without abandoning their authenticity.

CEX - The Toni Morrison School of Creativity & Expression

CEX/FIN/GVS 250 - VO (Voiceover) Intensive

Instructor	Thembisa Mshaka
Organization	Mshaka Media/Hip Hop Beauty Circa 1973
Email	mshakamedia@gmail.com
Satisfies	CEX + FIN + GVS
Availability	Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)

Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@officiallipgame @officialhiphopbeauty

Professor Bio

Mshaka Media Founder Thembisa S. Mshaka (@officiallipgame) is an essayist, award-winning creative, screenwriter and media producer. Her business title Put Your Dreams First: Handle Your [entertainment] Business is hailed as the “definitive entertainment industry bible” by Chuck D of Public Enemy. Multi award nominated for her work in voiceover, and the winner of a Telly Award for her performance on Walmart’s “Fight Hunger Spark Change campaign, Thembisa has been the brand voice for Lifetime, The Smithsonian Channel, Oxygen, Publix, The WNBA, and the Women of Team USA. She is also the co-founder and co-curator of arts preservation experience Hip Hop Beauty.

Class Description

For aspiring actors, broadcasters and recording artists--the keys to voice acting from a 24 year voice actor and media producer who has talent directed Jamie Foxx, Queen Latifah, and more.

Class Abstract

If you've watched commercials or anime, or listened to an audio book you have experienced voiceover. Learn how it works and practice it with an expert who has voiced for the WNBA, Women of Team USA and Oxygen among other brands. You will come out of the session with more understanding of the powermof your voice and how to use it creatively, whether for content or a career.

Intended Outcomes

Microphone technique, performance to elicit emotion, studio etiquette, and keys to voice care.

Content + Relevance to Teen Black Girls

Most teen Black girls are taking in media or creating content. This shows them behind the world of VO, narration, and their role in shaping media.

CEX/GVS 101 - Black Girlhood & Society: Race, Gender & Power

Instructor	Morgan Holloman-McDonald
Organization	Black Girls Know Best
Email	morgan@blackgirlsknowbest.org
Satisfies	CEX + GVS
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@blackgirlsknowbest @blackgirlhoodarchive

Professor Bio

Morgan Holloman-McDonald (she/her) is a cultural strategist, mother, memory worker, and the visionary behind Black Girls Know Best (BGKB), a national nonprofit and archival movement committed to centering the lives, dreams, and brilliance of Black girls. Born and raised in the South, and shaped by a lineage of resistance, Morgan brings an unapologetic lens to her work: one rooted in Black feminism, cultural preservation, and radical care.

Class Description

This course explores how Black girlhood is shaped by systems, perception, and power. Students will examine how adultification, colorism, and media narratives influence how Black girls are seen and treated in everyday spaces. Through discussion, reflection, and real-world scenarios, students will build language to understand their experiences and recognize broader social patterns. The session introduces foundational concepts in organizing and social change, supporting Students in developing awareness, confidence, and a sense of agency.

Intended Outcomes

Understand how systems such as education, media, and culture shape the experiences and perceptions of Black girls.
• Define and apply key concepts including adultification, colorism, and social justice to real-life situations.
• Analyze personal and shared experiences using a critical lens to identify patterns and broader social dynamics.
• Identify at least one issue they care about and develop a basic action step or response grounded in awareness and advocacy.

Content + Relevance to Teen Black Girls

This course introduces key concepts related to identity, power, and social systems, including adultification, colorism, media representation, and global Black girlhood. Students will explore how these dynamics shape how Black girls are perceived, treated, and understood across schools, digital spaces, and society. The session also incorporates foundational organizing concepts such as identifying community issues, understanding power, and recognizing opportunities for collective action.

CEX/ILS 225 — The Art of Storytelling

Instructor	Diana Veiga
Satisfies	CEX + ILS
Availability	Block 3 (Tuesday, June 30, 2026 |9:30 AM–10:45 AM
Source	Internal addition from planning thread

Professor: Diana Veiga

Diana is a Spelman College graduate, DC-based writer/storyteller/performer, and Story District storytelling instructor.

Course Description:
Every person has a story worth telling.

In this interactive course, students will learn how personal experiences, observations, culture, humor, and truth can be transformed into compelling stories that connect with audiences. Through storytelling exercises, performance techniques, and guided reflection, students will explore how to identify meaningful moments in their lives and shape them into engaging narratives.

Drawing from her experience as a professional storyteller and Story District instructor, Diana Veiga will help students develop confidence in their voice while learning the fundamentals of live storytelling, audience engagement, story structure, and authentic self-expression.

Course Objective:

Students will leave with the foundation of public speaking and a personal story they can share on stage, in conversation, in leadership spaces, and throughout their lives.

CEX/GVS 350 - Black Girl Design Lab: Reimagining Dolls, Memory & Representation

Instructor	Morgan Holloman-McDonald
Organization	Black Girls Know Best
Email	morgan@blackgirlsknowbest.org
Satisfies	CEX + GVS
Availability	Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@blackgirlsknowbest @blackgirlhoodarchive

Professor Bio

Morgan Holloman-McDonald (she/her) is a cultural strategist, mother, memory worker, and the visionary behind Black Girls Know Best (BGKB), a national nonprofit and archival movement committed to centering the lives, dreams, and brilliance of Black girls. Born and raised in the South, and shaped by a lineage of resistance, Morgan brings an unapologetic lens to her work: one rooted in Black feminism, cultural preservation, and radical care.

Class Description

This hands-on design lab invites Students to explore how dolls, toys, and cultural objects shape ideas of beauty, identity, and possibility. Students will examine the history and meaning of

representation in play culture and consider how Black girlhood has been reflected—or excluded—through toys and media. Students will then design their own conceptual dolls, creating visual and narrative elements that reflect identity, imagination, and cultural affirmation. This session blends cultural analysis with creative design, positioning Students as authors of representation and memory.

Class Abstract

Dolls function as cultural texts that shape how children understand identity, beauty, and possibility. This lab explores Black girlhood in toy culture and media through a focus on representation and meaning-making. Students will design conceptual dolls that reflect their vision of identity, imagination, and self-definition. Students will leave with a deeper understanding of representation and their role in shaping cultural narratives.

Intended Outcomes

Students will:

- Understand how toys and cultural objects influence identity formation and representation.
- Analyze gaps in how Black girls have historically been represented in doll and toy culture.
- Design a conceptual doll that reflects identity, imagination, and cultural affirmation.
- Practice translating ideas about representation into visual and narrative form.

Students will leave with a stronger understanding of how culture shapes self-image and the tools to imagine and design more expansive representations of Black girlhood.

Content + Relevance to Teen Black Girls

This session explores representation, material culture, and identity formation through the lens of dolls and toys. Students will consider how Black girls have been historically represented—or underrepresented—in doll culture and how these representations impact self-perception and imagination. The session draws on broader cultural studies frameworks that examine how media and objects shape identity, including work from Black cultural theorists and scholars of representation. This content is highly relevant to teen Black girls as they continue to navigate media influence, self-image, and cultural storytelling in their daily lives.

CEX/WEL 210 - Okay Ladies, Let's Get In Formation: The Discovery of Courageous Self Expression

Instructor	Sanovia Garrett
Organization	Sanovia
Email	findjoy@iamsanovia.com
Satisfies	CEX + WEL
Availability	Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@iamsanovia

Professor Bio

Sanovia is a creative practitioner specializing in Trauma Informed arts facilitation, based in Philadelphia, PA. She is also a vocalist and musician crafting soulful, genre-blending music that heals, uplifts, and connects.

Her practices are rooted in her personal life experiences and her education. She received her BA In Organizational Communication Studies In 2014 and her Master's degree in Urban Studies (Community Arts) In 2018.

As a human centered creative, she Is dedicated to empowering teams and clients through connection and joy. She is currently the Senior Program Manager for Dress for Success Greater Philadelphia.

Class Description

In this interactive class, Students explore how creativity lives in their bodies, voices, and stories. Using the Come Move With Me framework, students will listen to music, move freely, reflect on what they notice, and practice expressing themselves through movement, words, or storytelling. This session invites Black girls to play, trust their instincts, and discover that their voice matters—leaving with simple tools they can use to express themselves and reconnect with their confidence anytime.

Class Abstract

What if confidence wasn't something you had to "fake," but something you could feel in your body? In this interactive class, students explore creativity through music, movement, and storytelling using the Come Move With Me framework. Students will discover how their body can be a powerful tool for expression, stress relief, and creative confidence. This session reminds every student that their voice matters—and they already have everything they need to express it.

Intended Outcomes

Recognize creativity as a personal and embodied experience, understanding that their ideas, feelings, and perspectives are worthy of expression.

Practice using movement and music as tools for emotional expression and stress release, gaining strategies they can use when feeling overwhelmed or disconnected.

Develop greater creative confidence by experimenting with movement, storytelling, and personal reflection in a supportive community environment.

Apply the Come Move With Me framework (listen, move, reflect, express) as a simple process they can use in daily life for self-expression, creativity, and self-care.
www.comemovewithme.com

Content + Relevance to Teen Black Girls

This workshop introduces Students to the idea that creativity is not limited to artistic talent—it is a tool for self-expression, identity development, and emotional wellbeing.

Content will include:

- Understanding creativity as a form of self-expression
- Exploring how music and movement can help us process emotions
- Building creative confidence through experimentation and play
- Practicing voice and storytelling through movement and reflection
- Learning a repeatable framework (Come Move With Me) that Students can use anytime

This content is especially relevant for teen Black girls because they are often navigating environments where their voices may be misunderstood, underestimated, or silenced. This session offers a space where their experiences, imagination, and perspectives are centered and affirmed. By connecting creativity with embodiment, Students gain tools for self-awareness, emotional regulation, and personal expression.

CEX/WEL 310 - Studio of Self-Expression

Instructor	Lena Thompson
Satisfies	CEX + WEL
Availability	Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	Internal addition from planning thread

Detailed Description

An open studio space for painting, drawing, mixed media, visual storytelling, and creative experimentation Lead by mixed media artist Lean Thompson.

CEX/WEL/GVS 360 - Come to Your Senses: Sound, Flavor & Memory as Creative Design

Instructor	Morgan Holloman-McDonald
Organization	Black Girls Know Best
Email	morgan@blackgirlsknowbest.org
Satisfies	CEX + WEL + GVS
Availability	Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@blackgirlsknowbest @blackgirlhoodarchive

Professor Bio

Morgan Holloman-McDonald (she/her) is a cultural strategist, mother, memory worker, and the visionary behind Black Girls Know Best (BGKB), a national nonprofit and archival movement committed to centering the lives, dreams, and brilliance of Black girls. Born and raised in the South, and shaped by a lineage of resistance, Morgan brings an unapologetic lens to her work: one rooted in Black feminism, cultural preservation, and radical care.

Class Description

This immersive sensory lab explores how sound, taste, memory, and storytelling function as powerful tools of identity formation and cultural expression for Black girls. Students will engage in guided experiences that treat the senses as forms of knowledge, where music carries emotion and history, and food holds memory, culture, and connection. Through interactive stations, students will explore curated soundscapes, design concept-based recipes rooted in personal or collective memory, and reflect on how everyday sensory experiences shape who they are and how they understand the world. Rather than focusing solely on traditional academic learning, this session centers embodied ways of knowing, inviting Students to recognize how their lived experiences already hold meaning, creativity, and insight. The lab creates space for Black girls to translate memory into sound, emotion into narrative, and culture into sensory design. Students will move through listening, reflection, and creation activities that encourage both individual expression and collective exchange. This course positions the senses as tools for storytelling, identity exploration, and imaginative world-building, affirming Black girls as cultural thinkers, creators, and meaning-makers.

Class Abstract

This immersive sensory lab explores how sound, taste, and memory shape identity and cultural expression for Black girls. Students will engage with music, storytelling, and food as forms of meaning-making and personal narrative. Through guided listening, creative recipe design, and reflective exercises, students will connect sensory experience to memory, identity, and community. The session centers the senses as tools for creativity, expression, and self-definition.

Intended Outcomes

Students will:
• Understand how sensory experiences such as sound and taste contribute to memory, identity, and cultural expression.
• Explore music and food as forms of storytelling and personal narrative.
• Create a simple sensory-based artifact, such as a playlist concept or recipe inspired by memory or identity.
• Reflect on how sensory experiences shape connection to self, community, and culture.

By the end of the session, Students will leave with a deeper awareness of how everyday sensory experiences carry meaning and how they can use those experiences for creative expression.

Content + Relevance to Teen Black Girls

This session introduces the concept of sensory-based storytelling, focusing on how sound, taste, and memory function as cultural and personal archives. Students will explore how music carries emotional and historical meaning, and how food reflects culture, memory, and community practices. The session incorporates introductory concepts from cultural studies and embodied learning, emphasizing that knowledge is not only intellectual but also sensory and experiential.

CEX/WEL/ILS 275 - Spokenword 101: Voice in Motion - Turning Power into Poetry and Movement

Instructor	Tuyeni Akanke
Organization	The HomeGirl Huddle
Email	thehomegirlhuddle@gmail.com
Satisfies	CEX + WEL + ILS
Availability	Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@thehomegirlhuddle

Professor Bio

Tuyeni Akanke Smith, M.Ed. is a renaissance woman in the truest sense—an authentic and dynamic spirit whose life's work dances between education, ministry, literature, performance, and transformative leadership. A published author of two books and a performer who has graced stages across the United States, she uses her voice as both an usher and a bridge, calling people back to truth, healing, creativity, and remembrance. As the founder The HomeGirl Huddle--- a multigenerational ministry for girls and women, Tuyeni Akanke creates sacred spaces where wisdom, vulnerability, and destiny meet across generations. Rooted in over a decade of experience in education and consulting, her work is equal parts strategy and soul—guided by the belief that transformation begins when people feel seen, heard, and empowered to become whole.

Class Description

In this immersive and embodied creative experience, Students will explore how to transform their personal power into poetry through both voice and movement. Blending spoken word and intentional choreography, this session invites young women to not only write their stories—but to feel and express them through their entire body. Students will be guided through reflective prompts, foundational poetry techniques, and light movement exercises that help bring their words to life. The choreography will support, not overshadow, the poetry—allowing each participant to discover how their body can amplify their voice. By the

end of the session, each young woman will have begun crafting a poem and explored how to express it with presence, confidence, and authenticity.

Class Abstract

Spokenword is a genre of poetry that is about more than rhyming words, this workshop blends the power of your voice, and the craft of using rhythm and meter to help Students express their stories with intentional words and bold body movements. Through guided reflection, writing, and light choreography, young women will learn how to translate their lived experiences into powerful, embodied expression. The session centers authenticity, creative confidence, identity, and presence as tools for storytelling. Students will leave with original poetry and a solid understanding of how to own and express their voice.

Intended Outcomes

Students will:

Develop an understanding of how voice and body work together to communicate emotion, story, and identity.

Learn foundational spoken word techniques and how movement can enhance poetic delivery.

Create an original poem rooted in their personal experiences and explore ways to physically express it.

Build confidence in both writing and presenting their work, recognizing their voice and presence as powerful tools.

Students will be able to apply these skills in creative expression, public speaking, performance, and personal reflection.

Content + Relevance to Teen Black Girls

This session will explore spoken word poetry, storytelling, embodiment, and creative expression through movement. Students will engage with concepts such as voice, presence, emotional expression, and the connection between mind and body in storytelling.

For teen Black girls, this approach is especially powerful because it affirms not only their voice, but their full physical presence in the world. It creates space for them to be seen, heard, and felt—challenging narratives that often silence or minimize their expression. By integrating movement, Students are encouraged to reclaim their bodies as instruments of storytelling, confidence, and power.

CEX/GVS 235 — Creative Writing: Finding Your Voice

Instructor	Diana Veiga
Satisfies	WEL + CEX
Availability	Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM)

Source	Internal addition from planning thread

Professor: Diana Veiga

Diana is a Spelman College graduate, DC-based writer/storyteller/performer, and Story District storytelling instructor.

Course Description:
Great writers do more than tell stories, they help people see the world differently.

In this workshop-style course, students will explore creative writing as a tool for self-expression, imagination, observation, and cultural storytelling. Through prompts, short writing exercises, and collaborative discussion, participants will learn how writers develop characters, scenes, dialogue, and authentic voices.

Course Abstract:

Students will examine how everyday experiences can become powerful stories and how writing can be used to preserve memories, document communities, and explore identity.

Objectives:

By the end of the course, students will have developed original written work and practical tools they can continue using long after TRIBE U.

GVS - The Maya Angelou School of Global Village Studies

GVS/CEX 205 - Econ 101: Your Culture Is Cash

Instructor	Maegan Tomela Burke
Organization	Lipstick Economics
Email	maegan@maeganburke.com
Satisfies	GVS + CEX
Availability	Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)

Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@maegantomelaburke on all platforms; https://www.linkedin.com/in/maeganburke/

Professor Bio

Maegan Tomela Burke is a writer, teacher, and economist. She's lived and worked on every continent except Antarctica, consulting for businesses in Cambodia, Thailand, Morocco, Colombia, and more. With a talent for bringing humans together, she creates courses that help people dream bigger for themselves. She's on her way to France this fall for a master's degree in French Studies with a goal of expanding her clientele within France. As the Lipstick Economist, she studies how identity and culture influence economic behavior.

Class Description

The first time I left the country, I was 20 years old in Paris for 4 months. Even with the culture shock, I was delightfully surprised to find out that I was a hot commodity! People of all different backgrounds chased me down to tell me about their love of Black culture and there's no doubt that I was more well-received than my not-so-melanated peers. Our style, music, film, artists, mindset, writing, fashion — all of it is what makes pop culture and we're loved for it. 16 years and almost 40 countries later, it makes me so happy that Black Americans are so well received, even though I grew up hearing differently. Our cultural habits naturally translate to a life outside of the US. Because we learn how to read energies at a young age, we're able to easily adapt to new rooms. During this session, we're exploring how your culture is your strongest currency. Your culture is cash that gets into more rooms than you would think. You'll enjoy a meditation and brain exercise to help you pinpoint which pieces of you make your special sauce. We'll connect what you see for yourself to opportunities beyond the US. In the spirit of cash and currency, you'll end with some business practice so you can see that getting paid to be you is more possible than you think! I've been able to work, study, and travel on every continent except Antarctica. I'm going to show you how that can be your reality too.

Class Abstract

Our culture is cash and it gets us into more rooms than you would think. In this class, we explore how the things we were taught growing up help us thrive outside of the US and why Black Americans are so loved around the world. Through meditation, brain exercises, and travel stories from almost 40 countries, you'll pinpoint what makes you you and connect it to opportunities that can take you around the world. You'll leave with business practice to prove that getting paid to be you is more possible than you think.

Intended Outcomes

*Students will be able to name the cultural skills they already carry and explain why those skills have value in spaces beyond their immediate community.
*Students will hear from a Black American woman who has lived, worked, and studied on every continent except Antarctica in three languages, giving them a firsthand look at what's possible when you use your culture as currency and bet on yourself.

*Students will connect their personal goals to global opportunities by mapping what they want for themselves to paths that can take them outside of the US.
*Students will complete a business development exercise that shows them how their skills, interests, and cultural knowledge can generate income. They'll leave with a first draft of an idea they can keep building on.

Content + Relevance to Teen Black Girls

The session covers four areas. First, I'll share how I've built a global life over the past 16 years. My career, my studies, and my friendships span six continents, almost 40 countries, and three languages and it all started with a semester in Paris at 20. This sets the stage for why their culture has global value. Second, Students will go through a guided meditation and brain exercise to help them pinpoint the cultural habits, skills, and knowledge they already carry. Third, we'll look at everyday things they do (like speaking when they walk into a room, reading energy, adapting on the fly) and talk about how those same habits open doors around the world. Fourth, they'll try their hand at a business development exercise where they take what they identified about themselves and start building an idea for how it could make them money.

This is relevant to teen Black Girls because most of them are already doing sophisticated cultural navigation every day and nobody has told them that's valuable. They code switch at school, adapt how they communicate at home, and read rooms like it's second nature. On top of that, Black American culture is loved and celebrated globally. The world is already excited about who they are. This session puts language to what they already carry and shows them it can take them way further than they've imagined.

GVS/CEX/ILS 345 - Black Girlhood Archive and Design Lab

Instructor	Morgan Holloman-McDonald
Organization	Black Girls Know Best
Email	morgan@blackgirlsknowbest.org
Satisfies	GVS + CEX + ILS
Availability	Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@blackgirlsknowbest @blackgirlhoodarchive

Professor Bio

Morgan Holloman-McDonald (she/her) is a cultural strategist, mother, memory worker, and the visionary behind Black Girls Know Best (BGKB), a national nonprofit and archival movement committed to centering the lives, dreams, and brilliance of Black girls. Born and raised in the South, and shaped by a lineage of resistance, Morgan brings an unapologetic lens to her work: one rooted in Black feminism, cultural preservation, and radical care.

Class Description

This immersive lab invites students to explore how Black girls are documented through schools, media, and digital platforms—and how fashion and design can reclaim that narrative. Students will engage in hands-on archiving activities, design personal “yearbook” pages, and create fashion-forward artifacts that communicate identity, values, and vision. A curated Black girl book bar and collaborative memory wall will reinforce community, joy, and peer affirmation. This course blends cultural reflection, creative production, and personal authorship into a space where Black girls become the architects of how they are seen and remembered.

Class Abstract

Black girls are constantly documented by schools, media, and culture, yet rarely control the narrative. In this lab, Students will explore archiving as a creative and political act while using fashion and design to communicate identity. Students will build personal yearbook pages, design wearable archives, and contribute to a collective memory wall. This session transforms memory, style, and creative design into acts of cultural authorship and community power.

Intended Outcomes

Students will:
• Understand archiving as an intentional act of self-expression, identity documentation, and cultural storytelling.
• Analyze how fashion, style, and personal aesthetics communicate identity, influence perception, and assert cultural power.
• Create personalized “yearbook” pages and wearable archives that reflect their values, aspirations, and vision for themselves.
• Practice peer affirmation and collective documentation to build belonging, confidence, and shared joy.

By the end of the session, Students will leave with tangible artifacts they designed, language to critically engage representation, and tools to intentionally design how they are remembered in their communities.

Content + Relevance to Teen Black Girls

This session explores archiving, identity formation, media literacy, and fashion as cultural documentation. Students will analyze how Black girls are typically represented in schools, media, and online platforms, and how those narratives often miss their authentic experiences. Fashion and design are introduced as tools to actively document identity and communicate values. Teen Black girls navigate image culture daily; this lab equips them to critically analyze, document, and design their own cultural record while celebrating joy and creativity.

GVS/FIN/ILS 365-S - Black Girl Futures Lab: Space, Power & Community Design

Instructor	Morgan Holloman-McDonald
Organization	Black Girls Know Best
Email	morgan@blackgirlsknowbest.org

Satisfies	GVS + FIN + ILS
Availability	SUMMA SCHOOL / Alternate (SUMMA SCHOOL / Alternate)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@blackgirlsknowbest @blackgirlhoodarchive
Notes	No in-person block assigned so Dr. Holloman is not double-booked; recommended for SUMMA SCHOOL or alternate placement if a block opens.

Professor Bio

Morgan Holloman-McDonald (she/her) is a cultural strategist, mother, memory worker, and the visionary behind Black Girls Know Best (BGKB), a national nonprofit and archival movement committed to centering the lives, dreams, and brilliance of Black girls. Born and raised in the South, and shaped by a lineage of resistance, Morgan brings an unapologetic lens to her work: one rooted in Black feminism, cultural preservation, and radical care.

Class Description

This immersive futures lab introduces Students to how systems such as redlining, segregation, and uneven access to resources have shaped the design of neighborhoods, schools, and public spaces. Students will explore how these structures influence daily life, opportunity, and belonging for Black communities, with a focus on Black girls' lived experiences. Through guided discussion, mapping exercises, and collaborative design activities, Students will analyze existing environments and then use imaginative, Black girl-centered praxis to reimagine and redesign community spaces. The session centers creative world-building as a method for thinking critically about systems while envisioning alternative futures rooted in safety, access, and collective well-being.

Class Abstract

This lab examines how systems such as redlining, segregation, and uneven access to resources shape the design of neighborhoods, schools, and public spaces. Students will explore how these structures influence daily life, opportunity, and belonging for Black communities, with a focus on Black girls' experiences. Through guided discussion and mapping activities, students will analyze existing environments and their underlying logics. Students will then engage in imaginative design work to reimagine community spaces rooted in safety, access, and collective well-being.

Intended Outcomes

Students will:
• Understand how historical and contemporary systems such as redlining and segregation shape access to resources, opportunity, and safety in communities.
• Identify and analyze how physical spaces like neighborhoods, schools, and public infrastructure influence daily lived experiences.
• Apply basic spatial thinking to reimagine community environments through design and mapping exercises.

• Use imaginative and collaborative processes to propose alternative community designs that center safety, access, and well-being for Black girls and their communities.

By the end of the session, Students will leave with foundational language for understanding spatial justice, experience connecting systems to lived environments, and creative tools for envisioning community change.

Content + Relevance to Teen Black Girls

This session introduces foundational concepts in spatial justice, including redlining, segregation, and unequal access to resources and infrastructure. Students will examine how these systems shape neighborhoods, schools, transportation, and community spaces, and how those environments directly impact Black girls' everyday lives. The session uses age-appropriate frameworks from urban planning and social geography to help students connect structural systems to lived experience.

GVS/ILS 101 - The Global Experience: Exploration of Travel, Culture & Society

Instructor	Jayna White
Satisfies	GVS + ILS
Availability	Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	Internal addition from planning thread

Detailed Description

Students will explore travel, identity, culture, global perspective, and how communities around the world shape opportunity and understanding.

This course is designed to help Black Girls discover how travel, culture, and the global experiences shape identity, confidence, empathy, leadership and personal growth. It's dedicated to expanding your world, even if you haven't traveled internationally yet, your dreams, voice and future are not limited to your zip code.

Objectives

Students will

- Explore identity and self discovery
- Gain travel preparedness education
- Develop confidence to travel outside of comfort zones
- Discuss representation in global spaces
- Understand the importance of travel as education

Relevance to teen Black Girls

Travel is more than vacations and social media recaps. It's learning about people, cultures, languages, food, history and yourself. Black Girls deserve to see the world and feel welcome in it. Whether its study abroad or class trips, Black Girls should feel prepared to take on the world.

GVS/WEL 310 - BODY 101: Your Body, Your Power - Black Girl Body Literacy

Instructor	Dr. Rahmatu "Dr. K." Kassimu
Organization	Dr. K.'s Health Minute
Email	speak@drkshealthminuteextended.com
Satisfies	GVS + WEL
Availability	Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	dr.ks.healthminute

Professor Bio

Dr. Rahmatu “Dr. K.” Kassimu is a public health educator, speaker, academic writing coach, and maternal health advocate who helps communities understand health, identity, and wellness in practical, affirming ways. She is the founder of Dr. K.’s Health Minute and serves as an editor and contributing author of Navigating Black Maternal Mental Health and Well-Being. Rooted in Sankofa, the idea of “go and bring it back,” Dr. K. is passionate about giving Black girls and communities the tools, language, and confidence to understand their bodies, advocate for themselves, and thrive.

Class Description

Understanding our bodies is one of the most powerful forms of self-knowledge, yet many young people grow up without learning how to listen to or advocate for their bodies. BODY 101 introduces Black girls to the concept of body literacy, the ability to recognize, understand, and respond to the signals our bodies send. In this interactive “class,” Students will explore how their bodies communicate through energy levels, emotions, stress signals, and physical cues. Girls will also learn how to ask questions, advocate for themselves in health or everyday situations, and develop confidence in trusting what their bodies tell them. Through discussion, myth-vs-fact games, scenario activities, and reflection exercises, Students will build practical tools for caring for their bodies with knowledge, respect, and confidence. This session centers empowerment and reminds Students that understanding their bodies is a lifelong skill and a powerful form of self-advocacy.

Class Abstract

BODY 101 introduces Students to the concept of body literacy, understanding how our bodies communicate and how to advocate for our health and well-being. Through interactive

activities, myth-busting, and real-life scenarios, girls will learn how to recognize body signals, ask questions, and trust their instincts. The session centers empowerment and encourages Students to see body knowledge as a form of self-respect and personal power. Girls will leave with tools they can use throughout adolescence and adulthood to care for their bodies with confidence.

Intended Outcomes

Students will:

Understand the concept of body literacy and why it is important for lifelong health and self-advocacy.

Identify ways their bodies communicate through physical and emotional signals such as stress, fatigue, hunger, and discomfort.

Practice strategies for asking questions, expressing concerns, and advocating for themselves in everyday and health-related situations.

Develop a personal Body Wisdom Toolkit with reminders and strategies they can use to support their well-being and confidence.

Content + Relevance to Teen Black Girls

This session focuses on body literacy, health awareness, and self-advocacy. Students will learn how to recognize body signals, understand how emotions and stress affect the body, and challenge common myths about health and wellness. The workshop will also introduce strategies for speaking up when something feels wrong, asking questions in healthcare settings, and trusting one's instincts.

This content is especially relevant for teen Black girls because they are often expected to be strong, mature, and resilient while having limited opportunities to learn about caring for their own well-being. Building body literacy early supports confidence, health decision-making, and the ability to advocate for oneself in environments where Black girls are sometimes overlooked or dismissed. This session reinforces that understanding and respecting one's body is an important part of personal power and lifelong wellness.

GVS/WEL/ILS 330 - They Grown Though: Unlearning What School Taught You About Yourself

Instructor	Dr. Tenisha S. Jones
Organization	Hannah's Harbor of Mercie
Email	tenjones@umich.edu
Satisfies	GVS + WEL + ILS
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM); Block 2 (Monday, June 29, 2026 | 2:15 PM-3:30 PM); Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM);

	Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@Sadelovejones
Notes	Thursday was listed in one RSVP time-field but not in the attendance-days field; left off the final registrar schedule until confirmed.

Professor Bio

Dr. Tenisha S. Jones (she/her) is a school psychologist, qualitative researcher, and scholar-activist whose work centers the emotional, psychological, and educational experiences of Black girls. She earned her Ph.D. in School Psychology from Howard University and previously earned her B.A. and M.A. from the University of Michigan–Ann Arbor. Her dissertation, Beyond Their Years: The Adultification of Black Girls as Told by Black Women in Emerging Adulthood, examined the long-term consequences of school-based adultification bias through Black Feminist Thought. Her research has been recognized by the Psychology of Black Women Conference, Children's National Research Week, and the Clinton Global Initiative University. Dr. Jones currently serves as a school psychologist in Washington, D.C., and is co-owner of Pure Green Dupont Circle, a community-based smoothie and juice bar. Her scholarship is grounded in her lived experience, school-based practice, and unwavering commitment to Black girl liberation, educational equity, and healing justice.

Class Description

Black girls in schools are often treated as older, harder, and less in need of care than they actually are — a phenomenon called adultification. This class gives girls the language, the research, and the community to name what happened to them, understand it wasn't their fault, and begin to reclaim the girlhood, softness, and protection they always deserved. Through storytelling, reflection, and real talk, Students will leave knowing their experiences are valid, documented, and worth fighting to change.

Class Abstract

Adultification bias is the harmful practice of perceiving Black girls as more adult-like, less innocent, and less in need of nurturing and protection than their peers — and schools are one of its most common sites. This session draws on original dissertation research conducted with Black girls in emerging adulthood to bring their voices, wisdom, and survival strategies into the room. Students will explore how adultification shows up in dress codes, discipline, classroom dynamics, and adult expectations — and what resistance looks like. Girls will leave with language for their experiences, tools for protecting their peace, and a renewed sense of their own worthiness.

Intended Outcomes

-Know what adultification bias is, where it comes from historically, and how it specifically impacts Black girls in school settings
-Be able to identify and name adultification when they experience or witness it, rather than

internalizing it as a personal failure or character flaw
-Apply reflection and storytelling tools to process past school experiences through a new, affirming lens — separating what was done to them from who they are

Content + Relevance to Teen Black Girls

A clear, accessible explanation of adultification bias and its historical roots in the dehumanization of Black womanhood (the Jezebel, Sapphire, and Mammy stereotypes)
Real examples of how adultification shows up in schools: dress code policing, being expected to manage peer conflicts, being read as "aggressive" or "grown," being denied emotional support, and being pushed into caretaking roles
The emotional and psychological toll — anxiety, shame, self-doubt, body insecurity — and why those feelings make complete sense as responses to harm
Stories of resistance: how Black girls push back, protect each other, find joy, and refuse to be defined by the harm done to them.

WEL - The Henrietta Lacks School of Wellness

WEL 101 - Calm over Chaos

Instructor	Vanita P. O'Neal
Organization	DreamWell Therapy Services, PLLC
Email	myvoneal@gmail.com
Satisfies	WEL + ILS
Availability	Block 1 (Monday, June 29, 2026 | 12:00 PM-1:15 PM); Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	Dreamwelltherapy

Professor Bio

My name is Vanita O'Neal. I am a Licensed Clinical Social Worker, United States Air Force veteran, military spouse of over 22 years, and mother of three daughters. I am the founder of DreamWell Therapy Services, PLLC, where I provide trauma-informed, evidence-based, Christ centered care to clients in Texas and California, with additional licensure in Ohio. With over 16 years of experience, I specialize in helping youth, teens, and adults manage anxiety, strengthen emotional regulation, and navigate life transitions. I hold a Bachelor of Social Work, a Master of Social Work, and a Master's in Human Services.

Class Description

Tools to manage anxiety, regulate emotions, and feel in control again

Class Abstract

Calm Over Chaos is a skills-based emotional regulation program designed to help teens understand and manage overwhelming thoughts and c

Intended Outcomes

Students learn practical tools to calm their bodies, challenge unhelpful thinking patterns, and respond to stress with greater control and confidence. Through guided activities and supportive discussion, teens build self-awareness, resilience, and healthy coping strategies.

Content + Relevance to Black Girls

Black girls often face a combination of social pressure, emotional suppression, and chronic stress/exposure. Our girls are frequently overlooked or misunderstood in mental health spaces. Teaching emotional regulation, empowers them to be in control and be supported in the process.

WEL/ILS 205 - Becoming HER: Brilliance, Boldness & Boundaries

Instructor	Krystal L. Meeks McLear
Organization	DopeArtEnergy
Email	krystal_meeks@yahoo.com
Satisfies	WEL + ILS
Availability	Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	Dope Art Energy on IG Or Kdeezy28 on Tik Tok

Professor Bio

Krystal L. Meeks McLear is a Spelman College graduate, healthcare leader, living kidney donor, advocate, and proud mother of four. Krystal is passionate about empowering Black girls to know their worth, protect their peace, and move through life with confidence and strong boundaries. After becoming a teenage mother at 14, Krystal was carried through adversity by the unwavering love and support of her parents, experiences that shaped her commitment to helping young women recognize their power and potential. In addition to her work in healthcare leadership, she advocates nationally for kidney health, organ donation, and patient empowerment as an ambassador for the American Association of Kidney Patients and the National Kidney Foundation.

At the TRIBE U Formation Conference, Krystal will lead an empowering workshop rooted in her lived experience. Through storytelling, real-life discussions, affirmations, and interactive activities, Students will explore body autonomy, consent, red flags, healthy boundaries, and self-worth while gaining practical tools to protect their physical, emotional, and digital well-being. Krystal's mission is to ensure every girl leaves feeling empowered, confident, and unapologetic about the standards she sets for her life.

Class Description

Becoming HER: Brilliance, Boldness & Boundaries is an empowering, interactive workshop created specifically for adolescent Black girls attending the Formation 2026 Conference. Rooted in the facilitator's personal story as a teenage mother who went on to achieve personal and professional success, the workshop offers powerful insight into navigating adolescence, body autonomy, and relationships with awareness and confidence. Through storytelling, real talk, and practical tools, Students will learn to recognize red flags, set healthy boundaries, and make empowered decisions about their physical, emotional, and digital well-being. Grounded in Black girl excellence and high HBCU energy, this session equips young women with the confidence, strategies, and standards needed to protect themselves, embrace their self-worth, and boldly step into who they are becoming.

Class Abstract

Black girls of Formation 2026 — this is your moment. Becoming HER: Brilliance, Boldness & Boundaries is a high-energy, empowering experience rooted in the facilitator's real-life journey as a teenage mother who rose to achieve personal and professional success. Through powerful storytelling, sisterhood, and unapologetic real talk, you'll learn to recognize red flags, protect your body, set bold boundaries, and move with unshakable confidence. You will leave knowing your voice is powerful, your standards are non-negotiable, and becoming HER requires brilliance, boldness, and boundaries.

Intended Outcomes

1. Elevate Self-Worth & Personal Standards
Leave with increased confidence, defined personal standards, and a deeper belief that they deserve respect, protection, and healthy relationships.
2. Strengthen Body Autonomy & Personal Power
Develop a clear understanding that their body belongs to them and feel confident asserting control over physical, emotional, and digital access.
3. Recognize Red Flags with Confidence
Identify signs of manipulation, grooming, and unhealthy relationship dynamics, and trust their intuition when something feels unsafe or inappropriate.
4. Practice Bold Boundary-Setting
Gain practical language and strategies to say "no," communicate limits clearly, and stand firm without apology or guilt.

Content + Relevance to Teen Black Girls

This workshop is especially relevant to teen Black girls because it centers the lived experience of a Black woman who has navigated adolescence, early motherhood, and gone on to achieve

personal and professional success. The facilitator's transparency creates authenticity and relatability and trust; allowing Students to see both the real consequences of vulnerability and the powerful possibility of resilience and growth.

Teen Black girls often face adultification bias, hypersexualization, and social pressures to be strong, accommodating, or mature beyond their years. By centering Black girl excellence and sisterhood, the workshop creates a culturally affirming space where Students feel seen, valued, and empowered. It equips them with the confidence, language, and practical tools to protect their bodies, trust their intuition, set healthy boundaries, and establish standards that reflect their brilliance and worth.

WEL/ILS 260 - Core Requirements: Body, Breath & Becoming

Instructor	Tierra Briscoe
Organization	Tierra Briscoe Wellness
Email	tierra@yogitb.co
Satisfies	WEL + ILS
Availability	Block 3 (Tuesday, June 30, 2026 | 9:30 AM-10:45 AM); Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	@yogi.tb

Professor Bio

Tierra "YogiTB" Briscoe is a trauma-informed Wellness Architect and Event Producer with 18 years of yoga practice and 10 years of teaching experience. A Prince George's County, MD native and former Federal Special Agent, Tierra channels her background in behavioral science and law enforcement directly into her trauma-informed methodology. She is the founder of Tierra Briscoe Wellness, the creator of sol RESET retreats, and the visionary behind Off the MAT, a mentorship community for wellness professionals ready to grow with support, structure, and soul. Her work spans corporate boardrooms to tropical beaches, with clients including beginners in wellness, the NFLPA, Georgetown University, and the Alexandria Police Department.

Class Description

Every college has core requirements, the foundational courses you need before anything else makes sense. At TRIBE U, this is yours. Core Requirements: Body, Breath & Becoming is a movement-based wellness experience that teaches Black Girls to use their bodies as a compass for authentic living. Through gentle yoga, breath work, and honest reflection, Students will explore what it feels like to make decisions from their own truth instead of everyone else's expectations. No yoga experience needed. No performance required. Just you, your breath, and the beginning of something real.

Class Abstract

Core Requirements: Body, Breath & Becoming is a somatic wellness experience that helps Black Girls reconnect with their bodies as a source of self-knowledge, strength, and authentic identity. Using trauma-informed movement, breath work, and guided reflection, Students will explore the physical signals of stress, people-pleasing, and burnout, and learn practical tools to regulate and return to themselves. This session directly addresses the unique pressure Black Girls face to perform, persist, and shrink; often at the cost of their own wellbeing. Students leave with a grounded, embodied framework for protecting their peace as they grow into purpose.

Intended Outcomes

By the end of this session, Students will:
1. Know that stress, people-pleasing, and burnout show up physically in the body, and that those signals are worth listening to, not suppressing.
2. Be able to use at least two movement-based and two breath-based tools to self-regulate when feeling overwhelmed, pressured, or disconnected from themselves.
3. Apply a daily self-check practice they can return to in high-stakes moments, conflict, comparison, or decision-making under pressure from others.
4. Recognize the difference between choices made from their authentic self versus choices made to manage others' expectations. Begin honoring that distinction with confidence.

Content + Relevance to Teen Black Girls

This session is built on three interconnected pillars: movement, breath, and identity. Content includes trauma-informed yoga postures designed to build body awareness; not aesthetics, awareness, alongside breath work rooted in stress regulation, and a guided reflection exercise called The Real vs. The Role, where girls identify where they are genuinely showing up versus where they are performing for someone else's comfort.
This is directly relevant to teen Black Girls because the lived experience is undeniable: Black Girls are more likely to be adultified, over-responsible, and emotionally under-supported. They are praised for being "strong" while silently navigating anxiety, identity confusion, and the exhausting labor of managing other people's expectations. This content doesn't lecture them about self-care, it gives them an embodied, felt experience of what it means to come home to themselves.

Facilitator Tierra Briscoe not only holds 18 years of yoga practice, 10 years of teaching, and a background in law enforcement and intelligence work. But she was once a teenage Black girl who has been in their shoes at one point in time. She knows what survival mode looks like in the body, and she knows how to build the safety in a room that makes real work possible.

WEL/ILS 301 - LD 225: Built Different - Black Girl Leadership Lab

Instructor	Crystal Reed
Organization	Graced The Collective LLC
Email	connect@gracedthecollective.com
Satisfies	WEL + ILS

Availability	Block 6 (Thursday, July 2, 2026 | 11:00 AM-12:15 PM)
Source	RFP + RSVP
Photo Link	Open RSVP photo upload
Social	Instagram: @gracedthecollective, Facebook: Graced The Collective, Tik Tok: graced.the.collective, Youtube: @graced.the.collective

Professor Bio

Crystal Reed is an award-winning higher education leader, confidence coach, and community builder whose work centers identity, purpose, and bold self-expression.

She serves as Associate Director of Admissions at UNC Kenan-Flagler Business School and is the founder of Graced The Collective LLC, a purpose-driven space rooted in faith-centered encouragement, social-emotional growth, beauty as expression, and community. Founded to serve secondary-aged students, college students, and young adults, Graced The Collective exists to ensure that girls and young women do not navigate their most formative years without real support, real truth, and real community.

She holds a Master of Arts in Higher and Post-Secondary Education from Argosy University, a Master of Arts in Human Services Counseling from Liberty University, and a Bachelor of Arts in Mass Communications from Winston-Salem State University, where her journey as a proud first-generation college graduate began. She is also a Certified Professional Coach through the Academy of Creative Coaching.

In 2025, she was honored with the UNC Kenan-Flagler Core Values Award for Inclusion, a recognition that reflects how she shows up in every room she enters.

Crystal believes leadership is not something you wait to be given. It is something you already carry. She cannot wait to be in the room with you.

Class Description

Black girls are often told to shrink themselves, quiet their voices, or dim their brilliance. But the truth is, they were built different. LD 225: Built Different — Black Girl Leadership Lab is an interactive course designed to help Students explore what it means to lead with confidence, authenticity, and purpose. Through reflection, storytelling, and hands-on leadership exercises, Students will discover the power of their voice, learn how leadership presence shapes influence, and practice showing up with courage in the spaces they occupy. This course challenges girls to recognize that leadership isn't reserved for titles or positions, it's expressed through how they communicate, how they carry themselves, and how they inspire others. Students will leave with practical tools to strengthen their confidence, use their voice with intention, and understand that their presence has the power to move a room.

Class Abstract

Welcome to the Leadership Lab at TRIBE U, where Students will explore what it means to lead with confidence, integrity, and purpose as young Black women. Through reflection, conversation, and hands-on leadership exercises, girls will discover how confidence, communication, and presence shape the way they lead and inspire others. Students will practice using their voice and identify the leadership strengths they already possess. At TRIBE U, Black girls are not waiting for permission to lead because they are built different.

Intended Outcomes

Students will identify leadership qualities they already possess and develop a clearer understanding of how their identity, voice, and confidence contribute to their leadership potential.

Students will practice communicating with confidence by introducing themselves, sharing their ideas, and expressing their perspectives in a supportive and empowering environment.

Students will explore how leadership presence, including body language, tone, and mindset, can influence how others experience their voice and leadership.

Students will leave with practical strategies and affirmations they can apply in their schools, communities, and everyday interactions to show up confidently and lead with authenticity.

Content + Relevance to Teen Black Girls

This session explores leadership presence, voice, and confidence through a framework that centers the experiences of Black girls. Students will examine how identity, self-belief, and communication influence their ability to lead and advocate for themselves in spaces where they may not always feel seen, heard, or affirmed. Through guided reflection and interactive activities, Students will identify their personal strengths, practice introducing themselves with confidence, and explore strategies for expressing their ideas clearly and authentically.

The session also addresses common challenges many Black girls encounter, such as feeling pressure to shrink their voice, navigating stereotypes, or questioning whether they belong in leadership spaces. By naming these experiences and reframing them as sources of strength, the workshop helps Students recognize that their perspectives, creativity, and resilience are valuable leadership assets.

This content is relevant to teen Black girls because it affirms their identity while equipping them with practical tools to speak up, trust their voice, and show up confidently in school, community, and future leadership spaces. The goal is for Students to leave understanding that their voice carries influence and that they already possess the qualities needed to lead with integrity and power.

WEL/ILS 340 - Flag Football, Leadership & Team Dynamics

Instructor	Josiah Chenault

Satisfies	WEL + ILS
Availability	Block 4 (Tuesday, June 30, 2026 | 2:00 PM-3:15 PM); Block 5 (Wednesday, July 1, 2026 | 2:00 PM-3:15 PM)
Source	Internal addition from planning thread
Notes	Corrected: afternoon blocks only; no morning blocks.

Detailed Description

Students will explore teamwork, confidence, movement, communication, athletic leadership, and collaborative problem-solving through flag football.