



# **SENIOR PROJECT**

Product, Career, and/or Service Experience

Lowell High School  
2017 – 2018  
Project Handbook

65 S. Pioneer Street  
Lowell, OR 97452  
Phone: (541) 937-2124 Fax: (541) 937-2112

# PROJECT HANDBOOK

## Table of Contents

### GENERAL OVERVIEW

- What is the Senior Project?.....3
- Frequently Asked Questions..... 3-4

### EXPLANATION OF THE PARTS

- Senior Project Proposal Defense.....5
- Fieldwork ..... 5-6
- Mentorship.....6
- Research Paper.....6
- Reflection Paper.....7
- Presentation ..... 7-8

### ASSESSMENT OF THE SENIOR PROJECT

- Assessment Checklist.....8
- Research Paper Evaluation .....9
- Reflection Paper Evaluation..... 10
- Presentation ..... 11

### WORK PAGES/FORMS

- Senior Project Proposal Defense ..... 12
- Budget Form ..... 13
- Learning Agreement (mentor)..... 14
- Learning Agreement (parent). ..... 15
- Log..... 16
- Interview Questions..... 17-18
- Letter to Panel Member (Student)..... 19
- Sample Thank You Letter ..... 20
- Modifications Form..... 21

## GENERAL OVERVIEW

### Career, Service, and/or Product Experience

*All Seniors at Lowell High School will complete a Senior Project*

#### WHAT IS THE CAREER, PRODUCT, and/or SERVICE EXPERIENCE?

The senior project provides students the chance to design and implement a complex learning experience that represents their interests, the knowledge and skills they have gained in school, and their vision for the future. Each student will design a project that fits into one of three categories: product, career, or service-related.

An approved project also includes components that demonstrate meaningful learning, reflection surrounding a career or personal interest, and requires intellectual challenge for the student.

**Additionally, while each student's work will be unique, every senior project must include the following seven parts:**

1. **Personal Profile** – Students will write a paper describing an event or time that made a major influence on who they are, what they believe or prompted a change in their life.
2. **Project Defense** – Students meet with an advisory panel to outline their plans for the project. Students must be prepared to defend the rigor and relevance of their planned activities. The defense must be approved before the student can count hours for their field work.
3. **Field Experience** – The students need to choose a senior project that will focus on either a product-related, a career-related, or a service-related project.
4. **Mentorship Connection** – Students must work with a mentor outside the LHS classroom, who serves as a community consultant. **Family members or LHS staff may serve as a mentor, but must have administrative approval before the senior project begins.**
5. **Research Paper** – The research paper is a five-six page document that enhances student learning and understanding about the project.
6. **Reflection Paper** – The reflection paper is a four page document that summarizes the experience and learning that happened throughout the project.
7. **Presentation** – Students present their completed senior project before a panel of teachers and community experts. Parents/guardians, relatives and/or friends may not sit on the panel; however, they may attend the presentation.

## FREQUENTLY ASKED QUESTIONS

### HOW IS THE SENIOR PROJECT RELEVANT TO THE STUDENT'S WORK IN HIGH SCHOOL?

All students eventually indicate their interest in one of the six career pathways:

Arts & Communication	Business & Management Systems
Health Occupations	Human Resources
Industrial & Engineering Systems	Natural Resources

Most students pursue specialized study in classes related to their area of interest through electives and core area classes. These classes often lead students to experiences beyond the classroom which may be school (extracurricular) or workplace-based. Students choose a project that reflects a product, career, or service interest in one of these specialized areas of study. Students will have regularly scheduled times to meet with their senior teacher/advisor.

### WHO IS EXPECTED TO "TAKE CHARGE" OF THE SENIOR PROJECT?

**The student** is responsible for fulfilling all project requirements **adequately** and **on time**.

- Some project elements **will** be included in coursework requirements within the careers class.
- Students will have a senior project advisor who will check that they are on track to complete the project in a timely fashion.

### WHAT HAPPENS IF THE SENIOR PROJECT IS NOT SUCCESSFULLY COMPLETED?

Students who don't present, or don't successfully pass their presentation, during the week of January 24-25, 2017 will be on sanctions for school activities until they complete the work. Students who have not met project standards by the week before graduation will not participate in graduation activities and will not earn diplomas until their projects are successfully completed.

## EXPLANATION OF THE COMPONENTS OF THE SENIOR PROJECT

### I. STUDENT BIOGRAPHICAL ESSAY

The student will write a one and a half page paper, Times New Roman, font size 12, standard 1 inch margins, double spaced, with a header, and a well-developed introduction and conclusion.

- On a turning point or life event that has influenced them in the direction of their life.
- The focus can be on an actual event, a book read, service rendered or any experience that the student has felt changed their outlook or interests in their future or who they are.

### II. SENIOR PROJECT PROPOSAL/DEFENSE

Students must defend their project proposal with a senior advisor and should be prepared to explain and discuss the following:

- Explanation of fieldwork, a.k.a. type of project and mentorship (see sliding scale explanation)
- Plans for documenting work (student log)
- Rigor of proposed course of action (in what ways will this project be a challenge?)
- Relevance of proposed project (how does this project fit with the student's interests/abilities?)
- Budget Sheet

### III. FIELD EXPERIENCE

Field experience consists of working with a mentor and completing the project with either a product, career, or service focus. Below is an outline of what these three categories entail.

#### **Product-related projects:**

- Product will be a tangible, final product created by the student.
- Demonstrates acquisition and use of specific skills and knowledge.
- Requires time spent working directly with a mentor (at least 10 hours required) and documented independent work time.

#### **Service-related projects:**

- Volunteering directly for a non-profit organization.
- Spending time working for that non-profit on the projects and day-to-day business that it does as part of its work.
- Requires at least 10 hours spent working with a mentor

#### **Career-related projects:**

- Internship
- Career-related job shadowing
  - May be at different locations on different days within the same career  
(Example: a head chef at several different restaurants)
  - May be with different people on different days within the same field  
(Example: different types of nurses on different days)
- Requires at least 10 hours working with a mentor

#### PROJECT "SLIDING SCALE"

Projects take many forms—some are based around the creation of a product, with minimal mentor/workplace experiences, while others are mostly a workplace-based experience, or internship, and don't focus on the creation of a tangible product, and others are created entirely as a service oriented project. A "sliding scale" has been created as a guide to the minimum amount of time that should be spent on the different parts of the fieldwork. A minimum of 10 documented hours must be spent working with a mentor. The remaining hours are to be divided as necessary between different aspects of the project.

#### INTERVIEW

One formal interview is required for this project as well as the written results of that interview. Once again, plan ahead. Think about WHO you might interview, HOW you will contact this person, WHEN you can schedule your time together and WHAT you will ask (questions included in this packet). Decide what to do if you leave several messages and your calls are not returned. When you go to do the interview, make sure you have everything you need. If you choose to record the interview, be sure to ask permission to record your interview. This may be helpful because it can be difficult to listen, ask questions, and take notes.

#### HELPFUL HINTS FOR SUCCESSFUL FIELDWORK

1. Choose your Senior Project early and begin contacting people and collecting materials.
2. Schedule your 10 mentor hours. Be sure to check the time frame and required deadlines. TIME MANAGEMENT is absolutely necessary for meeting deadlines.

3. Be sure an adult is working with you or knows what you are doing in detail. Document and have the mentor sign-off on the hours. A journal of activities and hours will be required.
4. Collect proof of your project as you work. Write a journal documenting your activities and complete the log sheet. Take pictures, prepare a video, and create handouts or brochures or any other final product that visually shows what you've completed.
5. Be creative! Use your imagination! Enjoy your accomplishments!

#### **IV. MENTORSHIP**

The student must have the following pieces for the mentorship part of the Senior Project:

- Mentorship Agreement Form
- Log with mentor's signature

During the Mentorship, you will work closely with at least one adult outside of the LHS classroom who serves as a community consultant. This is the time for you to gain insight, skills and knowledge from a practicing professional. At least ten (10) hours of time must be spent with the mentor.

#### **V. RESEARCH PAPER**

Requirements for the paper: five-six pages, Times New Roman, font size 12, standard 1 inch margins, double spaced, with a header, and a well-developed introduction and conclusion. The information within the research paper should focus specifically on some aspect of your senior project.

Example: The topic of a Service Learning Experience at an animal shelter could be:

- Animal abuse
- How to run a non-profit

Example: The topic of a Product Related experience could be:

- Why particular building materials are chosen
- The steps used in creating the product
- Potential uses for the item

#### **VI. REFLECTION PAPER**

Requirements for the paper: four pages, Times New Roman, font size 12, standard 1 inch margins, double spaced, with a header, and a well-developed introduction and conclusion. The paragraphs in the body of the paper should respond to the prompts under *Presentation Content* on page seven.

#### **VII. PRESENTATION**

Students will have their senior projects finished by **January 9, 2018**.

There will be three days (**January 10-12, 2018**) that students will present their projects to their fellow seniors, in careers class.

During the week of **January 16-19, 2018** students will arrange a time with a teacher and their class to present their project. All arrangements and preparation for this presentation will be the responsibility of the student.

**Final presentations will be on January 24, 25 2018.** All work related to the senior project must be completed prior to this presentation. Your presentation panel will include two LHS staff members and your mentor.

*Details of presentation will be discussed in careers class.*

#### PRESENTATION REQUIREMENTS

- Presentation packet given to each member of your panel.
- Visuals must be included in the presentation. This **will** include a PowerPoint, the finished product, if one was produced and any additional items that will enhance your presentation. **Tri-fold boards will not be accepted.**
- Presentations must be at least 10 minutes and cannot exceed 15 minutes.
- Presentation must be organized with a clear introduction, body, and conclusion.

#### PRESENTATION PACKETS

You will present each member of your panel a packet. The packet will include:

- Cover with name and date
- Table of contents for packet
- Student letter to panel members
- Approved Project Proposal Defense
- Final Log with a minimum of 10 hours signed off by mentor
- Biographical essay
- Research paper
- Reflection Paper
- Thank you note/letter to mentor and a copy to other panel members

#### PRESENTATION CONTENT

In an organized manner, share with your panel members what you did and what you learned, both academically and personally, from your Senior Project. Use the following list to help you construct your presentation.

- Describe your field experience
- Explain how your fieldwork is related to your academic content.
- Describe how this project is relevant to you and your future.
- Describe the challenges you faced throughout this project and how you overcame them.
- Discuss any new learning, ideas, or results that you discovered.
- Describe what you would do differently.
- Reflect on how your education earned during grades 9-12 at LHS have prepared you to take the next steps after graduation.
- Discuss your next steps.

## PRESENTATION REQUIREMENTS

- Arrive at least 10 minutes early.
- Dress professionally.
- No relative or friend may be a panel member. They may attend the presentation as a spectator, but must leave the room during the scoring session.
- Use the scoring guides in your Senior Project packet to make sure that you have met all grading criteria.
- You must pass a preliminary practice session before moving on to your final presentation.

## ASSESSMENT

# ASSESSMENT OF THE SENIOR PROJECT

The assessment of the Senior Project is a continuous, reflective process. The students, mentors, and the presentation panel all play a role in evaluating the work and its progress. The Senior Project is evaluated based on the following assessment criteria:

- Student Bibliography**
- The Senior Project Proposal Defense**
- Field Experience**
- Mentorship**
- Research Paper**
- Reflection Paper**
- The Presentation**
- Comprehensive Evaluation Form**



NAME \_\_\_\_\_

Senior Advisor \_\_\_\_\_

### Research Paper EVALUATION

**COMMENTS:**

AREA: MECHANICS	MEETS	NEEDS WORK
<b>FORMAT</b>		
Length 5-6 pages		
Double spaced		
Times New Roman, size 12		
Header		
<b>CONVENTIONS</b>		
Spelling		
Punctuation		
Usage/Grammar		
Complete Sentences		
Proofed/Spell Checked		

AREA: CONTENT and ORGANIZATION	MEETS	NEEDS WORK
Clear introduction		
Effective conclusion		
Appropriate paragraphing		
Addresses pertinent information: <ul style="list-style-type: none"> <li>• Description of field experience</li> <li>• How field experience is related to academic content</li> <li>• Relevance of project</li> </ul>		
Appropriate writing level (vocabulary, sentence variety, voice)		

OVERALL:     **PASS**             **REVISE**    Senior Advisor's Signature \_\_\_\_\_

NAME \_\_\_\_\_

Senior Advisor \_\_\_\_\_

## Reflection Paper EVALUATION

**COMMENTS:**

AREA: MECHANICS	MEETS	NEEDS WORK
<b>FORMAT</b>		
Length – 4 pages		
Double spaced		
Times New Roman, size 12		
Header		
<b>CONVENTIONS</b>		
Spelling		
Punctuation		
Usage/Grammar		
Complete Sentences		
Proofed/Spell Checked		

AREA: CONTENT and ORGANIZATION	MEETS	NEEDS WORK
Clear introduction		
Effective conclusion		
Appropriate paragraphing		
Addresses pertinent information: <ul style="list-style-type: none"> <li>• Description of field experience</li> <li>• How field experience is related to academic content</li> <li>• Relevance of project</li> <li>• Challenges within project/problem-solving</li> <li>• Discovery of new learning, ideas, or results</li> <li>• Description of what you would do differently next time</li> </ul>		
Appropriate writing level (vocabulary, sentence variety, voice)		

OVERALL:     **PASS**                       **REVISE**    Senior Advisor's Signature \_\_\_\_\_

<p style="text-align: center;"><b>Senior Board Check List &amp; Scoring Guide</b></p> <p><b>Check List: These Items are required</b></p> <p>Conduct</p> <ul style="list-style-type: none"> <li>○ On Time</li> <li>○ Dressed for success</li> <li>○ Speech time (10 – 15 minutes)</li> </ul> <p>Topics</p> <ul style="list-style-type: none"> <li>○ Next steps</li> <li>○ Activities</li> <li>○ Research</li> <li>○ Reflections</li> </ul>	<p>Name of Student: _____</p> <p>Name of Scorer: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Do Wear...</p> <p>Men</p> <ul style="list-style-type: none"> <li>• dress shirt and tie</li> <li>• dress pants</li> <li>• dress shoes</li> </ul> <p>Women:</p> <ul style="list-style-type: none"> <li>• dress shirt or sweater</li> <li>• dress pants or skirt</li> <li>• dress shoes</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Don't Wear...</p> <ul style="list-style-type: none"> <li>• wrinkled or dirty clothing</li> <li>• jeans</li> <li>• short skirts</li> <li>• flip-flops or tennis shoes</li> <li>• see-through or low-cut clothing</li> <li>• tank tops</li> <li>• distracting jewelry</li> <li>• hats</li> </ul> </td> </tr> </table>	<p style="text-align: center;">Do Wear...</p> <p>Men</p> <ul style="list-style-type: none"> <li>• dress shirt and tie</li> <li>• dress pants</li> <li>• dress shoes</li> </ul> <p>Women:</p> <ul style="list-style-type: none"> <li>• dress shirt or sweater</li> <li>• dress pants or skirt</li> <li>• dress shoes</li> </ul>	<p style="text-align: center;">Don't Wear...</p> <ul style="list-style-type: none"> <li>• wrinkled or dirty clothing</li> <li>• jeans</li> <li>• short skirts</li> <li>• flip-flops or tennis shoes</li> <li>• see-through or low-cut clothing</li> <li>• tank tops</li> <li>• distracting jewelry</li> <li>• hats</li> </ul>
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<p style="text-align: center;"><b>Ideas and Content</b></p> <p>The content is clear and focused. The speaker has:</p> <ul style="list-style-type: none"> <li>• a clear purpose and main ideas <span style="float: right;">2 3 4 5</span></li> <li>• supporting details <span style="float: right;">2 3 4 5</span></li> <li>• valid connections and conclusions <span style="float: right;">2 3 4 5</span></li> <li>• content and details that are adapted to audience and purpose <span style="float: right;">2 3 4 5</span></li> </ul> <p>Comments:</p> <p style="text-align: right;">Score _____</p>	<p style="text-align: center;"><b>Organization</b></p> <p>The organization is easy to follow. The speaker has:</p> <ul style="list-style-type: none"> <li>• an effective introduction that brings the audience to the topic <span style="float: right;">2 3 4 5</span></li> <li>• clear organizational structure that is easy to follow <span style="float: right;">2 3 4 5</span></li> <li>• transitions that work <span style="float: right;">2 3 4 5</span></li> <li>• a planned conclusion that matches content and purpose <span style="float: right;">2 3 4 5</span></li> </ul> <p>Comments:</p> <p style="text-align: right;">Score _____</p>		
<p style="text-align: center;"><b>Delivery</b></p> <p>The speaker demonstrates control of technique The speaker has:</p> <ul style="list-style-type: none"> <li>• eye contact with some members of the audience <span style="float: right;">2 3 4 5</span></li> <li>• generally fluent delivery <span style="float: right;">2 3 4 5</span></li> <li>• effective rate, volume, tone and voice inflection that are appropriate to audience and purpose <span style="float: right;">2 3 4 5</span></li> <li>• control of facial expressions, gestures, body movements, and stage presence that helps convey the message <span style="float: right;">2 3 4 5</span></li> </ul> <p>Comments:</p> <p style="text-align: right;">Score _____</p>	<p style="text-align: center;"><b>Language</b></p> <p>The language is original, functional, and appropriate to audience and purpose. The speaker has:</p> <ul style="list-style-type: none"> <li>• words that work <span style="float: right;">2 3 4 5</span></li> <li>• grammar and usage that are usually correct <span style="float: right;">2 3 4 5</span></li> <li>• competent, practiced use of technical language <span style="float: right;">2 3 4 5</span></li> <li>• language that does not detract from the message or purpose, mostly clear, correct enunciation and pronunciation <span style="float: right;">2 3 4 5</span></li> </ul> <p>Comments:</p> <p style="text-align: right;">Score _____</p>		

16 points are required to pass each trait.  
All comments are welcome. If a student fails in any trait, please indicate what he or she needs to do to improve.  
Please feel free to provide additional comments on the back.

Name: \_\_\_\_\_

Approved by: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**Senior Project Proposal Defense (Example)**

**Circle type of project:**    Product related                      Service related                      Career related

**Plans for Fieldwork:** Since very little is known about this disease, I would like to put on an informational seminar for students at LHS as well as community members. This seminar would focus on coping skills in dealing with having Celiacs disease. I plan on including recipes and baked goods as well as internet sites that are helpful.

I will be taking Health Occupations this year and plan on getting about 10 internship hours through the HOC rotations. I will try to get as many of these hours as possible in the field of nutrition. I will also contact Carol Walsh, the nutritionist at Corvallis Clinic to see if she would be my mentor. I would like to do about 10 more internship hours with her.

I plan on spending a total of 20 hours on my work experiences and internships. This will mean that I will work a minimum of 20 hours on getting the seminar ready to go.

**Plans for Documenting the Work I will be doing:** I will use the required journals and forms from Health Occupations to document those work experience hours and will use a similar approach for my internship hours with the nutritionist. Since my work to prepare for the seminar will be done independently, I plan on keeping a journal as well as taking photographs of the process. I will make sure to videotape the actual seminar.

**Rigor of Proposed Project:** This project will be challenging for several reasons. Understanding the complex physiology of this disease will be difficult. Finding and developing helpful resources will take time. I will need to try out each resource.

**Relevance of Proposed Project:** This is not only relevant to my life because I have Celiac's disease, but also because I plan on studying nutrition in college, hopefully to develop recipes and diets for others that have this disease

**Please see the following attachments:**      1. Budget

**BUDGET SHEET**

(Required)

Project costs: What kinds of materials or expenses will you need to plan and carry out your Senior Project? For example, will you need paper, binders, long distance phone calls, bus fare, gas money, etc? You are responsible for all expenses. Remember, you are not required to spend money on your Senior Project.

**Option A:**

<b>Item</b>	<b>Cost</b>	<b>Date Needed By</b>
1.		
2.		
3.		
4.		
5.		

**PARENT SIGNATURE:** \_\_\_\_\_

**Option B:**

I acknowledge there will be no financial obligations associated with this project

**PARENT SIGNATURE:** \_\_\_\_\_

**MENTOR LEARNING AGREEMENT**

\_\_\_\_\_  
(Student's name)

**Mentor/Community Consultant(s)** -- I understand that the student is undertaking a Senior Project that will integrate learning at school with learning in the community. I understand that at Lowell High School the Senior Project entails three components:

- Working with a mentor
- Fieldwork
- Presentation of his/her work to a small panel

**Student's Responsibilities:**

- Initiate regular communication with mentor
- Ask for assistance when needed
- Ask for feedback
- Act as a responsible individual in the student/mentor relationship

**Mentor's Responsibilities:**

- Review the Senior Project plan with the student and discuss the time frame for completion.
- Serve as a mentor, guiding and supporting the student throughout his/her Senior Project
- Assist the student, when appropriate, with decisions about his/her product.
- Assess the student's work regularly and provide feedback to the student about his/her work.
- Communicate regularly with the student.
- Share your professional expertise as needed and when appropriate
- Review the student's documentation of his/her internship. This documentation could include journals, photographs, videos, etc.
- Help to assess the student's final product, if available.

Community Consultant Name	Place of Business/Title	
Address	Phone #	E-mail
Community Consultant Signature	Date	

*Thank you for your help. If there are any concerns or questions about the Senior Project please feel free to contact \_\_\_\_\_ who will be acting as a teacher-advisor to this student.*

**Phone:** 541-937-2124      **E-mail:** \_\_\_\_\_

**PARENT/GUARDIAN LEARNING AGREEMENT**  
LOWELL HIGH SCHOOL SENIOR PROJECT

An essential step in your Senior Project is for your parent/guardian, and community consultant(s) to sign the following learning agreement, which spells out each person's responsibilities.

**Parent/Guardian** – Please read this section carefully, your signature indicates acknowledgement and approval of the project. I understand that the Senior Project is an academically and personally challenging endeavor that is a requirement for graduation. I recognize my responsibility to:

Support \_\_\_\_\_ in his/her efforts throughout the process. (students' name)

**Transportation to Off-Campus Senior Project Activities**

Mark All That Apply

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - no passengers           |
| <input type="checkbox"/> | <input type="checkbox"/> | Student driving private vehicle - passengers okay         |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another parent  |
| <input type="checkbox"/> | <input type="checkbox"/> | Student riding as a passenger - driven by another student |

I understand that the subject for the project and research for the Senior Project at Lowell High school is chosen voluntarily by the student. I agree to release, waive and discharge any and all rights and claims for damages against any and all employees of Lowell High School and of Lowell School District for all claims of damages, demands, and actions whatsoever in any manner arising or resulting from my student pursuing, researching or doing the Senior Project topic, activities and locations identified above. I authorize my senior to participate in the Senior Project topic, activities and locations identified above.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Potentially Hazardous Activities**

(To be indicated by teacher/advisor as appropriate)

Your senior has selected a topic for his/her Senior Project that may include potentially hazardous activities. Misuse of resources, materials, equipment, processes and products may lead to injury or even death.

I give my permission for my senior to participate in the potentially hazardous Senior Project topic, activities and locations identified above.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date





**Interview Questions:**

1. Student name: \_\_\_\_\_

2. Person's full name and title/position: \_\_\_\_\_

\_\_\_\_\_

3. Background, education and/or training, and years of experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Special skills, licensing, physical demands, unique equipment, etc: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Job History – including how and why they chose their current position: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Major duties and responsibilities (day in the life, # of hours worked per week, # of co-workers they interact with, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What makes the job satisfying (setting, skills used, salary/benefits, hours, etc.): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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8. What they find most challenging about their job: \_\_\_\_\_

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9. Skills and/or character traits necessary for a good fit/career success (patience, detail oriented, computer skills, self-motivated, communication, etc.): \_\_\_\_\_

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10. Advice for someone interested in this field (or general advice for students): \_\_\_\_\_

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---

11. Something new or interesting you learned: \_\_\_\_\_

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**Date/time of interview:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## Letter to Panel Members

- Center the letter vertically on the page.
- Use an appropriate letter format (block style is shown below)—no indentations. Use a colon after the salutation (greeting) and a comma after the complimentary closing (Sincerely).
- Make your letter sincere.

January 15, 2015

(5 enters)

Dear Panel Member:

The first part of your letter to your panel member should introduce your Senior Project.

The second part should discuss the presentation. Be sure to include the correct date, time, and place of the presentation. In closing, be sure to thank the panel member for his or her time and contribution to your Senior Project experience.

Sincerely,

(4 enters)

(sign your name)

Your Name

## Sample Thank You Note

Your mentor volunteered their time to help you with your Senior Project. They invested their personal time and professional skills in order to give you the best possible experience. These professionals still had to meet their own job deadlines. A thank you note to them will show your appreciation. In addition, it builds good relationships with the workplace so that other students will be able to participate in internships in the future.

Unlike a personal thank you note you may be used to writing, a business thank you is short and focused. Professional quality mandates that it be a typed, formal letter or a neatly written (in ink) card, with no grammatical or spelling errors.

The following is a sample thank you note:

*Dear Mrs. Smith:*

*Thank you so much for being my Senior Project mentor. I had a great time learning about what is involved in being a successful interior designer and enjoyed the time I was able to spend with you and your clients. The best part of the experience was being able to accompany you to the trade show in order to learn about the wholesale side of the business. Your beautiful store certainly reflects your creative talent. I appreciate the time you spent and the effort you went to in helping to make this a valuable learning experience for me.*

*Sincerely,  
(4 enters)  
(sign your name)*

*Jennifer Brown*

**MODIFICATION FORM**

(To be completed if student changes Senior Project plan after Project Proposal Defense)

As you are working on your Senior Project., you may decide that it is necessary to modify your plans. Keep track of all changes you make. You need the approval of your senior advisor and/or administrator if you make changes after you have submitted your Proposal Defense.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Project Topic:

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How do you wish to change your proposed Senior Project?

Why do you feel this change is necessary?

How will this change affect the goals and/or the timeline of your Senior Project?

Change Approved

Change Denied

\_\_\_\_\_  
Signature: Focus area Advisor/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature: Parent/Guardian

\_\_\_\_\_  
Date