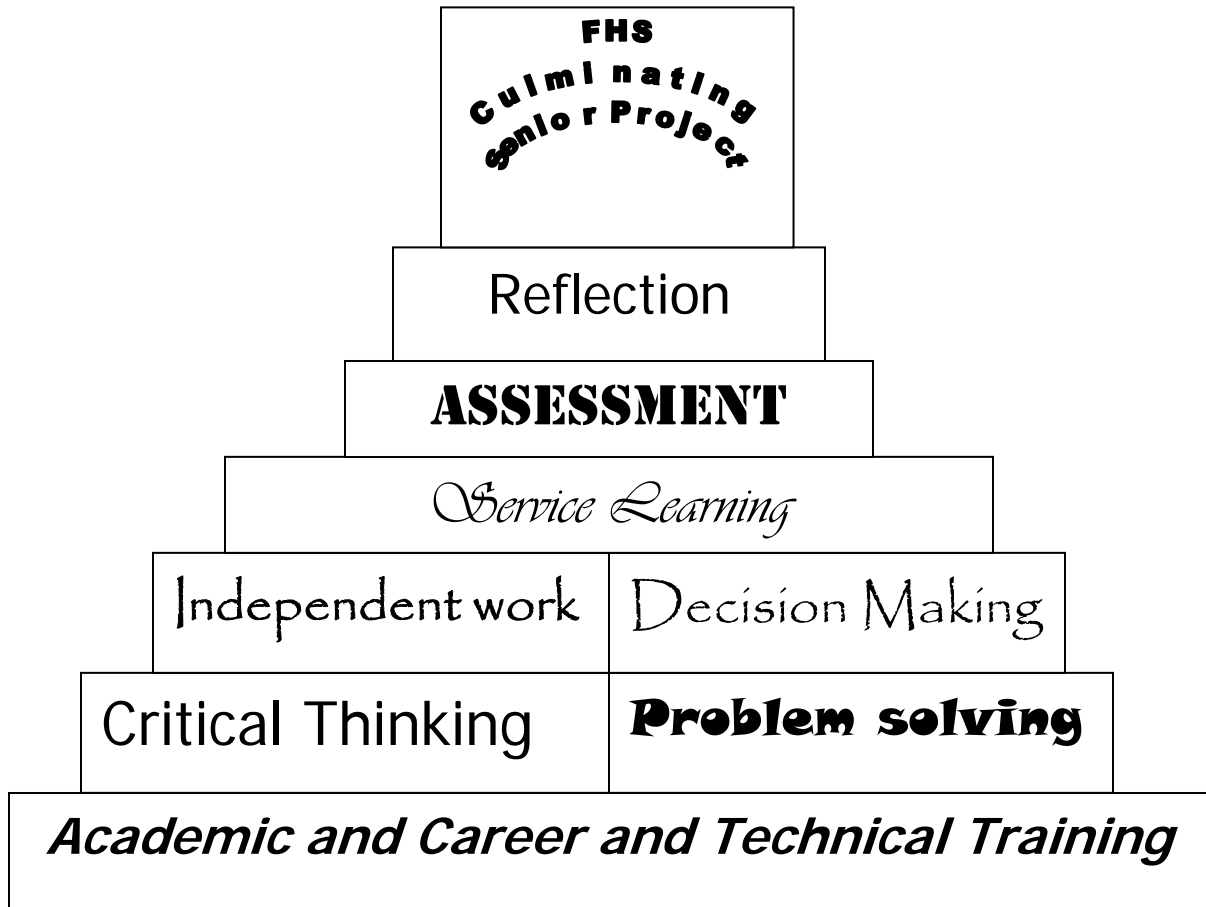


FORKS HIGH SCHOOL

SENIOR CULMINATING PROJECT

Est 1995



FORKS HIGH SCHOOL
191 S SPARTAN AVE
FORKS, WASHINGTON 98331
(360) 374-6262

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Overview

The Forks High School Senior Culminating Project represents a long-term commitment on the part of Quillayute Valley School District to provide opportunities for students to take an active part in the community. This project is designed to provide the student the opportunity to design, implement, and evaluate a project that will enhance educational opportunities for the student, connect school and community, and have a positive impact upon the community.

The Forks High School Senior Culminating Project consists of five requirements:

1. An application and signature sheet to start the project;
2. A project journal documenting 45 hours of service learning with mentor signature and evaluation
3. A written reflective paper of 1000 words or more;
4. A 15 minute formal presentation before a panel of three to five judges;
5. And a presentation of a visual display for a community exhibition at the high school.

All high school seniors must successfully complete a Senior Culminating Project in order to graduate. ***A student cannot graduate without meeting all credit requirements and passing the WASL, senior portfolio, and culminating project.***

Senior Culminating Project Advisory Committee

An Advisory Committee oversees the Senior Culminating Project. This committee shall be composed of students, community members, and teachers. This committee is responsible for determining policy and procedure, for establishing the requirements for all Senior Culminating Projects, and for assisting students when they cannot determine an acceptable project. The Advisory Committee is further available for assisting students to overcome challenges related to the Senior Culminating Project. The Advisory Committee will conduct a yearly review of the Senior Culminating Project and refine and modify the project as necessary.

The Senior Culminating Project is implemented at the classroom level through the Advisory Program.

Program Goals

The goals and objectives (listed below) for the Forks High School Senior Culminating Project are intended to support and reflect the Washington State Education Goals, the Quillayute Valley School District philosophy, vision and mission statements, and curriculum.

Students will:

- Select, plan, implement, and evaluate a culminating project within the allotted time
- Establish and maintain a positive working relationship with community member(s)
- Communicate effectively in written, oral, and visual formats
- Demonstrate and document ability to think analytically, logically, and creatively
- Use experience and knowledge to make reasoned judgment and solve problems
- Understand how performance, effort, and decisions affect future career and educational opportunities
- Work independently, or with mentor/advisor, when appropriate
- Enhance quality of life in the community, while experiencing the benefits of service learning

The Community will:

- Receive the benefit of more informed and committed students in the community
- Foster more student involvement in the community
- Experience long-range commitment to the health and welfare of the community
- Have a direct opportunity to influence the future through individual students

The School will:

- Benefit from strengthened ties between staff members, students, and community in a more informal setting
- Encourage staff to share interests and skills across the curriculum

Program Objectives

Students will:

- 1. Communicate effectively both in written and oral forms**
 - a. Demonstrate the ability to communicate in a formal written manner by presenting their experience through their completed summary reflective paper.
 - b. Demonstrate the ability to communicate in an informal written manner by keeping a Project Journal and documenting all hours.
 - c. Demonstrate the ability to communicate in a formal oral manner by presenting a fifteen-minute presentation to a panel of judges. This presentation will be assessed with a standardized rubric.
 - d. Demonstrate the ability to communicate informally in a question and answer format at the Spartan Showcase.

- 2. Organize their time, make long-term plans, persevere, work independently, use the advice and experience of others, and solve problems.**
 - a. Plan and complete a Senior Culminating Project which contains a significant element of service learning to the community by the established date.
 - b. Secure a mentor to assist their on-site work.

Expectations for the Culminating Senior Project

The project must include, maintain, preserve, and present:

- * the documents initiating the project.
- * a service learning component
- * a detailed journal documenting 45 hours of direct community service beyond the normal school day. Service learning time is the actual time spent doing the service project; it does not include driving time, breaks, etc
- * a summarizing reflection paper (1000 words)
- * the evaluation of a mentor
- * the assessment forms from the Panel
- * the assessment forms from the Spartan showcase
- * the signature of the advisor indicating the project is completed. To successfully complete this phase of the Senior Culminating Project, the advisor must be satisfied by communication with the mentor that the student has met the above expectations

Application Process

It is the student's responsibility to determine the subject of his or her Senior Culminating Project. After researching service learning opportunities in the community, talking with community resources, advisor and family, the student will need to come to a decision. Once the student is satisfied that the project meets the requirements set forth in the project objectives, the student will need to complete a FHS *Senior Culminating Project Signature Approval Form* and write a letter of intent explaining his/his project plan. The student will need to submit both of these documents to the Senior Culminating Project Advisory Board.

The advisory board will review the documents and notify the student of acceptance, or meet with the student to discuss the project. Once the advisory board has approved the project, the student may begin the project.

Selecting a Mentor

Each student will select a mentor to assist and/or advise the student during the project. A student may also need an on-site mentor. The primary mentor must be an employee of Quillayute Valley School District. The mentor may also be the student's school advisor. The mentor cannot be a relative. Each student is responsible for identifying a mentor and arranging to work with that person. If a student is having legitimate difficulty securing a mentor, both the school advisor and the Advisory Committee may assist.

The mentor's role is to guide/assist the student as necessary and serve as a general resource person. The mentor is not to perform any of the tasks of the student's project. The second most important task for every mentor is to provide a written evaluation of the senior's project and return the evaluation to the student's Advisor. Each mentor must validate that the student under his/her mentorship completed the project satisfactorily and that the student spent at least 45 hours working on the project. If an on-site mentor is needed, both mentors will need to complete an evaluation. The mentor must certify and acknowledge in the evaluation that the project satisfies the service learning component.

Sample Letter of Intent (see page 7)

Letter of Intent Approval Form (see page 8)

Signature Form (see page 9)

Project Journal/Log

The journal of the project is a detailed written explanation of the project. All thoughts, actions, communications, progress, obstacles that pertain to the Senior Culminating Project are to be recorded in the written journal. This is an opportunity for students to reflect on project goals. (see p. 1) Each entry is to include the date, hours worked, what activities were completed, student reflections on the changing nature of the work, problems or roadblocks faced, plans for adjustment, modifications to the original proposal, or triumphs of achievement and learning. The mentor must sign off on journal completion. It is recommended to take pictures and include samples of related work materials, such as rough drafts or plans. This will help evaluators to visualize each step taken in the project. It is this journal that will serve as the basis for the final reflection paper. (See page 13)

Reflection Paper

(This reflection is to be used for the presentation)

Describes the project and explains how the student thought analytically, logically and creatively, and how the student integrated the project experience and knowledge so that the student could form reasoned judgments and solve problems. The student will need to explain the importance of work and how performance affects the final product. (See page 14)

Assessment Panel Review

Senior Culminating Project Panel Review occurs at the end of the year. It is conducted over several days during school time with the appointments being arranged by the counseling center secretary.

The student makes a fifteen-minute presentation (highlighting the culminating component) to a panel of judges. This panel will include three to five people from the community and staff. Up to eight minutes of this presentation may be audio-visual. The rest must be oral. The remaining minutes will be a question and answer session wherein the student discusses the Senior Culminating Project experience with the evaluators.

It is strongly recommended that the student use a variety of presentation techniques to assist both the student and the evaluators during this presentation. Visuals may include a multi-media option that includes a wide variety of formats, including computer and/or video productions.

The advisor is responsible for notifying the counseling secretary that a student is eligible for the panel review. The standardized project assessment tool (rubric) will be used to evaluate the project.

Spartan Showcase

Senior Culminating Projects conclude with the Spartan Showcase at Forks High School at the end of the school year. Presentations of projects will occur for the school, during the school day, and in the evening for the community.

Each senior is required to set-up audio/visual display about his/her Senior Culminating Project for the school and community, and must be present during this time to answer any questions about his/her Senior Culminating Project. The particular format may be one of the student's own choosing. The evening session of Spartan Showcase normally is open between 6:30 and 8:30 p.m. Students should plan to arrive early.

Final Assessment

After participating in the Spartan Showcase, the Senior Culminating Project will be considered successfully completed when the Senior Culminating Project Planning Committee has received the following:

1. The mentor's evaluation form regarding the service learning component.
2. The advisor's evaluation form for the written components of the project.
3. The Senior Culminating Project Review Panel Evaluation forms.
4. The Spartan Showcase evaluation forms.

The following are the required elements for the Senior Culminating Project. All are graded on a Pass/Fail basis. Students who demonstrate extraordinary achievement, significant intellectual growth, or superior creativity and effort may pass *with distinction*.

Letter of Intent

Signature Form (Parental Permission/Mentor Contract/Student Commitment)

Project Journal (min. 45 hr.)

Reflection Paper

Judge Panel Review

Spartan Showcase Review

FHS SENIOR CULMINATING PROJECT SAMPLE LETTER OF INTENT

October 6, 2008

(Date written out)
(Double or Quad Space)

Senior Culminating Project Advisory Committee
Forks High School
191 S. Spartan Avenue
Forks, WA 98331

(Full Address in this form)

Dear Members of the Committee

(Double Space)
(No Comma)
(Body is SS in paragraph DS between)

I am a junior at (name of school). For my culminating project, I am proposing to design and build a three foot by four foot wooden doll house that will be true to scale including being electrified so that it can be used to teach home safety to small children. (Introduce Yourself and Propose Idea)

The primary goal of my project is research home plans; choose a plan that would work for my local community and create the miniature blueprints to build the house. I will have plastic windows, electricity and all doors and windows will be working. I will include safety features such as fire extinguishers and smoke alarms so that the house can be used to teaching children home safety.

(Project Details with clearly stated goals)

This project will help me further develop the knowledge and skills needed to become a successful a home designer. I have always enjoyed playing with toys that were miniature replicas of actual working equipment and furniture. This project will allow me to create a toy of my dreams while learning more about safety and home design.

(Skill development/new knowledge tied to future plans)

This project will be a service to the community because it will provide a safety training tool to be used by the Forks Elementary School. The service learning component of my project will be preparing the safety features of the house so that it can be used by elementary teachers to help students learn about home safety. Teaching safety to small children and using play as a way to teach them will be exciting and very real. I may have to create a flier, power point or other materials to go with the house if I can't label the features in the small home. (Community Service learning)

This project will be a challenge to me because I will need to research actual plans, draw my own plans, and then build the house. I will need to select materials, create things I cannot find to fully complete the house as if it was a real house. I will need to spend extra time creating the safety features so that they can be used as teaching tools. (Challenges)

(Mentor's name) has agree to be my onsite mentor and (School Mentor's name) will be my staff mentor. (Mentor with contract)

Thank you for considering my proposal.

(Closing)

(Signature Block QS)

Your Name
Your Complete Address

Culminating Project -Letter of Intent Approval Form

Name: _____ Date: _____

Advisor: _____ Mentor: _____

Project Name: _____

Procedure for receiving and returning Letter of Intent:

1. Student submits letter to counseling center.
2. Committee approves or disapproves and returns letter to student's advisor.
3. Advisor returns it to student.

Criteria for Approval:

- | | | |
|--|------------|-----------|
| <ul style="list-style-type: none">• Stated goals are clear and realistic.
Comments: | Yes | No |
| <ul style="list-style-type: none">• Stated knowledge and skills planned to be acquired connect with student's future plans.
Comments: | Yes | No |
| <ul style="list-style-type: none">• Project is service learning (not just community service.)
Comments: | Yes | No |
| <ul style="list-style-type: none">• Stated challenges are clear.
Comments: | Yes | No |
| <ul style="list-style-type: none">• Chosen mentor meets guidelines.
Comments: | Yes | No |
| <ul style="list-style-type: none">• Letter is well organized and revised for conventions (letter format, mechanics such as grammar, spelling.)
Comments: | Yes | No |
| <ul style="list-style-type: none">• Project Approved:
Comments: | Yes | No |

FHS SENIOR CULMINATING PROJECT SIGNATURE FORM

Student Commitment:

I _____ commit to complete the following project:
_____. I agree to
comply with all components of the project and understand that I must complete the 45 hours of
service and all other requirements in order to graduate.

Student Signature: _____ Date: _____

Parental Permission:

As the parent/guardian of _____, I am aware that my
son/daughter must complete all phases of the Senior Culminating Project to graduate from Forks
High School. My son/daughter has decided to do the project noted above with the following as
mentor/s: _____.

I understand that my son/daughter will attend Senior Culminating Project Exhibition and respond to
comments and questions about his/her project.

My signature below indicates that I am aware of my son/daughter's decisions, as stated above, and
approve of them.

Parent/Guardian Signature: _____ Date: _____

Mentor Contract:

I _____ have read the mentor's guide and I am familiar with
the concept of the Senior Culminating Project -- particularly the service-learning component. I agree
to serve as a mentor for: _____.

Mentor's Signature: _____ Date: _____

Mentor's Address: _____

Telephone Number: _____

E-mail Address: _____

MENTOR'S GUIDE

The student, through completing the Senior Culminating Project, will demonstrate that he/she can communicate effectively both in written and in oral form, and that he/she has the ability to organize their time, make long-term plans, persevere, work independently, and solve problems.

Student Responsibilities

1. Each student will create and complete a project that has a direct correlation to what his/her statement of intent included. This minimum 45-hour project will have a clear service learning component. The student is required to find a mentor to provide assistance for this phase of the Senior Culminating Project. Each student will find his/her own mentor. The Advisory Committee will provide direction and resources at student request.
2. Each student is to submit a letter of intent to the Senior Culmination Project Advisory Committee. After being notified the committee has accepted the project, the student may start the project work. It is highly encouraged that the student shares the letter of intent with the mentor.
3. It is important for the student to communicate with both his/her site-mentor and advisor. The advisor is responsible for signing off on the final project before the student may request an appointment with the Assessment Panel.
4. Each student will keep a Journal documenting how the hours of the project were spent. The student is to discuss each entry with the mentor and request the mentor's signature on the Journal to verify the Journal. This journal will document the decision-making and problem-solving work of the project.
5. The student will complete a Reflection Paper (1000 words) which will summarize his/her learning experiences from the project.
6. Students will be responsible for providing and purchasing all materials needed, if any, for the project and are not to be compensated for labor or materials.
7. It will be the student's responsibility to schedule times to meet with the mentor and to contact the mentor on a regular basis.
8. Students will not leave campus to work on Senior Culminating Projects.

Mentor Responsibilities

1. Be a resource. Students are **to do their own work**. However, sometimes help is needed to:
 - a. Provide guidance as to the shape or form of the project. For example, a student's project might be too large in scope. The mentor would need to help the student narrow the focus to a more manageable level or size.
 - b. Get them started! Sometimes it is necessary to guide (not direct) the student throughout the process of deciding what steps need to be taken and in what order.
 - c. Keep the student on track as far as the service aspect is concerned. Service is a vital and non-negotiable aspect of the project. Service can be defined as anything that will have a beneficial impact upon its recipients. The students' rewards from this service will be real, but sometimes intangible.
2. Provide suggestions as to where to go for reference materials or physical materials.

3. Provide emotional support. Students frequently experience roadblocks. Obstacles may still appear. Providing students emotional support during brainstorming alternative plans gives them more confidence in their problem-solving skills.
4. Be able to attest to what the student has accomplished. Verify the student Project Journal. Of the 45 hours the student is to have spent on the project, how much were you directly involved, or were you personally aware? What have you seen?
5. Offer regular feedback and informal evaluation. Be honest with the student, and allow them to be honest with you.
6. Be particularly mindful of Running Start students. They need an equal amount of mentoring and contact. This may require extra effort on the student and mentor's part.
7. Complete the evaluation sheet of the student's project.

Advisor Responsibilities

1. Help the students initiate their project. Be a resource. Listen to their ideas and facilitate their refining their ideas into a culminating project. Students are to do their own work.
1. Keep the student on track as far as the service aspect is concerned. Service is a vital and non-negotiable aspect of the project. Service can be defined as anything that will have a beneficial impact upon its recipients. The students' rewards from this service will be real, but sometimes intangible.
2. Help them understand and meet their project submission deadlines.
3. Complete the final evaluation of the written portions of the senior culminating project.
4. Advise the student that they are eligible to schedule a presentation time with the Assessment Panel.
5. Collect the final scores for each of the graded sections and submit them to the Senior Culminating Project Advisory Committee.
6. Facilitate student writing thank you notes to all individuals and agencies involved in the Senior Culminating Project.

Make a final recommendation to the Senior Culminating Project Advisory Committee and the principal that all requirements for the project and portfolio have been met and that the student has completed this graduation requirement.

**FORKS HIGH SCHOOL
CULMINATING SENIOR PROJECT JOURNAL
(SAMPLE PAGE)**

NAME _____ MENTOR _____

PROJECT _____ ADVISOR _____

Project Start Date	Project Completion Date	Total Hours

Fully describe each step of your project discussing decision-making, problem-solving, and creative thinking activities. (Use additional paper if necessary)

Date Hours Sign	<h2>Project Activity</h2>
2/12/08	<p>Today I went to the job site for Habitat for Humanity. There were several volunteers there, and our task leader said that we were going to paint the interior walls of the bedrooms, kitchen and bathroom. Everybody thought they knew how to paint, so they paid very little attention to the crew leader, who was the only one who really knew what he was talking about. When several of the older guys went into the bedroom to paint, they didn't intermix the cans of paint, so it was totally obvious, even to me, that the ceiling and walls didn't match. To make matters worse, they didn't use any kind of system to the process, so there were dry areas of fresh paint that got covered with two or three coats, while other areas barely had one coat. The room looked terrible. When the crew leader came in to inspect, I could tell he was upset. Then he had to figure out how to get all those adults how to paint correctly without making them mad. He started out by giving them praise, and just started to paint on his own on the one wall that didn't have any paint on it yet. After about 3 minutes, he was ½ done with the wall, and they all realized that not only was he going faster, it looked better. One of them said, "hey, look at _____." They all stopped, and he just kept painting but said, "if you're having trouble getting consistent results, you can try...." They got the idea. Then the crew leader dumped paint from the cans together and started mixing it. In five minutes he was gone to the next room. I learned that you have to be careful how to coax people to cooperate, and that volunteers aren't always professionals, but you have to learn to work with people of both greater and lesser ability. You have to be careful to lead by example rather than lead by bossing people around. Those guys still left at lunch and never cleaned their equipment. Somebody else had to do it.</p>

REFLECTION PAPER GUIDELINES

This paper may also be used as a framework for your panel presentation.

- Reflect on your original thought (not merely a series of quotes or paraphrases)
 - Provide evidence of in-depth understanding and analysis/synthesis of the information
 - Provide evidence of critical thinking and evaluation skills used/gained
 - Be a minimum of 1000 words.
 - Be typed (word processed), double-spaced, use 10 or 12 pt., Geneva, Helvetica, or Times font
 - Reflect careful thought to content, organization, and style
 - Reflect correct spelling, grammatical usage, and mechanics
-

Use the suggested writing prompts for the Senior Project Reflection to summarize your project.

- In the beginning...
- What I did...
- How it made me feel...
- What I learned and why...
- To do it again I would...
- The effects on community were...
- The future impact on the community is...
- To evaluate my own performance.....
- Some obstacles/challenges that I overcame were....
- I got the idea when...
- I chose this project because...
- My time management...
- I am most proud of...
- What I did matters because.....

Suggested Organization

- Introduce yourself and your project including your goals and why the project was chosen and how it ties to future plans. Thank those who helped you.
- Describe the project from beginning, middle, end
- Discuss any problems you encountered and your solutions to those problems
- Discuss the impact on the community that your project had
- Discuss how the project helped you grow as a person
- Conclude

QUILLAYUTE VALLEY SCHOOL DISTRICT

SENIOR CULMINATING PROJECT PRESENTATION RUBRIC

Student name _____

Project _____

		Minimal	Meets Standards	Exceptional	Comments
1.	Introduction to project Purpose of Presentation Goals of the project and reflection. Interesting Opening	No stated goals Students reflections occur occasionally and focuses only on what happened	Reflection occurs on several different levels Service Learning experiences are analyzed by student and related to evaluator Main ideas fairly presented Goal statement vague	Analysis of the project How it applies to students day to day life Main ideas established States goal clearly	
2.	Application of Learning Self-discovery Main ideas and points supported by interesting and appropriate details.	A minimal amount of change was evident throughout the project not aware of ethical change only participated because it was required	Shows and supports change in attitudes and actions Aware of ethical behavior and exhibits proper choices	Experiences change and growth throughout the project Aware of ethical behavior and integrate it into daily life	
3.	Conclusion Summarizes Recommendations	Poor	Good	Positive, energetic Makes good impression Complete summary	
4.	Question and Answer Quality of student's responses Knowledge and information about project	Not prepared Does not know material	Prepared Good knowledge of the project	Positive Energetic/Enthusiasm Mastery of presentation Answers questions easily and confidently.	
5.	Speech techniques Eye contact Poise and delivery Volume Attitude	Very little eye contact, reading speech Little or no poise Poor delivery Unorganized	Some eye contact, relates to note cards Showed some poise Average delivery Organized	Makes excellent eye contact Showed consistent poise Excellent delivery – loud/clear Well organized speech	
6.	Language usage Transitions Style	Poor word choice Over usage of slang Poor grammar	Some slang Some incorrect word choice Appropriate word choice	Excellent word choice No slang	
7.	Visuals Appearance Creativity	Little or no visual aids Difficult to read Major errors	Easy to read Good integration of visuals into talk Very few errors	Excellent Visuals Excellent integration of visuals No errors	
8.	Dress Neatness Preparedness	Informal dress No thought given to attire	Casually attired	Very appropriate	

COMMENTS ON THE PROJECT: **Judges: please give feedback in your evaluation of the student's presentation. This is crucial in helping students to understand their strengths and weaknesses.**

SPARTAN SHOWCASE GUIDELINES

Eligibility

Once a student has passed the Panel Assessment, they will be eligible to participate in the **Spartan Showcase**.

Spartan Showcase

The student is required to set-up his/her presentation by 6:15 pm at the showcase.

Seniors must have one of the following: a visual that is mounted on three hinged background or 3 full poster boards to mount visuals or a computer generated visual.

The visual display should also include the student's portfolio.

The Showcase will normally be open for viewing from 6:30 pm until 8:30 pm.

Attendance and participation are **not** optional, it is required. Seniors are expected to be attentive, prepared to discuss their projects, and to answer questions. The student will be expected to dress appropriately and to demonstrate expertise of the project.

The student must be present during this time to answer any questions about his/her Senior Culminating Project. The particular format may be one of the student's own choosing. A Senior Culminating Project Committee member will dismiss the students.

The student is responsible for replacing all equipment and supplies before leaving the area.

The Showcase will be held in the Forks High School Commons or other recommended location.

If a student has technology needs for their Showcase Presentation, those requests need to be submitted five (5) days prior to the Showcase date. Technology requests need to be submitted to the High School Main office.

Spartan Showcase Checklist

Student _____

Advisor/Mentor _____

Category	Exceptional	Acceptable	Minimal or unacceptable
Attendance and Punctuality	Student arrives early and has area established in advance of opening	Student is prepared to begin at opening	Student is late or absent
Project documentation and portfolio present and available	Easily found and complete	Available on request	Unavailable or incomplete
Personal appearance	Neat, clean, business-like appearance. Has professional quality	Neat, clean, possibly casual.	Informal, untidy, unkempt
Presentation aids	Helpful, informative, attractive, appealing. Invites participants	Reveals topic and provides some detail	Poorly designed or non-existent
Interaction with guests	Questions entertained and answered. Responses reveal understanding and knowledge beyond superficial	Student will answer questions and provide appropriate answers.	Student discourages dialogue. Reluctant to respond to questions

Comments and remarks:

SENIOR CULMINATING PORTFOLIO/PROJECT COMPLETION CHECKLIST

The advisor certifies that _____ (student name) has successfully completed the culminating portfolio and project requirements:

- Project documentation
 - ___ Letter of Intent
 - ___ Signature Form
 - ___ Project Journal: 45 documented hours and anecdotal notes of project progress.
 - ___ Mentor evaluation
 - ___ Reflective Paper
 - ___ Scheduled appointment for panel presentation

- Completed Portfolio (with Advisor signature and approval)
 - ___ Section 1: Student as a Planner
 - ___ Section 2: Student as a Learner
 - ___ Section 3: Student as a Citizen
 - ___ Section 4: Student as a Worker

- Presentation to Panel completed successfully

- Sign-up for Spartan Showcase

- Successful completion of Spartan Showcase

- This form completed and presented to Counselor

Advisor's Signature

Date

Received by the Counselor _____

Counselor's Signature

Date