

IB Middle Years Program Personal Project

Bethesda-Chevy Chase High School



Mentor Handbook 2011-2012

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Description of the Personal Project

The International Baccalaureate Middle Years Program (MYP) is an educational program focused on creating global awareness, developing individual responsibility and delivering a holistic education to students. The personal project is the culminating event completed during year five of the MYP. The personal project provides a significant opportunity for students to reflect on and demonstrate the skills they developed through approaches to learning. The personal project is an excellent opportunity for students to produce a personal and creative work of their choice. The personal project includes a *process journal*, a *personal statement*, and a *product*.

Projects should be original work and reflect a personal interest, hobby, ability or concern. It is completed over the course of many months and outside of any one class. Projects should not be all-consuming so that they interfere with regular course work or other activities and responsibilities. Previous experience has shown that an outstanding personal project can be completed in 20-25 hours.

Students are able to plan and create a project on a topic of their choice. The personal project must, however, have a strong connection to at least one of the Areas of Interaction aside from Approaches to Learning. The five Areas of Interaction are:

- The Environment
- Community and Service
- Health and Social Education
- Human Ingenuity (Homo Faber)
- Approaches to Learning

After selecting a project goal, students identify the steps necessary to achieve it, documenting their ideas, plans, and reflections in a *process journal* along the way. The *process journal* is then used as a resource for the final *personal statement*, which summarizes the goals of the project, explains its connection to the chosen Areas of Interaction, and outlines the steps taken to complete the project. The *personal statement* also includes the student's analysis of how effectively he or she pursued and completed his or her goals. The completed personal project will be displayed for the school and community at the MYP Personal Project Exhibition in the spring.

Types of Projects

There are infinite possibilities for the personal project; however, the following are types of projects that can be created:

- An original work of art (visual, dramatic or performance)
- A written piece of work on a particular topic
- A piece of literary fiction or creative writing
- An original science experiment

- An invention or specially designed object or system
- A developed business or management plan
- A newly developed student or community organization

In the past, Bethesda-Chevy Chase (B-CC) students have designed websites, shot informational and advocacy videos, knitted scarves for the needy, written children's books, composed and performed original music, organized after-school programs for underserved communities and sewn garments and quilts, among many other wonderful projects.

Guidelines for Meeting with Students

Working as a mentor and helping a student prepare a personal project is a very rewarding experience. The mentor and student should work closely together as the project develops. Personal project mentors will work more effectively with students if they are available to meet with each student regularly. Both student and mentor must acknowledge this and agree on appropriate meeting times. Different projects will require different contact times between the individual student and mentor. The frequency of these meetings may change according to the type of project, the topic, the characteristics of the student and local circumstances. It is suggested that mentors and students, at a minimum, meet anywhere from five to seven times from October to February. Mentors and students should keep a record of each meeting in the *Meeting Notes* located in the appendices of the *Mentor Handbook* and the *Student Guide to the Personal Project*.

Student Responsibilities

1. It is the student's responsibility to make initial contact with his or her mentor to set up the first meeting date. It is important that the student honor all appointments and contact his or her mentor in advance when unable to attend a meeting.
2. The student should ensure that parent/guardian permission is obtained for the day, time and location of any meetings with his or her mentor that are conducted outside of school.
3. The student should bring his or her *process journal* to each meeting, be prepared to have work evaluated, and take notes on plans and ideas discussed.
4. The student should ask for the mentor's advice and feedback about the project goal and process for completion, and consider thoughtfully the mentor's comments.
5. The student is responsible for documenting meetings and completing assigned tasks before the next meeting. Blank *Meeting Notes* are located in the *Student Guide to the Personal Project*.
6. The student should interact with the mentor in a positive and respectful manner.

Mentor Responsibilities

1. The mentor should honor scheduled appointments with the student and contact students in advance when unable to keep an appointment.
2. The mentor should contact parents and/or the MYP Coordinator via e-mail or telephone when the student does not initiate or keep appointments.
3. The mentor should help the student to establish and maintain the focus of the personal project and ensure that it is proceeding as planned.
4. The mentor should emphasize the importance of research and suggest a variety of resources and relevant sources of information the student may use to develop the project.
5. The mentor should encourage the student to keep written records of meetings in his or her *process journal*. During each meeting students should record ideas discussed, decisions made, and next steps agreed upon.
6. The mentor should provide feedback on the student's progress, continuously review the student's *process journal* and document meetings in the *Meeting Notes* located in the *Mentor Handbook* to obtain an overall view of the student's progress.
7. The mentor should help the student focus on the organization and presentation of the final product, advising the student to be thorough and methodical.
8. Mentors are invited and encouraged to attend the MYP Personal Project Exhibition in the spring when personal projects are displayed and which students also attend.

Timeline and Topics for Discussion

As a help to you, the following table provides a timeline and *suggested* topics for discussion at meetings. Deadlines are also provided.

Month	Suggested Topics for Discussion
September	<ul style="list-style-type: none">• Review assessment criteria (take note of the fact that the process is assessed as much as the final product)• <u>September 23: Project Proposal Due date</u> (Students should turn in to room C214 or to their NSL/Social Studies teacher)

<p>October</p>	<ul style="list-style-type: none"> • <u>October 7: Advisor Contract due</u> (Students should turn in to room C214 or to their NSL teacher) • <u>October 27: MYP Adjusted Bell Schedule – In School Mentor Meeting</u> • Mentor Meeting suggested topics for discussion: <ul style="list-style-type: none"> ○ Review proposal for project (Is project realistic? Achievable? Does it connect to an Area of Interaction aside from Approaches to Learning?) ○ Discuss purpose of the <i>process journal</i> ○ Review Personal Project Assessment Criteria (take note of the fact that the process is assessed as much as the final product) ○ Agree upon what the student will accomplish before the next meeting (student should record this in the <i>Meeting Notes</i> in the <i>Student Guide to the Personal Project</i>).
<p>November</p>	<ul style="list-style-type: none"> • <u>November 18: MYP Adjusted Bell Schedule – In School Mentor Meeting</u> • Mentor Meeting suggested topics for discussion: <ul style="list-style-type: none"> ○ Review <i>process journal</i> ○ Review steps taken and work accomplished since last meeting ○ Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken ○ Ensure that project is developing as planned or outline specific modifications ○ Agree upon what the student will accomplish before the next meeting (student should record this in the <i>Meeting Notes</i> in the <i>Student Guide to the Personal Project</i>).
<p>December</p>	<ul style="list-style-type: none"> • <u>December 16: MYP Adjusted Bell Schedule – In School Mentor Meeting</u> • Mentor Meeting suggested topics for discussion <ul style="list-style-type: none"> ○ Review <i>process journal</i> ○ Review steps taken and work accomplished since last meeting ○ Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken ○ Ensure that project is developing as planned. Part of the <i>product</i> should be completed. ○ Review requirements and format for the <i>personal statement</i>. The student should begin working on this. ○ Agree upon what the student will accomplish before the next meeting (student should record this in the <i>Meeting Notes</i> in the <i>Student Guide to the Personal Project</i>).

January	<ul style="list-style-type: none"> • <u>January 27: MYP Adjusted Bell Schedule – In School Mentor Meeting</u> • Mentor Meeting suggested topics for discussion <ul style="list-style-type: none"> ○ Review <i>process journal</i> ○ Review steps taken and work accomplished since last meeting. ○ Discuss challenges, questions, avenues for research ○ Ensure the project is developing as planned. The <i>product</i> should almost be done. Suggest that students bring their personal project to the next meeting, no matter how much has been completed on the <i>final product</i>. ○ Review and edit the <i>personal statement</i> (student should bring in a fairly polished draft to share with you at the next meeting) ○ Agree upon what the student will accomplish before the next meeting (student should record this in the <i>Meeting Notes</i> in the <i>Student Guide to the Personal Project</i>)
February	<ul style="list-style-type: none"> • <u>February 17: MYP Adjusted Bell Schedule – In School Mentor Meeting</u> • Mentor Meeting suggested topics for discussion: <ul style="list-style-type: none"> ○ Review <i>process journal</i> ○ Discuss challenges and questions regarding the creation of the final product. ○ Review and edit student work on <i>personal statement</i> – Final Draft is due in March. ○ Remind students that completed personal projects are due to the mentor in March.
March	<ul style="list-style-type: none"> • <u>March 9: Final <i>product</i>, <i>personal statement</i> and <i>process journal</i> due to the mentor for assessment.</u> • A copy of the <i>personal statement</i> must go to Ms. Mirkow in the MYP office (C214).
April	<ul style="list-style-type: none"> • <u>April 16-18: Student must drop off final <i>product</i>, <i>personal statement</i> and <i>display placard</i> in the Attendance Atrium for display at the Personal Project Exhibition.</u> • Students who completed a project are expected to showcase it at the Personal Project Exhibition. • Students are expected to put their names on all parts of their projects. • <u>April 19: Personal Project Exhibition (6:30 P.M. - 8:30 P.M.)</u> • Project Pick-Up will occur from April 19 -25. Any project not picked up by April 25 will be discarded.

Appendix 1

MYP Areas of Interaction

Each project must have a strong connection to at least one Area of Interaction **aside** from Approaches to Learning.

- *Community and Service*
- *Environment*
- *Health and Social Education*
- *Human Ingenuity*
- *Approaches to Learning*

Community and Service

Community and Service extends the focus beyond the classroom and encourages responsible, caring participation in one's local setting and in the wider world. Through such first-hand experience, students have an opportunity to learn how other people live while contributing something of benefit to society.

- Some skills, attitudes and values developed through *Community and Service*
 - - interest in today's world
 - - sensitivity to the needs of the community and society in general
 - - social awareness
 - - an altruistic attitude
 - - sense of responsibility and self-esteem

Health and Social Education

Health and Social Education concentrates on preparation for a physically and mentally healthy life, becoming aware of potential hazards and being able to make informed choices. Respect for body and mind is the cornerstone upon which all learning is built.

- A respect for your body and mind
- To make responsible choices about yourself
- Raising awareness of social issues and their effects on health and well-being

Environment

Environment stresses understanding the importance of conservation and asks students to accept responsibility for maintaining a natural world fit for present and future generations.

- Conservation – respect for environment
- Responsibility for the natural world
- Interaction between humans and environment

Human Ingenuity (Homo Faber)

Human Ingenuity is concerned with the products of the creative and inventive genius of people and their impact on society and on the human mind. Students learn to appreciate the human capacity and drive to transform, enjoy and improve the quality of life over time

- To study human ability to invent, create, change and improve
- Examining causes of change and effects of change
- Some themes explored include:
 - Mathematical and scientific thought through the ages
 - Significant cultural and historical movements
 - Diversity of moral and aesthetic judgments

Approaches to Learning

Approaches to Learning is concerned with the development of effective study skills, sometimes referred to as learning how to learn. Beyond useful techniques, the goal is to nurture the intellectual discipline and habits of mind that will result in critical, coherent and independent thought and in the capacity for problem-solving and decision-making.

- Organization skills, study practices and attitudes towards learning
- Thinking skills, problem solving and decision making
- Communication skills of speaking, listening, writing, reading and viewing effectively
- Presentation through different media and manipulating a range of technologies
- Collaborative skills – students using each other’s strengths and considering other points of view
- Reflection – appraising and evaluating work realistically and identifying strategies to improve

Appendix 2

Personal Project Assessment Criteria

Criterion A: Use the process journal

Maximum: 4

Students should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
2	The student demonstrates some : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
3	The student demonstrates satisfactory : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.

Criterion B: Define the goal

Maximum: 4

Students should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<p>The student:</p> <ul style="list-style-type: none"> • identifies the topic of interest, a focus area of interaction and a limited goal • creates minimal specifications to evaluate the project's outcome/product or none at all.
2	<p>The student:</p> <ul style="list-style-type: none"> • outlines superficially the topic of interest, the focus area of interaction and an achievable goal • creates specifications for evaluating the project's outcome/product, however they lack definition.
3	<p>The student:</p> <ul style="list-style-type: none"> • describes clearly the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates satisfactory specifications for evaluating the project's outcome/product.
4	<p>The student:</p> <ul style="list-style-type: none"> • justifies effectively the topic of interest, the focus area of interaction and an achievable and appropriately challenging goal • creates appropriately rigorous specifications for evaluating the project's outcome/product.

Criterion C: Select sources

Maximum: 4

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student: <ul style="list-style-type: none">• selects very few relevant sources to achieve the goal• demonstrates minimal evaluation of sources.
2	The student: <ul style="list-style-type: none">• selects some relevant sources to achieve the goal• demonstrates some evaluation of sources.
3	The student: <ul style="list-style-type: none">• selects a satisfactory variety of relevant sources to achieve the goal• demonstrates satisfactory evaluation of sources.
4	The student: <ul style="list-style-type: none">• selects a wide variety of relevant sources to achieve the goal• demonstrates well-developed evaluation of sources.

Criterion D: Apply information

Maximum: 4

Students should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates satisfactory : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.

Criterion E: Achieve the goal

Maximum: 4

Students should:

- evaluate the outcome/product against their own specifications for success.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of very limited quality and meets few of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of limited quality and meets some of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of satisfactory quality and meets many of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of high quality and meets most or all of the specifications.

Criterion F: Reflect on learning

Maximum: 4

Students should:

- reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed : <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.

Criterion G: Report the project

Maximum: 4

Students should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • minimal organization of the project report according to the required structure • communication, which is rarely clear, coherent and concise and may not meet required limits • inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • some organization of the project report according to the required structure • communication, which is sometimes clear, coherent and concise and is within required limits • some accurate use of recognized conventions to acknowledge sources.
3	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • satisfactory organization of the project report according to the required structure • communication, which is generally clear, coherent and concise and is within required limits • generally accurate use of recognized conventions to acknowledge sources.
4	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • consistent organization of the project report according to the required structure • communication, which is clear, coherent and concise and is within required limits • accurate use of recognized conventions to acknowledge sources, possibly with minor errors

Boundary (Total points from Criterion A - G): _____ / 28

Rubric Boundaries and MYP Converted Grades:

Use this table to help you in your conversion to the MYP Grading Scale. The boundary is listed above. Find the boundary and correspond it to the MYP Grade.

Personal Project	
Grade	Boundaries
1	0-5
2	6-9
3	10-13
4	14-16
5	17-21
6	22-24
7	25-28

MYP Converted Grade: _____ / 7

Appendix 3

The Personal Statement

The *personal statement* has a variety of options for reporting the personal project. The *personal statement* may be:

- a written report in the format of an academic report, a website, blog or similar
- an oral report that includes visual support
- a multimedia presentation such as a short film or a website that includes both written text and an audio-visual component
- any other format that is appropriate to the student and approved by the school and supervisor

Although these formats vary, the information communicated through the *personal statement* must be based on the same structure, as detailed below.

- Title Page
 - Student name
 - Title of the project
 - Length (word count or time if not written)
 - School name
 - Year
- Table of Contents
- Introduction

Here you will find the justification of the topic and definition of the goal of the personal project (see criterion B); the Area of Interaction connected to the project and how; and an explanation of how the student planned to evaluate the achievement of his or her goal.
- Application

Here you will find an interpretation of source information the student applied in decision making, solutions and deeper understanding in connection with the stated goal (see criteria C and D). Possible inclusion: specific steps taken; people consulted and research outlets accessed; and challenges and successes in the process.
- Analysis

Here you will find a discussion of the findings and decisions made and a careful description of the specifications the student set forth to evaluate his or her success (see criterion E).
- Conclusion

Here you will find a reflection on how the project extended the student's knowledge and understanding of the topic and the identified area of interaction; and what new insight and perspective the student now has as a result of completing the project (see criterion F).
- Bibliography

Here you will find a variety of relevant sources the student selected to achieve his or her goal (see criterion C).
- Appendices, where appropriate

Appendix 4

The Process Journal

The personal project is a perfect example of the value of learning by doing. It is of critical importance that students keep a *process journal* to turn the “doing” of the project into a lasting learning experience. The *process journal* should be used by students to record progress honestly-- containing thoughts, ideas, plans, questions, decisions, feelings and reflections. It can also be used for sketches, calculations, meeting notes and reminders. Updated regularly, *process journal* are a valuable resource for students when it comes time for them to write their *personal statement*. If utilized weekly, the *process journal* will contain what is needed to describe, analyze, and evaluate the process of completing the project in the *personal statement*.

Students are highly encouraged to take their *process journal* to each of their meetings with you. They may share sections of it with you and it will help you to provide better guidance and feedback. The *process journal* should be full of real planning and reflection and therefore will help you in your final assessment of the student’s work on the Project. As indicated in the Personal Project Assessment Criteria – Criterion A, the process students go through carries a lot of weight in the final grade.

Examples of Journal Entries

Here are some examples of types of journal entries you might expect to see:

9/15/10

I know I want to do something about global warming, and this has a simple and clear connection to the Environment Area of Interaction, but I don’t want to just write a paper. It is hard to think of how to get things across to people in a way that makes them pay attention. There is already so much in magazines and on TV and online. Should I volunteer for one of the organizations that are already working on it or should I create my own organization, campaign? Maybe a newsletter? I kind of want to do something that’s mine.

9/17/10

I went to this art show yesterday with my parents. There were these small paintings that were in a group – very intense colors. Maybe I could make my own group of paintings about global warming. I have to figure out what they would look like – get a sketch pad and some colored pencils. Or would pastels be better? Maybe I should just get out the paint and see what happens. I could look online for ideas – but I want it to be my work. How do I really think the world will be different if we don’t do something about Global Warming?

9/22/10

I looked at a bunch of photos of the way the world is changing - the glaciers melting and snow disappearing from the mountains. I was thinking that the paintings could maybe be over time, showing changes. I have to figure out what each one would show. We went to the Phillips Collection in 3rd grade and they told us how Jacob Lawrence did this series and sketched and painted them all at once. But it was 60 some paintings. I am not doing 60 paintings!

Appendix 5

Due Date/Deadline:
October 7, 2011
To NSL Teacher or MYP
Office (C214)

Bethesda-Chevy Chase High School
IB Middle Years Program: 10th Grade Personal Project
2011-2012
Mentor Information and Agreement

Dear B-CC 10th Grader:

Please give this form to your requested mentor to read and complete. Forms should be submitted to Ms. Mirkow, MYP Coordinator, in C-214. All 10th grade students should turn in a completed *Mentor Information and Agreement* form by **October 7, 2011**. If you do not complete the form, a staff member from the B-CC cluster will be assigned to you.

Mentors who are staff members in the B-CC cluster should read this form and then complete Section 1.
Mentors who are community members but do not work in a B-CC cluster school, should complete Section 2.

*****All forms require a parent or guardian signature*****

Student Name: _____

NSL Teacher and Period: _____

Information for all Mentors:

All students in the 10th grade at B-CC High School complete a Personal Project as the culminating event in the International Baccalaureate Middle Years Program. Each student is required to have a mentor to offer consistent guidance and feedback and to monitor the student’s progress along the project timeline. As a mentor, you will:

- Review the Mentor Handbook for a detailed explanation of the Personal Project and your responsibilities;
- Familiarize yourself with deadlines and assessment criteria for the project as found in the Mentor Handbook;
- Meet with your mentee(s) on a regular (typically once each month) basis between now and March 2012;
- Contact the MYP coordinator, Meredith Mirkow at 301-951-6647 or Meredith_L_Mirkow@mcpsmd.org, if your mentee(s) is/are not fulfilling the requirements for the project; and
- Score your student(s)’ work, using the MYP Detailed Assessment Criteria for the Final Product.

*Your signature on this form indicates agreement to the duties listed above.

Section 1: To be completed by mentors working in a B-CC cluster school:

Name: _____

School / Position: _____

***Signature:** _____

Section 2: To be completed by mentors outside the school:

Name: _____

Place of Work/ Position: _____

Relationship to Student (may not be in the student’s immediate family): _____

Email: _____

Telephone: _____

***Signature:** _____

*****Parent / Guardian Signature:** _____

*****Parent/ Guardian Telephone:** _____ **Email:** _____

Appendix 6

Meeting Notes

Meeting #	Date:
Comments on Work to Date:	
Action to be Taken by Student:	
Action to be Taken by Mentor:	