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The Mission of Prescott College
It is the mission of Prescott College to educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and the environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives of self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere. Our philosophy stresses experiential learning and self-direction within an interdisciplinary curriculum.

Prescott College Learning Goals
A strong foundation in the liberal arts prepares students to be lifelong learners, critical thinkers, and creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This foundation of knowledge and skills allows students to understand societies and their histories, cultures, arts, aspirations, and challenges. It prepares students to find, evaluate and analyze information, as well as integrate and synthesize the practical and theoretical aspects of their learning. They develop an understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

Competence within a Specific Field of Study
Competence is shown through demonstrated ability in the content and methodology of the chosen field, including knowledge of the basic history, the important individuals and their work, and the major current theories and their application. Competence is also shown through the demonstrated capacity to use the critical research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., employed in that area. The student’s Senior Project is one demonstration of competence and requires personalization, interconnection, and application of learning.

Humanities and Arts Knowledge
An appreciation of literature, language, and the arts provides the foundational knowledge needed to pursue critical and creative approaches to reading, writing, problem-solving, communication, performance, and the making of art. A well-rounded understanding of the humanities and the arts supports the development of an informed aesthetic, effective communication and performance skills, and insight into different cultural and artistic sensibilities, forms, contexts, and histories.

Global Cultural Literacy
Global cultural literacy involves both an academic and a personal understanding of the depth of our interdependence as human beings and communities. It involves an awareness of the challenges that we face—and must address—as a global community. It requires the ability to critically analyze the ways that power is distributed within regions and societies, and to trace the historical roots and current reality of social, political and economic inequality. Global cultural literacy involves knowing about diverse cultures of the world, about differences of gender and sexuality, race, religion, and ethnicity, and it involves developing a relationship with oneself and one’s own position within larger systems of privilege. To be literate in this area is to learn to listen, share, and reciprocate, to reach across borders of unequal power with critical awareness, humility, and commitment.

Civic Engagement
Civic engagement requires a combination of knowledge, skills, and motivation that are applied with the intention of creating positive social change in communities ranging from local to global. It may involve political or non-political activities of individual or collective concern that demonstrate personalization of learning, ethical reasoning, and social action of potential benefit to the community.

Ecological Literacy
Ecological literacy is based on an understanding of unperturbed natural systems, and an examination of human impact on the integrity of those systems and the diversity of life. Ecological literacy involves exploring humanity’s historic and current relationship with the natural world and the processes that sustain all life. It ultimately fosters healthy relationships between human communities and the natural world.
Skills for Inquiry, Analysis, and Synthesis
Inquiry is a systematic process of exploring issues, facts, or works through the collection and analysis of evidence that result in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them; synthesis is the dynamic assembly of discrete elements into new wholes or systems. Skills for inquiry, analysis, and synthesis include the capacity to use research techniques, mathematics, and other qualitative and quantitative scholarly methods as tools for learning in the competence and the breadths.

Skills for Self-Direction and Lifelong Learning
The skills and dispositions involved in lifelong learning include curiosity, transfer, independence, initiative, and reflection. Lifelong learning depends on being a self-directed learner who integrates and applies these abilities to improve her or his knowledge, skills, and competence to meet new challenges throughout life.

Locating Forms on the Prescott College Website
All forms named within this handbook can be found on the Prescott College website. To locate the forms, Login to MyPrescott and select Limited-Residency Undergraduate Program Resources.

Part One: Graduation Requirements

Graduation Requirements at a Glance
This Student Handbook presents a summary of the major graduation requirements of the Limited-Residency Undergraduate Program beyond those that apply to all Prescott College students as noted in the current All College Catalog which can be found on the Current Students page of the Prescott College website. Note that graduation requirements for teacher preparation students may follow additional mandates from the Arizona Department of Education and are subject to change. Please see the Program Handbook for the appropriate area of certification at our webpage on Teacher Preparation for these details. The graduation requirements at a glance are:

- Attend New Student Orientation at the beginning of the first enrollment period
- Complete a minimum of 120 semester credits
- Competence:
  - Minimum of 60 semester credits which includes
    - Senior Project
    - Core Seminar
    - PASS 1 and PASS 2
- Breadth 1:
  - Minimum of 30 semester credits
- Breadth 2 - Liberal Arts:
  - Minimum of 30 semester credits
  - Minimum of 6 credits in each of the following:
    - Social Sciences
    - Humanities
    - Math/Science
    - Communications/Writing
- A total of 30 Upper Division (UD) credits:
  - 24 UD credits in the competence taken at Prescott College including:
    - Senior Project
    - Core Seminar
- PASS 1 and PASS 2
  - An additional 6 UD credits taken at Prescott College or at another regionally accredited institution and listed in either the competence or a breadth
- Ecological Literacy
  - Evident across degree program with Core Seminar having a major component
- Social Justice Literacy
  - Evident across degree program with Core Seminar having a major component
- Math Requirement
- Research Paper Requirement

Other items that must be on file in the Registrar’s Office prior to graduation include:
- Final approved Degree Plan
- Petition for Program Completion

The Core of the Curriculum: One Competence and Two Breadths
A student graduates from Prescott College by demonstrating a comprehensive theoretical and applied understanding in the competence area (major). This is demonstrated through successful completion of coursework and the Senior Project. In addition, the student must complete two breadth (minor) areas that support and broaden the learning within the competence.

Competence
The major area of study is called a competence for a reason. The student is expected to be competent in the chosen field at the baccalaureate level by the time of graduation. A competence is comprised of at least 60 credits, including courses demonstrating practical application, and includes a Senior Project completed in the final term of the student’s program.

Breadth One
Breadth one is the minor area of study. This breadth consists of at least 30 credits that sufficiently address essential components of the chosen field. Breadth one should not overlap with the competence area to the extent that it duplicates it, and breadth one should also be distinct from the liberal arts breadth.

Liberal Arts Breadth
All students are required to complete a breadth in the liberal arts, with a minimum of 30 credits, in order to demonstrate their learning in the major curricular areas of the liberal arts. At least 6 credits must be completed in each of the following curricular areas:
- Humanities: Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History.
- Math/Science: Mathematics, Natural Sciences (Biology, Ecology, Physics, Chemistry, Earth Science, etc.).
- Communication/Writing: English Composition, Rhetoric, Creative Writing, Speech, Interpersonal Communication, Journalism, Media Studies, Computer Learning.

Other Graduation Requirements and Opportunities

New Student Orientation
Attendance at Orientation is required of all new students. Students who attend Orientation but miss required sessions may be asked to repeat Orientation the next time it is offered.

Core Seminar
In the first term all students take a Core Seminar in the study area of their proposed competence. These three study areas are Education and Teacher Preparation; Human Development; and Sustainability, Environmental
Studies, and the Arts. The Core Seminar engages students in the intellectual rigors of the overarching discipline that includes their chosen competence, with special focus on the ecological and social justice implications of this discipline. As space allows, students may take additional Core Seminars in other study areas. If the Core Seminar is not passed, it must be successfully repeated.

PASS 1
The course Professional and Academic Success Seminar (PASS 1) begins at Orientation for all new students and continues through the beginning of the first term. PASS 1 provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate (LRU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student’s entire duration of enrollment in LRU.

Because PASS 1 supports students’ orientation to the procedures, policies, and requirements of LRU, it must be passed in the first term of enrollment; if not, it needs to be repeated, along with Orientation, in the second enrollment period.

PASS 2
The course Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. PASS 2 is typically taken in the final enrollment period.

Degree Plan
The path to competence is documented at the beginning of the student’s program with the development of a degree plan that maps out all courses and credits needed to apply for graduation. Learning that has occurred prior to Prescott College through transferable courses and/or prior learning assessment (see below) is also incorporated into the degree plan. With the guidance of advising faculty, students create a curriculum that is academically sound, balanced, and personally meaningful. Students begin working on this document at Orientation. As part of PASS 1, the degree plan is fully developed and submitted for approval by Curriculum Committee. Any revisions to the degree plan after Curriculum Committee has approved it must be approved by the advising faculty and Curriculum Committee. The final approved degree plan is submitted during PASS 2 where it must be verified by the Registrar Office before degree conferral.

Prior Learning Assessment
Prescott College undergraduates have the unique opportunity to receive college credit for documented prior learning. Please see our Prior Learning Assessment webpage for details.

Mentored Studies and MyClassroom Courses
Students complete their course work by using a combination of structured MyClassroom (online) courses and individualized mentored studies. Please see part two of this Student Handbook for details of mentored studies.

Senior Project / Student Teaching
All students are required to complete a Senior Project that shows a practical application of the theory and skills gained within the program. Typically this is either an internship or extensive research project that culminates in a substantial paper or product. The Senior Project is completed in a 4-8 credit mentored study course in the final term. Any student completing a Senior Project that involves research with living beings, therapeutic procedures with others, backcountry-technical skills, travel out of the country, interaction with sensitive ecosystems or endangered species, or activities on Native American lands or involving Native American cultural practices, must go through a risk management review. Students contact an appropriate faculty member to begin the risk management review. Any such Senior Project must be planned well in advance to allow for the added time of the review process. Students in certain fields may also be required to review and complete the Field Placement Liability Form. Students working in their field may qualify to replace the Senior Project with a Life Experience Practicum (see Prior Learning Assessment), where students receive credit for documenting their professional experience.
For teacher preparation students, the Senior Project is Student Teaching. Teacher preparation students complete an 8-credit, 12-week full-time Student Teaching placement in the final term. Specific information about Student Teaching can be found on the Teacher Preparation webpage in the Student Teaching Handbook. The Student Teaching Application and accompanying artifacts must be turned in to the Student Teaching Coordinator, Jen Brown at jebrown@prescott.edu, at least 3 months prior to the beginning of the placement.

Math Requirement
Students may satisfy the math certification requirement in one of five ways:

1. Successful completion of a mathematics course at Prescott College. See individual department advising documents for specific requirements for particular areas of the curriculum (e.g., Applied Algebra for a BA in environmental studies, Calculus for B5 Degree). LRU students typically take the online course Mathematical Explorations.

2. Successful completion ("C" or better) of a college-level (College Algebra or equivalent) mathematics course taken at another regionally accredited college or university. Other college-level mathematics courses may satisfy the math certification requirement pending review of course descriptions.

3. Successful completion ("C" or better) within five (5) years of entering the College of a Pre-calculus or Calculus course taken in high school.

4. A qualifying score of four (4) or better on the Advanced Placement (AP) Exam in Calculus.

5. A score of 50 or higher on the College Board’s CLEP test in any of the following: Calculus, College Algebra, or College Mathematics; the course should be consistent with department requirements. Consult the CLEP website for more information: http://clep.collegeboard.org/exam. Passing CLEP scores also result in transfer credit.

Required Research Paper
The required research paper is one of several ways that faculty measure student development in the areas of reading, writing, and critical thinking skills. Fulfillment of this requirement begins in the students’ first term in Core Seminar as faculty introduce and guide students through the creation of a 5-7 page formal research paper. Students may continue to work on this research paper until they have achieved a final version for review as the Required Research Paper. Alternatively, students may submit a research paper written for any online course or mentored study once they feel that it meets the standards for approval.

The research paper is a thesis-governed essay of at least 10 but not more than 15 double-spaced pages, not including the title page or references section. Students choose the focus of their papers based on their personal and academic interests. Papers will be approved when they:

- Meet the minimum criteria set out in the Required Research Paper Evaluation Components (see below)
- Demonstrate that the student has read widely enough to include a minimum of five (5) scholarly sources (typically books or peer-reviewed articles) in the references section, which do not include Wikipedia or authorless websites
- Are original in the sense that the paper represents the student’s own work with the ideas and quotations of others properly credited in the text and references
- Acknowledge alternate viewpoints in addition to presenting the student’s point of view
- Adhere to one of these documentation styles: APA, MLA, or CMS
  - Students who choose to use other documentation styles must provide links or copies of the style guide they select
- Adhere to required research paper formatting guidelines (see below)
- Are fair-minded and respectful of readers whose cultural heritage, gender, or worldview might differ from that of the writer
Writing the Required Research Paper

Writing an effective formal research paper requires students to go beyond their curiosity about a particular topic into the realm of selecting, analyzing, and evaluating the views of professionals on a given issue. By means of the research paper, students create a new constellation of claims, evidence, and conclusions captured, momentarily, against the backdrop of their developing worldview and united by a focused thesis statement. The audience for the research paper may include working professionals, potential clients, colleagues, or other adult learners, and it must include supportive but discriminating academic readers such as mentors or faculty.

Part of the challenge in constructing a research paper is to observe how professional discourse—the written conversation among specialists carried out by means of journals, books, and their cyber equivalents—takes place. As part of the research process, students should take note of the style and tone of the research literature and attempt to achieve a similar level of clarity in their writing. Early in the project, students should identify which professional style guide applies to their research area and, if possible, purchase it. Three commonly used style guides are: Publication Manual of the American Psychological Association, 6th edition (referred to as APA); MLA Handbook for Writers of Research Papers, 8th edition (referred to as MLA); A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (referred to as CMS). For additional online information and an overview of each of these style guides, please review the list of links we have complied on the Learning Commons pages of our website.

Students should also take advantage of the resources on the Prescott College Learning Commons webpages. The links under Writing Center offer tips on locating and evaluating sources, using proper citation formats, creating a research strategy, using inclusive language, and developing a research question or working thesis statement. There are also links to sites that feature step-by-step instructions for writing a thesis-governed research paper.

The production of a research paper that meets Limited-Residency Undergraduate Program expectations will require each student to engage deliberately in each stage of the writing process, i.e., the planning, drafting, revising, and editing phases that recur as the paper takes shape. No student should expect to produce a successful research paper without allowing adequate time for the thoughtful exploration of the topic in light of the scholarly literature and multiple revisions of the paper based on feedback from academic readers. Because designing a research paper is a complex and demanding task, students should proactively seek out feedback from peers, writing consultants, mentors, or faculty as a part of the writing process. Ultimately, the student is responsible for successfully meeting the Required Research Paper requirement by writing an appropriate paper that follows these guidelines, asking for assistance as needed, meeting the evaluation criteria, and conforming to the relevant deadlines. Neither faculty nor mentors are expected or encouraged to edit students’ research papers.

Required Research Paper Formatting Guidelines

Each research paper submitted for approval should have the following:

- A signed and completed Research Paper Approval Form found under the Limited-Residency Undergraduate Program Resources page.
- A title page that indicates the paper’s title, the full name of the author, the course for which it was written, and the date it was submitted
- Continuous, automated pagination beginning with the title page through the references page(s), preferably in the top right corner of each page (except the title page)
- One-inch margins around all text on every page (title page excepted)
- 12 pt. font throughout
- Double-spaced text except for block quotes, captions, and entries in the references section and no more than one double space between any two lines of text
- Indentation of 2-5 spaces at the start of each new paragraph

Although students may integrate properly formatted figures, tables, photos, or other graphics in the body of the paper, these elements may not substitute for the required 10 pages of prose expected of each student. Students
should consult with faculty before submitting papers with extensive graphics or appendices, particularly if these materials are not original to the student.

**Required Research Paper Evaluation Components**

A research paper may be approved when:

- An explicit thesis statement unifies the paper’s argument.
- Key claims are supported by appropriate evidence, observation, experience, examples, etc.
- Ideas are developed logically within and across paragraphs.
- The argument allows for multiple perspectives and interpretations based on a common set of facts.
- Source material is appropriate, integrated into the text, and properly documented.
- Word choice and sentence structure support the argument.
- The tone is appropriate and respects a diverse readership.
- Grammar, punctuation, and spelling are typically correct.
- Formatting is consistent with recommended guidelines.

**Submitting the Required Research Paper**

When you have developed a complete and properly formatted research paper, please send it to your advising faculty for feedback by the end of your next-to-last term. You may be asked to revise the paper several times to meet the expectations laid out in these guidelines. When your advising faculty approves the paper, you will submit your paper and the Research Paper Approval form to Academic Operations using the Electronic Research Paper Submission form located on the Limited-Residency Undergraduate Resource page of the MyPrescott section of the website.

**Other Graduation Details**

**Graduation Audit**

Students must ensure that their graduation requirements are met and are on file with the registrar in a timely fashion. The registrar conducts a graduation audit for the following items:

- Final approved degree plan
- Approved required research paper
- Completed math requirement
- Official copies of any transcripts from other colleges
- Petition for program completion

See graduation timeline (below) for each item reviewed for the graduation audit. A diploma will not be awarded until all required items are on file with the registrar per the announced deadlines.

**Completion Policy for Unfinished Graduation Requirements**

A student in good academic standing has until one year after her or his last enrolled semester to complete all graduation requirements. Failing this, the student must apply for readmission and enroll for at least one credit in the final enrollment period.

**Official Transcripts for Transfer Credits**

Students must ensure that official copies of their transcripts from other colleges arrive at Prescott College no later than two months prior to their scheduled graduation date. If transcripts are not received by this deadline, the student’s graduation may be delayed. Please have transcripts sent to: Prescott College, Limited-Residency Undergraduate Registrar, 220 Grove Avenue, Prescott, AZ 86301.

**Graduation Fee**

There is a $120.00 graduation fee that is automatically assessed when students enroll for PASS 2. This processing fee is required regardless of attendance at the commencement ceremony.
Timeline and Checklist for Graduation Requirements

All graduation components have been created to provide students with the means to demonstrate baccalaureate-level learning in their competence and two breadth areas within the context of a broad liberal arts background. Students should make use of this list to guide and mark their progress through the program:

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Activity</th>
<th>Time-Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
<td>New Student Orientation</td>
<td>Beginning of first term</td>
</tr>
<tr>
<td>________________</td>
<td>PASS 1</td>
<td>First term</td>
</tr>
<tr>
<td>________________</td>
<td>Core Seminar</td>
<td>First term</td>
</tr>
<tr>
<td>________________</td>
<td>Degree Plan</td>
<td>Approval from Curriculum Committee during or soon after PASS 1</td>
</tr>
<tr>
<td>________________</td>
<td>Senior Project or Student Teaching</td>
<td>Last term</td>
</tr>
<tr>
<td>________________</td>
<td>Student Teaching Application and other required items</td>
<td>Teacher Preparation Students Only. Due 3 months prior to student teaching; see the Student Teaching Handbook on the Student Teaching webpage.</td>
</tr>
<tr>
<td>________________</td>
<td>PASS 2</td>
<td>Last term</td>
</tr>
<tr>
<td>________________</td>
<td>Math Requirement</td>
<td>Complete by the term prior to graduation</td>
</tr>
<tr>
<td>________________</td>
<td>Required Research Paper</td>
<td>Approval process is ideally begun by the end of the term prior to graduation. Teacher preparation students seek approval prior to submitting the Student Teaching Application.</td>
</tr>
<tr>
<td>________________</td>
<td>Petition for Program Completion</td>
<td>Ideally submitted 6 months prior to graduation</td>
</tr>
<tr>
<td>________________</td>
<td>Final Approved Degree Plan</td>
<td>Submit at beginning of PASS 2</td>
</tr>
<tr>
<td>________________</td>
<td>Official Transfer Credits Transcripts</td>
<td>Submit by 2 months prior to graduation date</td>
</tr>
<tr>
<td>________________</td>
<td>Graduation Fee</td>
<td>Automatically assessed with enrollment for PASS 2</td>
</tr>
</tbody>
</table>
Part Two: Mentored Studies

Introduction to Mentored Studies
The Limited-Residency Undergraduate (LRU) program offers students an opportunity unique among four-year, liberal arts colleges to choose professionals in their home communities with whom they wish to study for many of the courses in their degree. Such local experts are referred to as community-based mentors, or simply mentors. Students work closely with LRU faculty to practice and assess their academic skills in the required and elective MyClassroom courses. However, students are expected to select mentors for many of their other courses and work with these mentors to design and undertake the study needed to complete their course work. As they work with local mentors, students build a network of professionals in their field of study that sometimes leads to rewarding internship and employment opportunities.

The mechanism for formalizing the relationship between a student and mentor is the course contract, a form that requires students to spell out the goals, objectives, activities, and materials suited to each course that the student and mentor create. While the advising faculty has final approval of each contract, the student works primarily with the mentor to create the contract. Both the mentor and the advising faculty ensure that the course contract and ensuing course are challenging, appropriate to the student’s field, and allow for third-party evaluation of the student’s work. Because these courses are based on course contracts submitted by the student, we refer to this manner of taking courses as mentored studies to distinguish it from the more common notion of independent study.

The course contract writing process is integral to Prescott College’s educational philosophy for a number of reasons:

- Contracts emphasize and encourage the process of learning, not merely “getting through a course.”
- Contracts allow the learning process to adapt to each student’s needs and previous learning.
- Contracts clarify what learning is to take place, and illuminate a path to follow.
- Contracts clearly communicate mentor and student expectations.
- Contracts demonstrate how students take responsibility for their own learning and become self-directed.
- Contracts encourage accountability on the part of students and mentors.

The course contract also creates an occasion for students to reflect on the mission of Prescott College and its Learning Goals, described at the beginning of this Handbook.

How to Find and Work with Mentors
The opportunity to learn with the help of community-based mentors allows students to find mentors they can meet with face-to-face. Usually students have some possible mentors in mind prior to attending Orientation, but this is not required. During Orientation and in PASS 1 students learn what to look for in a mentor, how to best approach mentors to request their help, and more about the role mentors play in relation to LRU as a whole. It is important for students to recognize that mentors are not Prescott College employees but are essentially volunteering their time with students. The honorarium mentors receive is not intended to compensate them for each of the many hours they spend with students in a mentored course.

Learning to set course goals and discuss them with a mentor who specializes in that discipline is an important experience for LRU students; in fact, this experience accounts for much of what we mean by “self-directed” learning. In Prescott, Tucson, and some other communities, there may already be approved mentors who regularly...
work with Prescott College students. After students have made a good effort to find appropriate mentors on their own, students who haven’t been successful should contact their advising faculty for help with finding mentors.

Mentors can be recruited from universities, community colleges, public school systems, and practicing professionals in the field. Students typically develop a network of mentors over the course of their academic program. Students often take more than one course from a mentor; however, no more than three courses may be taken with one mentor. As described in PASS 1, the official mentored study process begins with approval of the mentor by the student’s advising faculty during the term prior to the mentored study. Upon approval of the mentor, if the student has not already done so, the student now provides the mentor with a copy of this Student Handbook so that the mentor can read over this part two of the Handbook on mentored studies.

Three Types of Mentored Studies
There are three types of mentored studies and mentored course contracts: standard mentored, education, and internship/service-learning/apprenticeship. Education mentored studies are for teacher preparation courses only and have prepared syllabi, found in the Program Handbook for the appropriate certification area at our webpage under Teacher Preparation, that are cut-and-pasted by the student into the education course contract and worksheet. Internship/service-learning/apprenticeship mentored studies are for predominantly hands-on learning experiences under the supervision of a professional in the field. All other mentored studies use the standard mentored course contract.

Internship/service-learning/apprenticeships mentored studies present an opportunity for students in the liberal arts to gain valuable hands-on learning through supervised onsite experience within a specific organization or under an expert individual. Therefore, the course contract and course contract worksheet for internship/service-learning/apprenticeship courses are substantially different from the mentored and education course contracts and worksheets. Most of the internship contract is already prepared to ensure a high-quality learning experience. Students add to the prepared portion a list of any needed materials, a statement of prior experience and application, and additional activities to the two required written activities: 1) maintain a learning journal with weekly reflections, and 2) write a 500-word reflection due at the end of the course.

Students may complete up to 12 credits of internship mentored studies. Beyond that, the Senior Project may also be taken as an internship mentored study.

Procedures for Risk and Liability in Mentored Studies
Any mentored study that involves research with living beings, therapeutic procedures with others, backcountry-technical skills, travel out of the country, activities on Native American lands or involving Native American cultural practices, or interaction with sensitive ecosystems or endangered species, must go through a risk management review. Students contact an appropriate faculty advisor to begin the risk management review. Any such course must be planned well in advance to allow for the added time of the review process.

Students participating in mentored studies that involve therapeutic procedures with others or the possible risk of others will usually need liability insurance. Prescott College does not carry liability insurance to cover students in such mentored studies. The American Counseling Association (ACA) offers the level of personal malpractice insurance recommended to practitioners at an affordable rate for students. For information, call the American Counseling Association at (800) 347-6647 or www.hpso.com. Students should provide evidence of personal malpractice coverage, at a minimum of $1 million, when requesting approval for contracts involving therapeutic procedures with others or the possible risk of others. After obtaining coverage, students should complete the Field Placement Liability Form located on the Program Resources section of the website and send it to the faculty advisor before starting the mentored study.
Mentor Qualifications and Expectations for the Three Types of Mentored Studies
Any mentor for a standard mentored study must meet the following qualifications: minimum of a Master’s degree in the subject area of the course, with a minimum of two years of college-level teaching experience preferred. The role of the standard course mentor is to assist the student in developing and successfully completing a challenging course that incorporates theoretical and practical knowledge in the subject area and meets the Learning Outcomes of Prescott College, described at the beginning of this Handbook. The standard course mentor helps the student with recommended resources and ideas for meaningful college-level writing and experiential activities for the course contract. This mentor is expected to provide regular meetings with the student to discuss the course materials and experiences as well as help the student integrate all of the course activities with the objectives of the course. The standard course mentor also provides a formal, narrative evaluation of the student’s work.

Any mentor for an education mentored study must meet the following qualifications: minimum of a Bachelor’s degree in the appropriate field of education, and a minimum of five years of professional experience. The role of the education course mentor is identical to the above role of a standard course mentor, except that the components of the education course are already prepared in the syllabus found in the Program Handbook for the appropriate certification area at our webpage on Teacher Preparation.

Any mentor for an internship/service-learning/apprenticeship mentored study must meet the following qualifications: minimum of 10 years of professional experience in a field relevant to the study topic, with at least a Bachelor’s degree preferred. The role of the internship course mentor is to allow the student to assist the mentor in her or his professional work to observe, participate in, and experience the daily routines of the profession. The internship course mentor may assist the student with recommended resources and ideas for experiential activities for the course contract. This mentor is expected to provide the student with supervision, guidance, and feedback throughout the course experiences. The internship course mentor also completes an evaluation rubric on the student’s work and has the option of providing a formal narrative evaluation.

Mentor Approval and Required Documentation
In the initial stage of planning, the student seeks approval of a prospective mentor by emailing the advising faculty with the mentor’s resume, including highest degree earned and years of relevant experience. When approval is obtained, the student informs the mentor, who then submits the required documentation, which is found by clicking on MyPrescott at the Prescott College website and then clicking on Are You a Mentor? The Higher Learning Commission, Prescott College’s regional accrediting agency, requires that our mentor files contain the following documents from each mentor:

- Current “Mentor Data Credential Application”
- W-9 form
- A current resume or curriculum vitae

Highest degree information will be verified by Prescott College through the National Student Clearinghouse using the information provided by the mentor in the credentialing process. Relatives and close friends are not eligible to mentor student courses because of the potential conflict of interest.

Mentor credentials must be on file in order for the student to receive credit for the course and to pay the mentor for her or his honorarium. Occasionally, Prescott College may ask returning mentors to update their files with a current résumé or additional documentation (e.g., a biographical sketch).

For questions about mentor credentials or honorarium, or to submit the required documentation using paper forms, mentors should contact instructionalpayment@prescott.edu.

Credit Hours, Time Commitment, and Student-Mentor Contact
All standard mentored studies and all internship/service-learning/apprenticeship mentored studies are typically four semester credits, whereas education mentored studies are typically three semester credits but may vary (see the Program Handbook of the appropriate certification area under Teacher Preparation for the prepared syllabi that
list credit amounts). Each semester credit translates very approximately to 37.5 hours of student work, which for a four-credit mentored study means in the neighborhood of 150 hours of total time commitment by the student.

All students who are not teacher preparation are required to complete a special mentored study called the Senior Project that demonstrates competence in the subject matter and shows a practical application of the theory and skills gained within the program. The Senior Project is 4 – 8 credits, with 8 credits recommended.

The following guidelines for student-mentor contact are recommended; however, the mentor and student may negotiate some variations on these guidelines, allowing for more intensive work during a term by varying the number and length of meetings, yet maintaining the overall total.

Length of term/course: 11 – 15 weeks
Frequency of meetings: weekly

Internship/service-learning/apprenticeship mentored studies will usually vary from the above guidelines, with more student-mentor contact being the norm. All three types of mentored study—standard, education, and internship—involve quality contact between the mentor and student, with the majority of the course work being done independently by the student. Mentors are usually from the student’s home community, and the time and place of meetings is negotiable. There is no typical meeting place; homes, offices, restaurants, libraries, and schools are used. Students whose mentors are not local may use phone and distance technologies such as email and Skype.

**Writing a Course contract**

Course contracts have a fixed outline that allows students to convey the substance and significance of each mentored course they create. All course contracts contain a concise course description. The course description appears in its entirety in the student’s permanent transcript and therefore should be clear, free of mechanical errors, and sufficiently detailed to allow a third party to value the course appropriately any time after its completion.

The content for course contracts in teacher preparation is taken directly from prepared course syllabi, found in the Program Handbook for the appropriate certification area at our webpage on Teacher Preparation. These course syllabi cannot be changed as they are approved curriculum. (See the procedure below starting with #6.)

Similarly, the content for study contracts in internship/service-learning/apprenticeship is mostly already prepared; however, students creating an internship/service-learning/apprenticeship mentored study will still go through the procedure outlined below.

For all standard mentored studies, students and their mentors work together to write course contracts that are stimulating, challenging, and appropriate to the student’s academic program. Final approval of all course contracts rests with the student’s advising faculty. The following procedure is recommended for creating a sound course contract:

1. The student should bring ideas, notes, and/or an outline, to the first meeting with the mentor. (Such meetings can be in person, by phone, or by email.)
2. The mentor and the student discuss these ideas, notes, and/or outline, with the student writing down suggestions from the mentor. The student prepares the appropriate worksheet mentioned below.
3. At the second meeting, the student submits either the Mentored Course Contract Worksheet or the Internship Study Contract Worksheet. The mentor reviews the draft, and the student and mentor agree on modifications to the worksheet.
4. The student revises the worksheet and obtains approval from the mentor.
5. The student then sends the worksheet to the advising faculty for final approval. The student saves the final version of the course contract as a text file on her or his computer.

6. The student electronically initiates the submission of the Mentored Course Contract or the Internship Study Contract or the Education Study Contract. The student completes and proofreads the student portion of the course contract form before electronically signing the form. Once signed by the student, the course contract will automatically be forwarded to the mentor’s email address for approval by the mentor. **Important note:** In order for this electronic submission to be successful, the student must input the correct email address for both the mentor and advising faculty when initiating the submission.

7. The mentor receives notification by email that the student has submitted the course contract for approval. The mentor opens the link to the course contract and signs it. By signing the contract electronically, the mentor sends the contract to the advising faculty. Then the advising faculty signs it, and everyone automatically receives a copy of the approved contract.

8. Once the student and mentor are automatically notified that the course contract has been approved by the advising faculty, they should begin or continue to meet on a regular basis to carry out the course.

Electronic submission of course contracts is required. Paper submissions will be accepted only when a mentor does not have an email address or access to the internet. Other circumstances may warrant paper submission; students should discuss paper submissions with their advising faculty as needed. However, the deadlines for course contract submission as announced apply to paper submissions as well.

To be valid for a Term, course contracts for mentored courses must be submitted by the following deadlines: New and readmitted students enrolling for their first semester are required to submit approved course contracts by drop/add date located on the Important Date Calendar given to students at Orientation. All other students—including continuing students and students returning from leave of absence (LOA)—must submit approved contracts by the first day of the term. All students may utilize the drop/add period to revise course contracts that have been denied by the mentor or advising faculty; such contracts must receive full approval by the mentor and advising faculty by the end of this drop/add period. Students and mentors should be aware that mentors will not receive their honorarium for courses conducted without an approved course contract. Furthermore, the Registrar Office will not accept a course evaluation without a corresponding approved course contract on file.

**Course Contract Contents**
A few definitions will help students and mentors create good course contracts. Refer to the sample course contracts at the end of this handbook for examples.

**Lower Division Credit**
Lower division credit is given for a foundational course that introduces the student to general principles, basic methods, and practices in the subject area.

**Upper Division Credit**
Upper division credit requires theoretical study of the subject matter and its analysis and evaluation. The student may also specialize in one area, or synthesize several areas of study. Substantial critical reading, research, and formal writing are expected components of upper division work.

**Letter Grade or Credit**
The student may choose to receive a letter grade or simply request credit without a grade. Credit is awarded for coursework equivalent to C or better. Students who opt to receive credit should select this option for all courses in their curriculum, not course by course. Students indicate their selection on the course contract before it is submitted.
approved. Grade changes, if requested by the student, must be made within one term of completing the course(s) in question.

Course Description
The course description provides a comprehensive summary of the objectives and activities of the course. The description should be written in the third person in complete, clear sentences totaling 150 words or less. The social justice and ecological components of the course (see below) should be apparent from the course description, where possible. Descriptions should be concise but sufficiently detailed to allow a third party to understand the goals of the course and its focus.

Social Justice and Ecological Component
The Prescott College mission and Academic Achievement Outcomes emphasize the student’s ability “to think critically and act ethically with sensitivity to both the human community and the environment.” The mentor should assist the student in adding both a social justice and ecological component to each course, where possible.

Objectives
Clear and feasible learning objectives are essential to a well-written contract. Objectives should
• Be specific, not vague, or general
• Be feasible in the term and with the available resources
• Be measurable, when possible
• State what the student will know or be able to do as a result of the course
• State the quality of learning that will occur

Activities
Activities specify what the student will do to fulfill the objectives. Activities should
• Be specific, relevant, and feasible.
• Reflect the lower or upper division designation as well as the learning objectives stated in the contract.
• When writing the contract, students should think about how much time the activities require in relation to the number of credit hours proposed for the course. Each semester credit requires approximately 30 hours of student time.

Some examples of appropriate activities are:
• Spend an average of 5 hours per week reading course text and related articles.
• Write a formal paper (7-10 pages) in which the student synthesizes the reading and demonstrates critical thinking.
• Complete at least one reflective learning journal entry each week.
• Meet and interview 3 to 5 professionals in this field and write a summary for each interview.
• Volunteer in a community-service project (20 hours total) and document the work weekly in a journal.

Writing Expectations
Students in a standard mentored study are required to complete a minimum of three writing tasks (usually 20 or more pages total). One of these writing tasks will typically be keeping a learning journal. In most mentored studies, and especially in upper division work, 7-10 pages should be formal writing. For internship mentored studies, only two writing tasks are required: 1) maintain a learning journal with weekly reflections, and 2) write a 500-word reflection due at the end of the course. For education mentored studies, the prepared syllabus will guide the amount of writing activities.

The following are good examples of formal writing activities:
• Research relevant materials and write a documented 7-10-page research paper.
• Interview 3 to 5 professionals in the field and write a 7-10-page synthesizing essay.
• Read 5 professional journal articles and write an annotated bibliography for each article that totals 7-10 pages.
• Research relevant materials and write a 7-10-page reflective essay.
• Summarize and reflect on course learning in a 7-10-page essay.

Informal writing activities may include learning journal entries, reading notes and summaries, reflections on readings, paper outlines, and pre-writing activities such as mind-maps or free-writes.

Experiential Learning
Experiential learning is one of the basic tenets of Prescott College’s educational philosophy. Mentored studies offer an opportunity for students to apply the course content to the real world. Some avenues for application are interviews, observations, teaching presentations, experiential projects, community service, and service-learning.

The following are examples of activities that incorporate experiential learning:
• Volunteer for 20 hours of community service.
• Work with parents and teachers in developing a behavior modification plan for a given child.
• Prepare a business plan for a potential future business.
• Spend two hours per week observing counseling sessions.
• Develop a questionnaire and interview four or five people of different ages.
• Create art that expresses an insight gained from course learning.

Materials
In the materials section, list the author, publication date, title, and publisher of any texts or articles planned to be used. This should be completed in a bibliographic format appropriate to the student’s field of study so that the mentor and core faculty can quickly and reliably locate the proposed materials. For basic APA, MLA, and CMS format information visit the Learning Commons information on the Prescott College website. Clearly identify electronic resources, collections, or other materials needed to complete the learning specified in the contract.

Evaluation
The student and mentor agree on the methods by which the student will be evaluated. This section of the course contract should be a list of the products that will document each activity. It should include specific page lengths, due dates, or other specifications.

More on Objectives
Objectives need to be as specific and precise as possible to clearly communicate the course content to the reader. Clear objectives also convey the quality of instruction in each study. All objectives must be met through the course activities and, in turn, each activity must relate to at least one objective.

When writing objectives, the student can use the prompt, “As a result of this course, I will be able to...” Clear objectives typically start with a strong, specific verb. For example:
• Diagnose the level of a child’s mathematical skills.
• Analyze errors in a child's mathematical operations and define methods of correction.
• Summarize the history of major personality theories from Freud to the present.
• Compare and contrast the symptoms and behavior characteristics of various mental disorders.
• Identify and prioritize organizational strengths and weaknesses.
• Determine appropriate actions and risks in implementing a specific strategic decision.

In contrast, the following are poorly stated objectives because they are neither clear nor measurable:
• Become familiar with math skills.
• Why children make math errors.
• Understand personality theories.
• Learn enough so that I can work with emotionally disturbed people.
• Study organizational strengths and weaknesses.
• How people make strategic decisions.
Some common errors students make when writing objectives follow:

**Vague:** The objective does not state specifically what learning will take place so that it is not clear when the learning is complete. *Example:* “Be familiar with developmental psychology.” (What does “be familiar” mean? What aspects of developmental psychology?)

**Circular:** The title of the course is used to define what will be learned in the course. *Example:* (in a course on plant taxonomy) “Understand the taxonomy of plants.” (No new information is given.)

**Irrelevant:** A statement of the way a course will contribute to a student’s educational program or life, rather than what the student will know or do at the end of the course. *Example:* “Learn enough so that I can open my own preschool.” (This does not describe learning from the course.)

**Activity in place of an objective:** A statement of what a student will do in the course rather than what he or she will learn. *Example:* “Read a book about the economic influences of American businesses in northern Mexico.” (This should be listed as an activity in the appropriate section of the contract.)

Mentors are encouraged to help students avoid the above pitfalls whether they result from poor word choice or misunderstandings about the learning.

**Mentored Study Evaluation**

When a mentored study is completed, both the student and the mentor complete a narrative evaluation for submission to the advising faculty and Registrar Office. This narrative is optional for the mentor of an internship/service-learning/apprenticeship study. The student’s narrative self-evaluation summarizes the student’s learning, comments on the extent to which the course objectives were met, notes any changes in the student’s values or perspectives as a result of the course, and addresses the overall value of the course. The mentor evaluates the student’s performance in the course using the guidelines that accompany the evaluation form. If a student has requested a letter grade in addition to the narrative evaluation, the mentor provides a grade on the course evaluation form. This evaluation becomes part of the student’s permanent transcript once it is signed by the student, mentor, and advising faculty.

Mentored study evaluation forms are initiated by the student by the last day of the term. Students submit them electronically from the Evaluations page on the Prescott College website. Mentors will receive an email notification that a student has requested a course evaluation; once the mentor completes and signs the evaluation it will be automatically forwarded to the advising faculty for final approval. **Important note:** For this electronic submission to be successful, the student must provide the correct email address for both the mentor and advising faculty when initiating the submission.

Receipt of the course evaluation by the Registrar Office initiates payment of the mentor’s honorarium. This honorarium is typically received within two weeks after the end of the term. If the honorarium has not been received after this time, the mentor is invited to check into this by emailing instructionalpayment@prescott.edu.

As with course contracts, a mentor who does not have an email address or email access may submit a course evaluation by regular mail using the printer-friendly version of the relevant form. However, the mentor’s signed evaluation should be mailed by the mentor to the advising faculty directly, and not by the student on the mentor’s behalf. (The mentor may wish to send a copy of her or his evaluation to the student but not the signed original.) Mentors using paper forms may request blank forms from academicoperations@prescott.edu. Announced deadlines for electronic course evaluations apply to paper submissions as well.
Incomplete Policy
When a student is unable to complete the work specified in the course contract within the span of one term, the student may request an incomplete from the mentor. The Incomplete Contract is an electronic form that is initiated by the student by the last day of the semester and is found under the Records and Registration tab by program. The guidelines for incompletes are as follows:

- The student must have completed approximately 75% of the coursework in the course to be eligible for an incomplete.
- The mentor can choose to accept or decline a student’s request for an incomplete. The mentor declines the request by canceling the student’s Incomplete Contract form. The mentor accepts the request by electronically signing and completing the student’s Incomplete Contract form.
- The maximum period to complete an incomplete course is the end of the next term. The student and mentor can set an earlier date, but they cannot extend the incomplete period beyond the last day of the next term.
- Evaluations for incomplete courses submitted after the last day of the next term will be graded No Credit.

Late evaluations and incompletes directly impact a student’s academic standing and may jeopardize the student’s enrollment, graduation, and/or financial aid eligibility.

No Credit Verification
On rare occasion, a student will not fulfill the objectives of her or his course contract or meet the criteria for requesting an incomplete for a mentored course. When a student does not complete the proposed course objectives, does not maintain contact with the mentor for the duration of the course, and is unlikely to initiate a course evaluation at the end of the term, the mentor may initiate electronically the No Credit Verification form. This form signals to the faculty advisor and Registrar Office that a student has not earned credit for a course. Like the mentored study evaluation, a No Credit Verification form should be submitted by the last day of the semester. This initiates payment of the honorarium to the mentor. Mentors are urged to contact the student and the student’s advising faculty prior to submitting the No Credit Verification form.

Evaluation of Mentors and Other Field Personnel
When a mentored study is completed and the evaluation is submitted, students are expected to submit a form titled Student Evaluation of Mentor or Field Personnel; students will receive this form as an electronic form via email. Students use this form to evaluate mentors, cooperating teachers, official observers—anyone who has served in a mentoring role for the student. The student’s evaluation is confidential, that is, LRU does not share it with mentors or other field personnel. Instead, the evaluations are used by LRU faculty and administrators to ensure that mentors are meeting their responsibilities in each course. Mentors who consistently receive poor evaluations from students may be discouraged from mentoring in the future. Alternatively, mentors who receive consistently positive evaluations may be encouraged to work with more students. Evaluations of mentors should be completed by students at the end of each semester for each mentor.

Mentor Honorarium
Limited-Residency Undergraduate Program provides an honorarium for mentors to thank them for their willingness to inspire and guide students through individualized studies. The honorarium is paid as follows:

Mentored Study (typically 2-4 credits): $60 per semester credit
Senior Project (4 – 8 credits): $60 per semester credit
Student Teaching:
Cooperating Teacher $300.00
If the honorarium has not been received and it has been at least two weeks after the end of the semester, the mentor is invited to check into this by emailing instructionalpayment@prescott.edu.

Additional Information for Mentors

Evaluating Student Writing
A question that often surfaces for mentors is whether they should evaluate student writing. Mentors are encouraged to give students constructive feedback that addresses the effectiveness of the writing produced for the course. The most valuable feedback allows students to see whether a piece of writing “worked” for the context and audience for whom it was written. This means that the ideas expressed were organized and explained clearly without distracting lapses or errors that interfered with the student’s message. Mentors will find helpful guidelines for evaluating various types of student writing online at the Prescott College Learning Commons webpage under Writing Center. Research paper guidelines are found on the same webpage as well as in part one of this Handbook. If a mentor feels uncomfortable with evaluating student writing or communicating with the student about writing skills, the mentor should contact the student’s advising faculty.

Library Services for Mentors
A full range of library services relating specifically to student course work or projects is available to mentors currently working with Prescott College students. Services include: reference assistance, borrowing privileges, access to Prescott College library resources, online databases, and access to nearly any article you can find a citation for using Interlibrary Loan, and more.

Library orientation sessions can be scheduled by contacting Alejandro Marquez, Limited-Residency Programs Librarian, alejandro.marquez@prescott.edu. Mentors are welcome to stop by the library at 217 Garden Avenue, call the library at (928) 778-2090 ext. 1300, or email library@prescott.edu, with requests or questions. For more information on library resources and hours of operation, please visit the library information on the Prescott College website.

Limited-Residency Undergraduate Contact Information

All students and mentors: 877-350-2100 and then extension, or 928-350-xxxx (use extension as last 4 digits).

- Chief Academic Officer and Provost, Paul Burkhardt ext.3210 paul.burkhardt@prescott.edu
- Associate Dean of Academics, Erin Lotz ext. 3225 elotz@prescott.edu
- Limited-Residency Programs Librarian, Alejandro Marquez ext. 1301 alejandro.marquez@prescott.edu
- Technology questions ext. 4410 elearning@prescott.edu
- Mentor credentials and honorarium payments instructionalpayment@prescott.edu

Questions about academic requirements or about the student’s individual program should be directed to the student’s advising faculty.

Limited-Residency Undergraduate Faculty:

- Angella Budulfson, Associate Faculty angella.budulfson@prescott.edu
- Ellen Greenblum, Faculty, Chair of Arts & Humanities ext. 3209 egreenblum@prescott.edu
- Gary Stogsdill, Faculty, Curriculum Coordinator ext. 3205 gstogsdill@prescott.edu
- Jen Brown, Associate Faculty, Student Teaching Coordinator ext. 1016 jebrown@prescott.edu
- Ken Scoville, Associate Faculty ext. 2313 kenneth.scoville@prescott.edu
- Lynne McMahen, Education Department Chair lynne.mcmahan@prescott.edu
- Molly Bigknife Antonio, Associate Faculty 928-255-2927 mbigknifeantonio@prescott.edu
- Sarah Foglesong, Associate Faculty sarah.foglesong@prescott.edu
• Terril Shorb, Faculty, Chair of Sustainability Studies  ext. 3206  tshorb@prescott.edu
• Vicky Young, Faculty, Chair of Human Development  ext. 3200  vyoung@prescott.edu
Appendix A: Sample Mentored Course contracts

Prescott College
Limited-Residency
Undergraduate Program

Mentored Course Contract

<table>
<thead>
<tr>
<th>Student:</th>
<th>Star Student</th>
<th>Core faculty:</th>
<th>Fantastic Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
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<td>Home Phone</td>
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Course Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Grief Counseling</th>
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<tbody>
<tr>
<td># of Semester Credits:</td>
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<tr>
<td>Course Level:</td>
<td>Upper Division</td>
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<tr>
<td>Letter Grade Requested:</td>
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<tr>
<td>Enrollment Period:</td>
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<tr>
<td>Frequency of Mentor/Student Meetings:</td>
<td>Weekly</td>
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Mentor Information – To be completed by Mentor

<table>
<thead>
<tr>
<th>Mentor Name:</th>
<th>Magnificent Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Handbook Reviewed:</td>
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</tr>
<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td>Day Phone</td>
</tr>
<tr>
<td>Occupation:</td>
<td></td>
</tr>
<tr>
<td>Highest Degree Earned:</td>
<td>University:</td>
</tr>
<tr>
<td>Status of Credentials Sent to ADP Office:</td>
<td>Current Resume:</td>
</tr>
<tr>
<td>Documentation of Highest Degree Earned:</td>
<td>W9 – Must have W9 on File:</td>
</tr>
</tbody>
</table>

Course Description

Summarize content and objectives in complete sentences. This is the description of your course as it will appear on your transcript. Please make it complete. Limit 150 words.

In this class the student will explore the many ways people experience loss and grief. The student will study various aspects of grief theory and explore the nature of healing from grief. Included in the study of grief counseling will be the use of the creative arts, nature and ritual as therapy, and healing the psychological, emotional, physical and spiritual aspects of loss. The student will research cross cultural approaches to grief and healing. As a result of this course, the student will be prepared to work with those experiencing loss and grief in human services settings.
### Objectives
What new knowledge and skills do you expect to gain as a result of this course? List at least three specific examples of new learning that you will acquire.

Through this course I will:
1. Develop a comprehensive and holistic understanding of the stages of grief.
2. Acquire the ability to respond to grieving persons in different stages of life.
3. Improve my understanding of multi-cultural variations in the grief process.
4. Learn the use of multiple modalities in healing grief, such as music, nature, creative arts, and use of ritual.

### Activities
What activities will you do to fulfill the objectives? Describe at least one activity to meet every objective.

- Meet with Mentor as agreed.

1. Attend a weekly grief support group.
2. Develop interview questions for bereaved persons as a learning tool for the student and healing tool for the bereaved.
3. Document the grief process of at least one individual based on interview.
4. Identify different cultural mores in the local community through interviews on death and dying.
5. Apply grief counseling and validation techniques to current work with the institutionalized elderly.
6. Facilitate a creative healing modality (objective # 4) in a grief support group.
7. Review several books and videos on the subject of grief.
8. Maintain a weekly learning journal to reflect on my participation in all course activities.
9. Write a 8-10 page paper on understanding gained during the course of the grief process and healing modalities.

### Materials
List the sources for this course (books, articles, audio-visual materials, etc.) Be sure to include title, author(s), and publication information for every source.

- The Validation Breakthrough - Naomi Feil (date)
- But This is My Mother - Cynthia Loucks (date)
- The Courage to Grieve - Carol Tatelbaum (date)
- Looking for Yesterday - Video (date)
- YRMC Bereavement Newsletters
- Helping Yourself in Times of Grief - Donna O'Toole (date)
- Men and Women and Their Responses in Spousal Bereavement - David G. Quigley and Mona S. Schatz (date)
- Beyond Grief to Acceptance and Peace - Amelia E. Pohl (date)
What will you provide as a basis for final evaluation in this course? Please be specific.

- Meetings with Mentor.

1. Written paper on understanding gained during course on the grieving process and healing modalities.
2. Oral review of objectives with mentor at the end of the course.
3. Learning journal assessing my overall contribution to grief support group process.
4. Interview questions and documented interview with bereaved person.
5. Report on local culture's responses to questions on death and dying.
6. 8-10 page research paper on the grieving process and healing modalities.

The student is responsible for initiating the Course contract Submission process so that course contracts are approved and submitted before the drop/add deadline.

| Student Signature and Date: |
| Mentor Signature and Date: |
| Core faculty Approval and Date: |
Course Information

Course Title: Environmental Literature
# of Semester Credits: 4

Course Level: Upper Division
Letter Grade Requested: No

Enrollment Period: Spring 2014
Frequency of Mentor/Student Meetings: once a week

Mentor Information – To be completed by Mentor

Mentor Name: Magnificent Mentor

Mentor Handbook Reviewed:

Mailing Address:

Email Address: Home Phone ( ) -

Occupation:

Highest Degree Earned: University: Major:

Status of Credentials Sent to ADP Office:

Current Resume: Credential Datasheet:

Documentation of Highest Degree Earned: W9 – Must have W9 on File:

Course Description

Summarize content and objectives in complete sentences. This is the description of your course as it will appear on your transcript. Please make it complete. Limit 150 words.

The purpose of this environmental literature course is to provide a deeper understanding of environmental issues pertaining to modern times as represented in modern literature, poetry, and films. The student will examine her view of environmental issues and the kinds of actions that might be taken to further develop her relationship with the natural environment. The texts and films studied in this course address a variety of real and fictional interactions between people and the environment showing how media can be used to shape attitudes and awareness about environmental issues within a community. Finally, this course seeks to increase the student's enjoyment of the American landscape and its representation in written and visual media.
<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>What new knowledge and skills do you expect to gain as a result of this course? List at least three specific examples of new learning that you will acquire.</td>
</tr>
<tr>
<td>At the end of this course I will be able to:</td>
</tr>
<tr>
<td>1. Explain to various audiences the role of literature and film in our understanding of environmental issues.</td>
</tr>
<tr>
<td>2. Reflect articulately on my own views on the environment, how my views on the environment affect it, and what actions I can take to improve my relationship with the natural environment.</td>
</tr>
<tr>
<td>3. Critically evaluate literature and films in terms of their environmental themes and motifs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What activities will you do to fulfill the objectives? Describe at least one activity to meet every objective.</td>
</tr>
<tr>
<td>1a. Orally present my findings in this course at the Montrose Elementary School Garden Work Day to students and staff</td>
</tr>
<tr>
<td>1b. Write a 5-7 page research paper on an environmental issue using literature or films to support my conclusions.</td>
</tr>
<tr>
<td>2a. Keep an informal learning journal with a total of 10-12 entries of approx. 100 words each.</td>
</tr>
<tr>
<td>2b. Write a 3-5 page paper on my growing awareness of the environment and how to interact with it differently.</td>
</tr>
<tr>
<td>2c. Write a 4-5 page critical review of &quot;Ecotopia&quot;</td>
</tr>
<tr>
<td>3a. Read the texts and view the films chosen by me and my mentor for this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the sources for this course (books, articles, audio-visual materials, etc.) Be sure to include title, author(s), and publication information for every source.</td>
</tr>
<tr>
<td>&quot;Ecotopia&quot; by Ernest Callenbach (1990) paperback edition</td>
</tr>
<tr>
<td>&quot;The Rural Muse&quot; by John Clare, London (1835).</td>
</tr>
<tr>
<td>&quot;The 11th Hour&quot; narrated and produced by Leonardo Di Caprio (2007)</td>
</tr>
<tr>
<td>&quot;An Inconvenient Truth&quot; by David Guggenheim (2006), narrated by Al Gore</td>
</tr>
<tr>
<td>&quot;Erin Brockovich&quot; by Steven Soderberg (2000)</td>
</tr>
</tbody>
</table>
What will you provide as a basis for final evaluation in this course? Please be specific.

- Meetings with Mentor.

My mentor will be able to evaluate my learning based on a total of 100 points as follows:

20 points: my oral presentation
10 points: my learning journal
20 points: my critical review of "Ecotopia"
20 points: my essay on my environmental awareness
30 points: my formal research paper on an environmental issue

The student is responsible for initiating the Course contract Submission process so that course contracts are approved and submitted before the drop/add deadline.

Student Signature and Date: 

Mentor Signature and Date: 

Core faculty Approval and Date: 

### Student Information

| Student: | Star Student |
| Core faculty: | Fantastic Faculty |

### Course Information

| Course Title: | Organizational Strategic Planning |
| # of Semester Credits: | 4 |
| Course Level: | Upper Division |
| Letter Grade Requested: | Yes |
| Enrollment Period: | Summer 2014 |
| Frequency of Mentor/Student Meetings: | weekly |

### Mentor Information – To be completed by Mentor

| Mentor Name: | Magnificent Mentor |
| Mentor Handbook Reviewed: |

| Mailing Address: |
| Email Address: | Day Phone | ( ) - |

| Occupation: |
| Highest Degree Earned: | University: | Major: |

### Status of Credentials Sent to ADP Office:

| Current Resume: |
| Credential Datasheet: |

| Documentation of Highest Degree Earned: | W9 – Must have W9 on File: |

### Course Description

Summarize content and objectives in complete sentences. This is the description of your course as it will appear on your transcript. Please make it complete. Limit 150 words.

This course examines the strategic planning process and focuses on setting strategic objectives and developing strategies to meet those objectives in an institutional setting. The student will be required to integrate skills in budget and finance, marketing, and organizational management in order to formulate a strategic plan for a publicly-funded institution, the Franklin Police Department located in Kennebunk, ME. The student will develop a strategic plan to serve as a five-year road map for the department that allows for effective resource allocation and budgeting. The plan will reflect current community issues, organizational goals, and the state of the state and national economy. Creation of the plan will involve a review of key inputs, a review of the agency's budgeting process, brainstorming to identify additional strategies, modifications of existing strategies, and prioritization of strategic issues.
### Objectives

What new knowledge and skills do you expect to gain as a result of this course? List at least three specific examples of new learning that you will acquire.

- The student will review and practice the research skills needed to outline and develop a strategic plan.
- The student will be able to articulate the strategic planning process.
- The student will gain an understanding and knowledge of a strategic plan as a dynamic document.
- The student will be able to develop a strategic plan document for the Franklin Police Department.

### Activities

What activities will you do to fulfill the objectives? Describe at least one activity to meet every objective.

- **Meet with Mentor as agreed.**

The student will research and review at least 12 law enforcement strategic plans to assist in the development of a model format.

The student will conduct an introductory planning session to acquaint the Franklin Police Department Command Staff with the vision of a strategic plan.

The student will conduct a strategic planning session with appropriate personnel to develop strategic direction, objectives, and measures of success.

The student will develop and produce a strategic plan.

The student will keep a learning journal throughout the course.

### Materials

List the sources for this course (books, articles, audio-visual materials, etc.) Be sure to include title, author(s), and publication information for every source.

- Strategic plan from Pocatello police Department, Idaho, 2008/2009.
- Strategic plan from Santa Paula Police Department, California, 2008/2009.
- Strategic plan from West Palm Beach Police Department, Florida, 2008/2009.
- Strategic plan from Syracuse University Department of Public Safety, New York, 2008/2009.
- Simplified Strategic Planning, Robert W. Bradford and J. Peter Duncan - Publisher; Chandler Houseer; Wiley InterScience, 1999.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>What will you provide as a basis for final evaluation in this course? Please be specific.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Meetings with Mentor.</td>
</tr>
<tr>
<td></td>
<td>The student will complete a course contract for this mentored course.</td>
</tr>
<tr>
<td></td>
<td>The student will complete and submit a research portfolio containing the research and sample strategic plans currently being used by other organizations.</td>
</tr>
<tr>
<td></td>
<td>The student will develop and submit a letter from the department head supporting the strategic planning process.</td>
</tr>
<tr>
<td></td>
<td>The student will develop and submit an introduction page explaining the strategic plan as a dynamic document.</td>
</tr>
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<td></td>
<td>The student will develop and submit an overview of the City of Franklin and the Franklin Police Department as it relates to a strategic plan.</td>
</tr>
<tr>
<td></td>
<td>The student will develop and submit a 20 to 30 page 2014/2015 strategic plan for the Franklin Police Department.</td>
</tr>
</tbody>
</table>

The student is responsible for initiating the Course contract Submission process so that course contracts are approved and submitted before the drop/add deadline.

**Student Signature and Date:**

**Mentor Signature and Date:**

**Core faculty Approval and Date:**
## Course Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to Sustainable Agriculture</th>
<th># of Semester Credits:</th>
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<tbody>
<tr>
<td>Course Level:</td>
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<td>Enrollment Period:</td>
<td>Fall 2014</td>
<td>Frequency of Mentor/Student Meetings:</td>
<td>weekly</td>
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## Mentor Information – To be completed by Mentor

<table>
<thead>
<tr>
<th>Mentor Name:</th>
<th>Magnificent Mentor</th>
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<td>Mentor Handbook Reviewed:</td>
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<tr>
<td>Mailing Address:</td>
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<td>Email Address:</td>
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<td>Highest Degree Earned:</td>
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<td>University:</td>
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<tbody>
<tr>
<td>Documentation of Highest Degree Earned:</td>
<td>W9 – Must have W9 on File:</td>
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## Course Description

Summarize content and objectives in complete sentences. This is the description of your course as it will appear on your transcript. Please make it complete. Limit 150 words.

This course will provide the student with a hands-on introduction to sustainable agricultural, in both theory and practice. The student will participate in the La Paloma project based in Morelia, Mexico. Through daily work under the direction of the mentor, the student will gain an understanding of what is required to implement a permaculture system. The student will take part in reclaiming a 50 acre section of desert while working cooperatively with the project's neighbors. Through readings and fieldwork, the student will experience a general orientation to the social and environmental issues that surround the establishment and maintenance of a permaculture system and culture in rural Mexico. By the end of the course the student will have gained an appreciation for the labor involved in small-scale organic farming and a basic fluency in discussing modern agricultural issues with a variety of constituents.
### Objectives

What new knowledge and skills do you expect to gain as a result of this course? List at least three specific examples of new learning that you will acquire.

By the end of this course I will:

- Be familiar with organic farming practices and the social and environmental concerns they raise.
- Experience the labor of small-scale organic farming through fence-building, planting, harvesting, and greenhouse management.
- Be able to explain worm farming practices to gardeners and farmers interested in this practice.
- Have a working understanding of the critical path of water and soil in the production of organic food.

### Activities

What activities will you do to fulfill the objectives? Describe at least one activity to meet every objective.

- Meet with Mentor as agreed.

  Read assorted articles and books to establish familiarity with modern corporate farming practices, standard local farming practices, organic farming practices, permaculture, and other sustainable practices.

  Work for 10 hours each week on the expansion of gardens and creation of new gardens for the project.

  Help build a greenhouse project using soil harvested from the worm farm.

  Establish a small legacy garden using skills gained during the course. The garden will incorporate artistic elements, likely including a mural.

  Meet and interview local farmers, ecology experts, and consultants about different methods and challenges.

  Write a 5-10 page paper contrasting standard local and corporate farm practices with those espoused by permaculture advocates.

  Keep a learning journal of notes taken during readings and work hours, with observations and responses to both.

### Materials

List the sources for this course (books, articles, audio-visual materials, etc.) Be sure to include title, author(s), and publication information for every source.

### Evaluation

What will you provide as a basis for final evaluation in this course? Please be specific.

- Meetings with Mentor.
- A 5-10 page paper written contrasting standard local and corporate farm practices with those espoused by permaculture advocates.
- A small personal garden created using techniques learned during the course.
- A learning journal of notes taken during readings and work hours, with observations and responses to both.

The student is responsible for initiating the Course contract Submission process so that course contracts are approved and submitted before the drop/add deadline.

**Student Signature and Date:**

**Mentor Signature and Date:**

**Core faculty Approval and Date:**
Appendix B: Sample Internship/Service-Learning/Apprenticeship Study Contracts

Prescott College Limited-Residency Undergraduate Program

<table>
<thead>
<tr>
<th>Internship Study Contract</th>
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<thead>
<tr>
<th>Student:</th>
<th>Star Student</th>
<th>Core faculty:</th>
<th>Fantastic Faculty</th>
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<tbody>
<tr>
<td>Mailing Address:</td>
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<tr>
<td>Email Address:</td>
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Course Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Environmental Journalism Internship</th>
<th># of Semester Credits:</th>
<th>4</th>
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<tbody>
<tr>
<td>Course Level:</td>
<td>Upper Division</td>
<td>Letter Grade Requested:</td>
<td>Yes</td>
</tr>
<tr>
<td>Enrollment Period:</td>
<td>Fall 2013</td>
<td>Time Commitment of Student Intern:</td>
<td>minimum of 120 hours</td>
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Mentor Information – To be completed by Mentor

<table>
<thead>
<tr>
<th>Mentor Name:</th>
<th>Magnificent Mentor</th>
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<tbody>
<tr>
<td>Mentor Handbook Reviewed:</td>
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<td>Highest Degree Earned:</td>
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Status of Credentials Sent to ADP Office:

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<th>Credential Datasheet:</th>
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<tbody>
<tr>
<td>Documentation of Highest Degree Earned:</td>
<td>W9 – Must have W9 on File:</td>
</tr>
<tr>
<td>Internship Site Address:</td>
<td></td>
</tr>
<tr>
<td>Site Administrator contact (if other than mentor):</td>
<td></td>
</tr>
</tbody>
</table>

Course Description:

Through this internship, the student will gain first-hand experience with aspects of the mentor’s practice not restricted by licensure or certification requirements of state or federal law, making a positive contribution to her/his learning as well as to the business, organization, or site of the internship. The student will participate in all activities that the mentor, the student, and the student’s core faculty agree will advance the student’s knowledge of and direct experience with the subject matter described in the internship title. The student will be evaluated periodically by the mentor during the course and at its end; core faculty will be in contact with the mentor at mid-term and at the end of the course to assist with the evaluation.
**Prior experience and application:** What prior experiences (including courses) prepare you to undertake this internship? How do you expect to apply the experience you gain from this internship to your academic program? To your future career?

I've taken several college writing courses including Journalism at Prescott College. I've contributed two articles to Wild Forest Review in the past year, and I have a good rapport with the editor who is my mentor. My competence is Sustainable Community Development, and I envision advocating for the environment through writing as part of my career.

**Activities:** List the types of activities you will undertake in the internship.

1. Maintain a learning journal with weekly reflections.
2. Write a 500-word reflection on the internship/service-learning/apprenticeship course due at the end of the semester, and upload to your eportfolio.
3. Act as a guest editor for Wild Forest Review for a special issue on Northwest environmental issues.
4. Solicit 3-5 articles from environmentalists and authors for publication in the special issue.
5. Write an original article of at least 2500 words on the environmental and cultural tragedies in the Northwest.
6. Interview 3 current environmental authors and/or editors concerning the legal and ethical issues involved in environmental journalism.
7. Participate in all aspects of publishing the special issue of Wild Forest Review.

**Materials:** List any resources for this internship, such as print materials, digital tools, manual tools, equipment, studio, lab, or other facilities that you will need access to in order to be successful in this internship. For authored materials, give enough publication information so that every source can be easily identified; for facilities or equipment, specify the address or location fully.


**Evaluation:** The mentor will assess the student's performance using the following rubric:

1. The student fulfilled her/his time commitment as specified in the contract. Yes/no
2. The student maintained a meaningful learning journal that was continuously updated. Yes/no
3. The student's participation allowed her/him to achieve the objectives of the course. Yes/no
4. The student completed all activities listed in the contract or substituted alternate ones of equal quality as dictated by circumstances during the internship/service-learning. Yes/no
5. The student was courteous, timely, and respectful in dealing with you and your staff or clients. Yes/no
6. You recommend that the student pursue further academic and experiential learning in your field. Yes/no
7. You recommend this student as an intern or employee to a potential employer or mentor in this field. Yes/no

**Student Signature and Date:**

**Mentor Signature and Date:**

**Core faculty Approval and Date:**
Student: Star Student
Core faculty: Fantastic Faculty

Mailing Address:
Email Address: Home Phone ( ) -

Course Information
Course Title: Songwriting and Recording
# of Semester Credits: 4
Course Level: Upper Division
Letter Grade Requested: No
Enrollment Period: Spring 2014
Time Commitment of Student Intern: minimum of 120 hours

Mentor Information – To be completed by Mentor
Mentor Name: Magnificent Mentor
Mentor Handbook Reviewed:
Mailing Address:
Email Address: Day Phone ( ) -
Occupation:
Highest Degree Earned: University: Major:

Status of Credentials Sent to ADP Office:
Current Resume: Credential Datasheet:
Documentation of Highest Degree Earned: W9 – Must have W9 on File:
Internship Site Address:
Site Administrator contact (if other than mentor):

Course Description:
Through this internship, the student will gain first-hand experience with aspects of the mentor’s practice not restricted by licensure or certification requirements of state or federal law, making a positive contribution to her/his learning as well as to the business, organization, or site of the internship. The student will participate in all activities that the mentor, the student, and the student’s core faculty agree will advance the student’s knowledge of and direct experience with the subject matter described in the internship title. The student will be evaluated periodically by the mentor during the course and at its end; core faculty will be in contact with the mentor at mid-term and at the end of the course to assist with the evaluation.

Prior experience and application: What prior experiences (including courses) prepare you to undertake this internship? How do you expect to apply the experience you gain from this internship to your academic program? To your future career?

I’ve written songs since my teen years, and I’ve taken several college courses in music. My breadth is in Music, and I want to explore the possibility of taking my music to a professional level.
Activities: List the types of activities you will undertake in the internship.

1. Maintain a learning journal with weekly reflections.
2. Write a 500-word reflection on the internship/service-learning/apprenticeship course due at the end of the semester, and upload to your eportfolio.
3. Compose and arrange at least 10 new original songs.
4. Explore new musical techniques to improve my skills at arranging and improvising.
5. Record at least 5 demo songs in a professional studio.
6. Send demos to at least 3 producers.

Materials: List any resources for this internship, such as print materials, digital tools, manual tools, equipment, studio, lab, or other facilities that you will need access to in order to be successful in this internship. For authored materials, give enough publication information so that every source can be easily identified; for facilities or equipment, specify the address or location fully.

"Harmonic Experience" by W. A. Mathieu (1996)
"Songwriters on Songwriting" by Paul Zollo (2005)
Mentor’s recording studio: Cosmic Sounds, 1000 Music Street, Portland, OR.

Evaluation: The mentor will assess the student’s performance using the following rubric:

1. The student fulfilled her/his time commitment as specified in the contract. Yes/no
2. The student maintained a meaningful learning journal that was continuously updated. Yes/no
3. The student’s participation allowed her/him to achieve the objectives of the course. Yes/no
4. The student completed all activities listed in the contract or substituted alternate ones of equal quality as dictated by circumstances during the internship/service-learning. Yes/no
5. The student was courteous, timely, and respectful in dealing with you and your staff or clients. Yes/no
6. You recommend that the student pursue further academic and experiential learning in your field. Yes/no
7. You recommend this student as an intern or employee to a potential employer or mentor in this field. Yes/no

Student Signature and Date: ____________________________

Mentor Signature and Date: ____________________________

Core faculty Approval and Date: _________________________
## Course Information

<table>
<thead>
<tr>
<th>Course Title: Natural Beekeeping</th>
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<tbody>
<tr>
<td>Course Level: Upper Division</td>
<td>Letter Grade Requested: No</td>
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<tr>
<td>Enrollment Period: Summer 2014</td>
<td>Time Commitment of Student Intern: minimum of 120 hours</td>
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## Mentor Information – To be completed by Mentor

<table>
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<tr>
<th>Mentor Name: Magnificent Mentor</th>
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<tr>
<td>Mentor Handbook Reviewed:</td>
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<tr>
<td>Internship Site Address:</td>
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<tr>
<td>Site Administrator contact (if other than mentor):</td>
</tr>
</tbody>
</table>

## Course Description:

Through this internship, the student will gain first-hand experience with aspects of the mentor’s practice not restricted by licensure or certification requirements of state or federal law, making a positive contribution to her/his learning as well as to the business, organization, or site of the internship. The student will participate in all activities that the mentor, the student, and the student's core faculty agree will advance the student’s knowledge of and direct experience with the subject matter described in the internship title. The student will be evaluated periodically by the mentor during the course and at its end; core faculty will be in contact with the mentor at mid-term and at the end of the course to assist with the evaluation.

## Prior experience and application:

What prior experiences (including courses) prepare you to undertake this internship? How do you expect to apply the experience you gain from this internship to your academic program? To your future career?

I have no prior experience with beekeeping, but as caretaker of a small horse-boarding farm I have direct experience with domesticated animals. My competence is Practical Sustainable Arts, and I want to add beekeeping to my knowledge base.
**Activities:** List the types of activities you will undertake in the internship.

1. Maintain a learning journal with weekly reflections.
2. Write a 500-word reflection on the internship/service-learning/apprenticeship course due at the end of the semester, and upload to your eportfolio.
3. Accompany my mentor on his regular beekeeping duties for at least 40 hours.
4. Visit at least 3 other natural beekeepers to observe their set-ups and procedures.
5. Establish and care for 2 hives of my own.
6. Cultivate a small garden of bee food plants.

**Materials:** List any resources for this internship, such as print materials, digital tools, manual tools, equipment, studio, lab, or other facilities that you will need access to in order to be successful in this internship. For authored materials, give enough publication information so that every source can be easily identified; for facilities or equipment, specify the address or location fully.


Bee hives and beekeeping equipment.

**Evaluation:** The mentor will assess the student’s performance using the following rubric:

1. The student fulfilled her/his time commitment as specified in the contract.  Yes/no
2. The student maintained a meaningful learning journal that was continuously updated.  Yes/no
3. The student’s participation allowed her/him to achieve the objectives of the course.  Yes/no
4. The student completed all activities listed in the contract or substituted alternate ones of equal quality as dictated by circumstances during the internship/service-learning.  Yes/no
5. The student was courteous, timely, and respectful in dealing with you and your staff or clients.  Yes/no
6. You recommend that the student pursue further academic and experiential learning in your field.  Yes/no
7. You recommend this student as an intern or employee to a potential employer or mentor in this field.  Yes/no

**Student Signature and Date:**

**Mentor Signature and Date:**

**Core faculty Approval and Date:**
**Prescott College**  
**Limited-Residency Undergraduate Program**  

**Internship Study Contract**

<table>
<thead>
<tr>
<th>Student: Star Student</th>
<th>Core faculty: Fantastic Faculty</th>
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<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:sstudent@prescott.edu">sstudent@prescott.edu</a></td>
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**Course Information**

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<td>Letter Grade Requested: Yes</td>
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<tr>
<td>Enrollment Period: Fall 2014</td>
<td>Time Commitment of Student Internship: minimum of 120 hours</td>
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**Mentor Information – To be completed by Mentor**

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<tr>
<th>Mentor Name: Magnificent Mentor</th>
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<tbody>
<tr>
<td>Mentor Handbook Reviewed:</td>
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**Status of Credentials Sent to ADP Office:**

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<th>Credential Datasheet:</th>
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<tr>
<td>Documentation of Highest Degree Earned:</td>
<td>W9 – Must have W9 on File:</td>
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</table>

**Internship Site Address:**

| Site Administrator contact (if other than mentor): |

**Course Description:**

Through this internship, the student will gain first-hand experience with aspects of the mentor’s practice not restricted by licensure or certification requirements of state or federal law, making a positive contribution to her/his learning as well as to the business, organization, or site of the internship. The student will participate in all activities that the mentor, the student, and the student’s core faculty agree will advance the student’s knowledge of and direct experience with the subject matter described in the internship title. The student will be evaluated periodically by the mentor during the course and at its end; core faculty will be in contact with the mentor at mid-term and at the end of the course to assist with the evaluation.

**Prior experience and application:** What prior experiences (including courses) prepare you to undertake this internship? How do you expect to apply the experience you gain from this internship to your academic program? To your future career?

Psychology and communication courses, including *Introduction to Psychology, Interpersonal Communication*, and *Theory of Addictive Personalities*. The mentor is the therapist in the sheltered living home for 12 adults who are in recovery and building healthy lifestyles. My competence is Psychology.
**Activities:** List the types of activities you will undertake in the internship.

1. Maintain a learning journal with weekly reflections.
2. Write a 500-word reflection on the internship/service-learning/apprenticeship course due at the end of the semester, and upload to your eportfolio.
3. Observe in 3-5 two-hour group sessions in a 12-week series on healthy living.
4. Design 8-10 two-hour lessons and activities on approved topics for improving the quality of one’s life while transitioning to independent living. These lessons and activities can focus on nutrition, meal preparation, exercise, friendships, and communication styles as determined by needs of clients and therapist.
5. Co-facilitate 7-9 lessons with mentor to see how the group participants ask questions, respond to activities, share their needs, and articulate their learning outcomes.
6. Practice active listening and facilitation of conversation in group settings.
7. De-brief with mentor personal observations, questions, and the outcomes from the discussions and activities.
8. Brain-storm and practice ways to improve communication within group.
9. Create a portfolio of appropriate lessons and hands-on-activities for present and future group facilitation.

**Materials:** List any resources for this internship, such as print materials, digital tools, manual tools, equipment, studio, lab, or other facilities that you will need access to in order to be successful in this internship. For authored materials, give enough publication information so that every source can be easily identified; for facilities or equipment, specify the address or location fully.

- Journals and grocery, cooking, and art supplies, to be determined, for participants’ activities.

**Evaluation:** The mentor will assess the student’s performance using the following rubric:

1. The student fulfilled her/his time commitment as specified in the contract.    Yes/no
2. The student maintained a meaningful learning journal that was continuously updated.    Yes/no
3. The student’s participation allowed her/him to achieve the objectives of the course.    Yes/no
4. The student completed all activities listed in the contract or substituted alternate ones of equal quality as dictated by circumstances during the internship/service-learning.    Yes/no
5. The student was courteous, timely, and respectful in dealing with you and your staff or clients.    Yes/no
6. You recommend that the student pursue further academic and experiential learning in your field.    Yes/no
7. You recommend this student as an intern or employee to a potential employer or mentor in this field.    Yes/no

**Student Signature and Date:**

**Mentor Signature and Date:**

**Core faculty Approval and Date:**