Prescott College

Adult Degree Program

MENTOR PACKET

2007 - 2008
Dear Prospective Mentor,

Students in the Adult Degree Program are working on completing their Bachelor of Arts degree and/or Teacher Certification, and many also balance a full-time job and other community commitments with their study schedule. The Adult Degree Program model allows students to complete their degree and/or certification without leaving their home communities. Students accomplish this by working with a core faculty member from Prescott College and completing their individual courses with you, their mentor.

Prescott College thanks you for agreeing to act as a resource for our students and for taking the time to learn about our mentoring process. The information in this packet will guide you through the mentoring process. With the exception of your previously acquired field expertise, this is all of the information you will need to be a mentor.

Please take the time to read it thoroughly before you start working with your student, so that you fully understand the expectations of both your student and Prescott College. After reading it, please feel free to call our office with any questions (see “Questions? - Who to Call” on page 4).

If you do not have a student and would like one to work with, please recognize that most of our mentors come to us through our students, from their local communities. We appreciate your interest in the mentor program and encourage you to complete your file, but cannot ensure that you will be matched with a student.

Prescott College commends you for your efforts and the service you are bringing to our students, this institution, and your community. Without such dedicated professionals, our program would not be successful. Thank you for your contribution!

Sincerely,

The Adult Degree Program Faculty and Staff
Prescott College

**Prescott Office:**
Prescott College - ADP  
Attn: Jody Lichtenberg  
220 Grove Avenue  
Prescott, AZ 86301  
FAX: 928-776-5151  
928-350-3211  
877-350-2100 ext. 3211  
jlichtenberg@prescott.edu

**Tucson Office:**
Prescott College  
Attn: Stacy Smith  
2233 East Speedway Blvd.  
Tucson, AZ 85719  
FAX: 520-319-1032  
520-319-9868  
888-797-4680 ext 103  
ssmith@prescott.edu

www.prescott.edu
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Please note that ADP forms are also available on our website:
http://www.prescott.edu/students/adp/forms.html

Revised 05/07
Credential Documentation Requirements

Prescott College greatly appreciates the effort and expertise that each mentor brings to Prescott College's Adult Degree Program (ADP) and to the students!

The Higher Learning Commission, a member of the North Central Association of Colleges and Schools (HLC - Prescott College's regional accrediting agency) requires that our mentor files contain the following documents from each mentor:

1. Current résumé or curriculum vitae
2. Photocopy of diploma or transcript (may be unofficial) verifying highest degree earned
3. Credential Datasheet (see page 33)

In addition, the Internal Revenue Service requires a:

4. W-9 form (see page 35)

These credentials should be submitted by the time the Study Contract is submitted. Stipend payment cannot be issued if any of the above items are not on file with ADP. Occasionally, Prescott College may ask mentors to update their files with current résumé, curriculum vitae, or additional documentation. Please allow 6-8 weeks for stipends to be processed after all credentials and the Evaluation Form are received.

Mentors should have a graduate-level degree and, preferably, teaching experience in the relevant content area. However, exceptions can be made if the person has the equivalent of graduate-level learning in life experience and appropriate teaching experience. Relatives and close friends are not eligible to mentor student courses because of the potential conflict of interest.

Submit Mentor Credential Information to:

**Prescott Office:**
Prescott College - ADP
Attn: Jody Lichtenberg
220 Grove Avenue
Prescott, AZ 86301
FAX: 928-776-5151
928-350-3211
877-350-2100 ext. 3211
jlichtenberg@prescott.edu

**Tucson Office:**
Prescott College
Attn: Stacy Smith
2233 East Speedway Blvd.
Tucson, AZ 85719
FAX: 520-319-1032
520-319-9868
888-797-4680 ext 103
ssmith@prescott.edu

NOTE: A complete mentor file will ensure that the student receives credit for the course, and that the mentor receives the stipend. In addition, a complete mentor credentials file facilitates timely evaluation of the student's satisfactory progress and continuing financial aid. Failure to submit the required mentor credentials may lead to the invalidation of the student’s credit for the course and forfeiture of the mentor’s stipend.
Stipend Procedures

Mentor Credential File
We attempt to make the mentor stipend process as straightforward as possible. For stipends to be issued, the following three requirements, outlined in chronological order, must be met:

1. Completed credential file on file with ADP (see “Credential Documentation Requirements” page 1).
2. Mentor portion of Study Contract (page 23) completed.
3. Evaluation Form (page 27) completed in order to initiate stipend payment.

Please allow 6-8 weeks to receive stipend after all credentials and the Evaluation Form have been received.

Payment to Third Party
Mentors who wish their stipend to be made out to an entity other than themselves (individual, business, or charity) must include a letter indicating their wishes at the time they submit their mentor credentials. They will also need to have the W-9 completed by the entity, and the form must include a federal identification number (i.e. Employer Identification Number).

Incomplete Course
Should the student not complete the course, in order to receive the stipend, the mentor has the option of submitting an Evaluation Form stating, “The student was unable to complete this course within a reasonable timeframe. No credit has been granted.” Because the student has a three-month “incomplete period” immediately after the end of the enrollment period in which the course was contracted, this “no credit evaluation” must not be submitted until after the three-month period. Also, we ask that the mentor submit this evaluation within 4 weeks after the three months has passed.

Please feel free to contact Jody Lichtenberg in Prescott or Stacy Smith in Tucson (see “Questions – Who to Call” page 4) with any additional questions regarding the mentor payment process.

2007-2008 Stipend Scale

Mentored studies (per student):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 quarter</td>
<td>$60</td>
</tr>
<tr>
<td>2 quarter</td>
<td>$90</td>
</tr>
<tr>
<td>3 quarter</td>
<td>$125</td>
</tr>
<tr>
<td>4-10 quarter</td>
<td>$200</td>
</tr>
</tbody>
</table>

Courses with 7 students or more (per course):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 quarter</td>
<td>$1,000</td>
</tr>
<tr>
<td>4 or 5 quarter</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Evaluating Life Experience:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>$50</td>
</tr>
<tr>
<td>Portfolio</td>
<td>$100</td>
</tr>
<tr>
<td>Internship</td>
<td>$200</td>
</tr>
</tbody>
</table>

Student Teaching (per 12 quarter credit course):

<table>
<thead>
<tr>
<th>Role</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td>$300</td>
</tr>
<tr>
<td>Observer</td>
<td>$200</td>
</tr>
</tbody>
</table>
Academic Calendar and Important Deadlines

To facilitate the completion of courses in the recommended 8 or 12 weeks (see “Course Meetings” below), each enrollment period is divided into four overlapping 6-month periods or 3-month quarters. These dates are listed on the ADP Academic Calendar. Students and mentors are encouraged to use these dates as guidelines when planning courses.

2007-2008 Current Academic Calendar

**Fall 2007**  
1st quarter: July 23, 2007 – October 8, 2007  

**Winter 2007**  
October 22, 2007 – April 7, 2008  
2nd quarter: January 21, 2008 – April 7, 2008

**Spring 2008**  
1st quarter: January 21, 2008 – April 7, 2008  
2nd quarter: April 21, 2008 – July 7, 2008

**Summer 2008**  
April 21, 2008 – October 6, 2008  
1st quarter: April 21, 2008 – July 7, 2008  
2nd quarter: July 21, 2008 – October 6, 2008

**Forms Submission Deadlines**

The completed Study Contract should be mailed to the appropriate (either Prescott or Tucson) ADP Office within three weeks of the beginning of the course. Be sure both the mentor and student have signed the contract.

The Evaluation Form with completed Course Description, Student Evaluation, and Mentor Evaluation should be submitted to the ADP Office as soon as possible following course completion. Mentors working with Prescott Campus-based students are asked to submit Mentor portion of the Evaluation Form on a labeled disk, along with a hard copy (see page 10 for specific details.)

Please note that all Study Contracts must be in the office one month prior to the last day of the enrollment period, and Evaluation Forms must be in the office by the Friday of the week the enrollment period ends. See the deadlines listed below. Please allow for possible postal delays. If there will be any deviation from this timetable, it is the student's responsibility to alert her or his core faculty.

**Forms Submission Deadlines Calendar**

<table>
<thead>
<tr>
<th>Term</th>
<th>Last Day Contracts Due</th>
<th>Evaluation Form Due Without taking an incomplete</th>
<th>Evaluation Form Due With an incomplete (3 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>December 10, 2007 (1 month)</td>
<td>January 11, 2008</td>
<td>April 7, 2008</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>September 8, 2008</td>
<td>October 10, 2008</td>
<td>January 5, 2009</td>
</tr>
</tbody>
</table>

(Current dates and deadlines can be found by viewing the ADP Academic Calendar on the Prescott College website at: [http://www.prescott.edu/students/adp/calendar.html](http://www.prescott.edu/students/adp/calendar.html))

**Course Meetings**

The student is expected to complete approximately 30 hours of work for each credit. A 5-quarter-credit course is typically 12 weeks in length, and a 3-quarter-credit course is typically 8 weeks long. Independent studies (one to four students) must meet at least one hour per week. Classes (five or more students) must meet at least two-and-one-half hours per week.

Participants arrange weekly meeting times and locations. There is no "typical" meeting place; homes, offices, restaurants, libraries, and schools are used. The Prescott College offices in Prescott and Tucson are available for meetings. Please confirm space availability with the staff in each office prior to class time.

**Number of Courses**

Students often take more than one course from an instructor, especially in rural areas. Mentors may not offer more than three courses to any one student. Exceptions may be granted by the core faculty on a case-by-case basis.
Questions? – Who to Call

Prescott Campus Students: 877-350-2100 or 928-350-xxxx (use extension as last 4 digits)

Receipt of Study Contract/Evaluation Form Verification
- Chris Schreiner (Core Faculty: Jeanine Canty, Ellen Greenblum and Gary Stogsdill) ext. 3217 cschreiner@prescott.edu
- Debbi Wilson (Core Faculty: Terril Shorb and Vicky Young) ext. 3215 dwilson@prescott.edu

Mentor Stipend and Credential Information
- Jody Lichtenberg, ADGP Administrative Coordinator ext. 3211 jlichtenberg@prescott.edu

Study Contract/Evaluation Form Approval and other Academic Matters
Direct any questions about academic requirements or about the student's individual program to the student's core faculty.

Prescott ADP Core Faculty
- Jeanine Canty, Liberal Arts ext. 3203 jcanty@prescott.edu
- Ellen Greenblum, Education ext. 3209 egreenblum@prescott.edu
- Alison Holmes, Writing and Liberal Arts Seminar Coordinator (on sabbatical 2007 – 2008) ext. 3202 aholmes@prescott.edu
- Terril Shorb, Liberal Arts ext. 3206 tshorb@prescott.edu
- Gary Stogsdill, Education and Liberal Arts ext. 3205 gstogsdill@prescott.edu
- Vicky Young, Education and Liberal Arts ext. 3200 vyoung@prescott.edu

Tucson Center Students: 888-797-4680 or 520-319-9868

Mentor Payment Information and Receipt of Contract/Evaluation Form Verification
- Amara Mitchell, Liberal Arts ext. 102 amitchell@prescott.edu
- Stacy Smith, Education ext. 103 ssmith@prescott.edu

Study Contract/Evaluation Form Approval and other Academic Matters
Direct any questions about academic requirements or about the student's individual program to the student's core faculty.

Tucson ADP Core Faculty
- Debbie Heiberger, Education ext. 113 dheiberger@prescott.edu
- Jan Kaufman, Education ext. 111 jkaufman@prescott.edu
- Vance Luke, Liberal Arts and Education ext. 112 vluke@prescott.edu
- Bill Walton, Liberal Arts and Education (on sabbatical 2007 – 2008) ext. 107 bwalton@prescott.edu
- Susan Yeich, Liberal Arts ext. 108 syeich@prescott.edu

All Students: 877-350-2100 or 928-350-xxxx (use extension as last 4 digits)

Dean, Adult Degree and Graduate Programs, Paul Burkhardt ext. 3210 pburkhardt@prescott.edu

ADGP Librarian, Rich Lewis ext. 1307 rlewis@prescott.edu
Mentor Responsibilities at a Glance

The mentor’s role is to assist the self-directed learner to develop a challenging course that incorporates theoretical knowledge and practical application of the subject area, the specified Academic Achievement Outcomes (see page 11), and both an environmental and a multicultural component. The mentor ensures that the student also incorporates college level writing and experiential activities into her or his course. In addition, the mentor utilizes weekly meetings with the student to ensure that all of the course activities are completed in a thorough and timely manner. Lastly, the mentor provides a formal evaluation (Evaluation Form on page 27, instructions on page 10) of the student’s coursework to the College, and constructive feedback to the student.

Mentor Responsibility Checklist

- Complete your Mentor Credential File with the ADP Office as described on page 2.
- Challenge the student to design a thoughtful contract that will enhance the learning process.
- Review the Student Pre-Contract Worksheet (page 17) and brainstorm ideas with her or him.
- Thoroughly review and evaluate the student’s Study Contract (page 23) according to the criteria specified below and on the Generic Student Contract (pages 19).
- Help the student to develop and incorporate experiential learning into her or his course.
- Ensure that the student incorporates three to five pieces of college level writing into her or his course.
- Ensure that the student incorporates any applicable Academic Achievement Outcomes (page 11) into her or his course.
- Identify and monitor the environmental component of the student’s course.
- Identify and monitor the multicultural component of the student’s course.
- Meet and discuss learning activities and their timely completion with the student on a weekly basis.
- Ensure that the student is completing the contracted activities through college level learning, defined as work that incorporates both a strong theoretical basis and the practical application of the knowledge gained.
- Thoroughly evaluate the student’s coursework, giving clear and descriptive feedback.
- Assist the student to identify aspects of her or his coursework that should be continued after the completion of the course.
- Familiarize yourself with the PC Library’s resources (page 9) by contacting the ADGP Librarian, Rich Lewis 877-350-2100 ext. 1307 or rlewis@prescott.edu
The Study Contract

The Plan
The learning plan for each course takes shape through the writing of a Study Contract. This is the most important component of the mentor process, because it ensures the achievement of our academic goals. As a mentor, your role is not to design and lecture a course, but instead to collaborate with the student to co-create the learning experience, as well as the critical presentation and evaluation of it. You serve as a guide through knowledge of the course content and challenging the student to apply this knowledge through course activities. At Prescott College, we believe that students learn by combining direct field experiences with active, intellectual work.

Rationale and Emphasis
Students take part in directing and individualizing their learning through writing a contract for each course. The student and mentor collaborate (and even negotiate) on all aspects of the contract, including the course description, objectives, activities, materials to be used, and the method of evaluating the student’s work. Reasons that the student and mentor complete a Study Contract for each course:

- To create a high degree of student ownership of the course and responsibility for the achievement of the learning and performance goals.
- To clarify the course content, objectives, activities, and evaluation process for both the student and the mentor. Please be very specific in identifying objectives, activities, books/materials, and evaluation measurements. The mentor should return to the student any contracts that are poorly written or contain typographical errors so that the necessary revisions can be made.
- To provide a basis for academic quality control by the Adult Degree Program and for the accountability of both mentor and student.
- To initiate the mentor payment process for each course.

The Outcome
It takes time, thought, and practice to write strong contracts. Revision is part of the process. The student's core faculty will provide guidance based on contract drafts submitted early in the course. Feel free to contact your student's core faculty with specific questions. Sections of the contract become part of the student's permanent transcript. Therefore, it is important that the contract is well thought-out and clearly written. ADP faculty experience has shown that a good contract, one that structures and promotes high quality learning, meets the following criteria:

- The student owns it, believes in it.
- Its objectives and activities are clear.
- It contains at least two non-standard activities as well as at least one strong, college level writing assignment.
- The mentor believes in it.

Study Contract Components
The following definitions will help in writing the contract.

Lower division credit
Introduces student to general principles, basic methods, and processes of subject area.

Upper division credit
Involves theoretical study and its analysis and evaluation. Student may also specialize in one area, or synthesize several areas of study. It is crucial that the student do some original thinking beyond ideas presented by text or mentor.

Letter grade
The student may choose to receive a letter grade or simply request credit without a grade. While most schools accept credit/no-credit course work in transfer and admission, some do not. Students are encouraged to think carefully about their plans for future study, and to research possible graduate schools before deciding whether or not to request letter grades.
Course description
The course description becomes part of the student's permanent transcript. This section provides a summary of the learning domains and goals for the course, the kinds of activities to be completed, and the kinds of skills to be improved. The description should be accurately written, substantive, and a maximum of 150 words in length.

Objectives
Because objectives are essential to a well-written contract, and because of the need for their clarity, we offer the following expanded explanation.

Strong objectives:
1. state the actual learning that will take place.
2. are specific, not vague or general.
3. describe what the student will know or be able to do as a result of the course.
4. describe the quality of learning that will occur.
5. use forceful, specific verbs to describe the goal.

Examples of strong objectives: Some students find that beginning objectives with the following stem is helpful: "As a result of this course, I will be able to . . ." Note that these statements might also work well in the course description.)
1. diagnose the level of a child's mathematical skills.
2. analyze five reasons for errors in children's mathematical operations and define methods of correction.
3. summarize the history of major personality theories from Freud to the present.
4. compare and contrast the symptoms and behavior characteristics of various mental disorders.
5. identify and prioritize organizational strengths and weaknesses.
6. determine appropriate actions and risks in implementing strategic decisions.

Examples of weak objectives: In contrast to the objectives above, weak objectives fail to describe the specific learning that will occur.
1. become familiar with math skills.
2. know why children make math errors.
3. understand personality theories.
4. learn enough so that I can work with emotionally disturbed people.
5. read about organizational strengths and weaknesses.
6. learn how people make strategic decisions.

Activities
These statements tell what the student will do to fulfill the objectives. Activity statements should be specific and measurable. Anyone reading these statements should be able to visualize the student engaging in the activities.

Standard activities include reading a text, taking notes, writing an expository paper, and attending class. Standard activities are acceptable and usually form a major part of the activities section of the learning contract.

Non-standard activities or assignments include just about anything else: read a novel; keep a learning journal of thinking/reflecting; read the newspapers; interview people; conduct a research project; create a new model (physical or conceptual); write poetry; write stories; create graphics, visual art works, etc.; create audio products; and create original music. Non-standard activities add spice and student interest to the contract, likely coming from the student's current position, interests, and experience. To the student's questions, "What would I really like to do? What would be interesting or fun?" the answers are often non-standard activities that assure the student's ownership of the contract.

Examples of meaningful, measurable activities:
1. Spend an average of five hours per week discussing the material with at least one other person.
2. Write my reactions, opinions, and thinking in my learning journal at least one half-hour a day, four days a week.
3. Spend at least six hours per week reading course texts and related articles.
4. Sketch and watercolor one picture for each chapter of a novel, related to its action or theme.
The Study Contract continued - Study Contract Components

Materials
This section lists the text or texts and related materials such as magazine or journal articles, books, videotapes, or other media materials. Some of these may be less specific than others, such as "at least eight issues of the Arizona Republic." In lists still evolving, add a statement such as the following: "A complete list will accompany the Evaluation Form."

Evaluation
The mentor and student should have an in depth conversation about evaluation at the beginning of the course. Here, the student and mentor agree on how the student's performance, effort, and results are to be evaluated. This is an opportunity to shift the evaluation to one portion of the course or another, to a few specific activities and objectives, and away from others. The mentor and student should agree on areas of flexibility and others of strictness. It is also the time to clarify what criteria might be used for grading, if a letter grade is requested. If you are unfamiliar with how to evaluate a course, there are many articles and books available from your local library or at the Prescott College Library. One resource many of our mentors have found helpful is Classroom Assessment Techniques (Angelo & Cross, 1993).

Step-by-Step Process Guidelines
Included in the Forms Appendix of this packet are the Student Pre-contract Worksheet (page 17) and Mentor Interview Protocol (page 18). Please feel free to make more copies of those pages. The student should bring the completed Pre-Contract Worksheet to the first meeting with the mentor.

1. At the initial meeting, the mentor first reviews the Pre-contract Worksheet and then completes the Mentor Interview Protocol. Using these two pages for ideas, the mentor and the student discuss the content of the contract and the course. The student keeps both pages and whatever notes she or he writes during the first meeting.

2. At the second meeting, the student submits a clearly written or typed draft of the Study Contract (for your reference page 23) to the mentor. The mentor reviews the draft, and the student and mentor agree on modifications to the contract draft.

3. The student revises the Study Contract, if necessary. Both the mentor and student sign it. The student then makes two copies, one for the mentor and one for her or himself.

4. The student mails the original Study Contract to her or his core faculty at the address on the contract form.

5. If the Study Contract needs further revision, the core faculty will return the contract to the student with constructive feedback.

6. The student completes and turns in to the mentor all coursework specified on the Study Contract and continues to meet with the mentor on a regular basis throughout the course.

7. At the end of the course, the student completes all coursework and turns in the Evaluation Form, complete with her or his self-evaluation, to the mentor.

8. The mentor reviews all coursework and completes the Evaluation Form (see “Evaluation” section on page 10 for more details). The mentor gives final feedback to the student at the last course meeting.

9. The student completes the Student Evaluation of the Mentor (for your reference on page 31) and mails it to the appropriate ADP office.

10. The mentor sends the completed final Evaluation Form (page 27) to the appropriate ADP office, being mindful of any specified deadlines (page 3).
Evaluating Student Writing

A question that often surfaces for mentors is whether or not they should evaluate student writing. The core faculty encourages mentors to give students constructive feedback on their writing skills that goes beyond checking for content. Students and mentors should discuss whether the mechanical, organizational, and style of student writing should be linked to the Evaluation Form, especially in cases where a letter grade is being requested. If a mentor feels uncomfortable with the student’s writing skills, she or he should contact the student’s core faculty.

Research Paper Guidelines

One of the graduation requirements for Bachelor of Arts degree students is the completion of a research paper within one of the mentored courses, which is then approved by the course mentor, core faculty, and the ADP Writing Coordinator. You may be asked to complete a detailed evaluation of the research paper if your student chooses to complete their research paper requirement as a component of your course.

If you are mentoring a course in which your student decides to complete a research paper, please use the following guidelines when evaluating her or his work:

1. It should be neither a documented report, nor a summary of the available information. The research paper should be a documented, thesis-driven, enlarged essay that is supported by evidence beyond the student’s own experience. The student is adding to her or his knowledge base through research and is identifying these sources.

2. This documented essay, of at least ten pages, should be based on a thesis of real interest to the student. The student will discover an answer (with the help of at least five documented sources), which supports and then enlarges her or his basic position. The research may challenge this position, in which case the paper should present and explore any contradictory arguments.

3. Please explain to the student that you will be looking for clarity in thinking and expression, a clear thesis, a logical development of her or his argument that includes clear transitions between points, and a maturity of analysis, evaluation, and synthesis. Ideally, the research paper also will be interesting to read.

4. As for the technical skills, you may need to help the student with editing, including punctuation errors and any problems in the sentence and paragraph structure.

5. Documentation format should reflect the preferences within particular fields. Both the APA (Appendix A on pages 12-13) and MLA (Appendix B on pages 14-15) style guides give specific guidelines for writing research papers; rules for title pages, heading styles, margins, abstracts, and much more are discussed. When a paper is using one of these styles, the appropriate guidelines and citation format should be followed. Students trained in earlier styles may need to have in-text citations demonstrated to them.

6. Use the Research Paper Approval Form (page 29) for the final evaluation and submit it to the student’s core 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, access to nearly any article you can find a citation for using Interlibrary Loan, and more.

Library Orientation sessions can be scheduled by contacting Rich Lewis at rlewis@prescott.edu. Mentors are welcome to stop by the library at 217 Garden Avenue, call the library at (928) 778-2090 ext. 1300, or e-mail library@prescott.edu with requests or questions. For more information on library resources and hours of operation, please visit our web site: www.library.prescott.edu
Evaluation

**Course Evaluation – Student Portion**
When the course is completed, the student completes the upper two-thirds of the Evaluation Form (page 27). The Course Description is written into the first blank. The student also completes and signs the Student Evaluation section. The Student Evaluation should be the student's statement of what she or he did, learned, encountered, appreciated most, had most difficulty with, etc. Any reader should be able to gain a clear sense of what this course actually contained for this student. A length of 100 to 150 words is best (maximum of 150 words).

**Course Evaluation – Mentor Portion**
The mentor should read the Student Evaluation portion before writing the Mentor Evaluation portion and can suggest revisions if she or he thinks it advisable. Finally, the mentor completes the Mentor Evaluation section, taking into account the amount of credits requested, whether the course is to be recorded as upper or lower-division credit, and whether or not a letter grade is requested. The Mentor Evaluation can refer to the Student Evaluation and then go beyond. As with the Student Evaluation, the Mentor Evaluation should communicate what the student studied, did, and learned, as well as what aspects of the course worked best, and may also comment on areas of weakness or concern and make recommendations for further study. Again, 100 to 150 words is an appropriate length (maximum of 150 words).

**Directions for Completing Mentor Portion of the Evaluation on Disk**
In order to improve the efficiency of our student evaluation system, Prescott College asks that all mentors that have the capability (required from Prescott-based students) submit their student evaluations on a floppy disk or CD. If you need a disk or CD, either obtain one from your student or call the ADP Office, and we will send you one. Be sure to specify, if using a CD, a floppy, and whether you need that floppy disk IBM or Macintosh formatted.

**Transcript**
The entire evaluation becomes part of the student's permanent transcript. Each section should be thoughtful, typed, and carefully proofread. The student should keep a copy for her or his records. It is the student's responsibility to make sure the mentor submits the completed Evaluation Form to the appropriate ADP Office. Credit cannot be given without a completed and signed Evaluation Form.

**Instructions from the Office of the Registrar**
Please carefully read the following instructions from the Office of the Registrar. If you have any questions, please contact Chris Schreiner or Deborah Wilson in the Prescott Office or Stacy Smith in the Tucson Office (see “Questions – Who to Call” on page 4).

1. Proofread text carefully before submitting your evaluations. For example, space twice after every period, use spell-check before submission, and don’t type the text in all capital letters. Use the past tense when referring to the student’s performance in the course. Do not format individual evaluations in paragraphs, nor indent.

2. Be mindful of the length requirements. Each evaluation should be limited to 150 words or less. Submitting text that has been minimized by using a small font does not address the issue of 150 words or less. Although, we can “shrink” text and manually alter the preprinted form to fit an additional line or two, this makes the process of merging more cumbersome and time consuming.

3. If a student does not request a grade, do not include one in the narrative evaluation. If a student does not check either the “Yes” or “No” box on the course contract form, a grade cannot be awarded.

4. When turning in completed evaluations on disk, include a printed copy as well. If you are submitting multiple evaluations on the same disk, be sure to clearly note the contents of the disk on the label, sleeve, or jewel case. Microsoft Word is the preferred format for evaluations that are submitted on disk. If you must use a Macintosh system, save the evaluation in “rich text format” (.rtf.) and clearly mark the disk as a Mac on the label, sleeve, or jewel case.
Academic Achievement Outcomes

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

Academic Achievement
The Prescott College model promotes self-directed learning for its students. To ensure its high academic standards, the faculty has identified specific skills a student will possess by graduation. The program is designed to evaluate these desired outcomes throughout the student's academic career. The outcomes for assessment of student academic achievement are as follows:

Competence in Subject Matter and Application to Real Life

1. Literacy in the content of the chosen field, including knowledge of the basic history of the field, the important individuals and their work, the major current theories and their application.

2. Mastery of methodology of that field, including a demonstrated capacity to use the basic tools such as research techniques, scholarly methods, leadership skills, modes of expression, etc. that are currently employed in the field.

3. Ability to demonstrate interconnection and application of learning to real-life situations.


5. Fulfill the program plan as required by the Curriculum Committee including the appropriate number of upper division courses.

6. Demonstration of competence.

7. Overall demonstration of a breadth of education and experience.

College Level Math and Writing Skills

8. Proficiency in college level math, writing, and research.

9. Self-direction in designing and carrying out a degree plan and course of study.

Sensitivity to Cultural Variability

10. Awareness of, and personal responsibility toward, issues of cultural variability, including race, ethnicity, class, gender, and lifestyle.

Commitment to Responsible Participation in the Natural and Human Community

11. Awareness of, and personal responsibility toward, the relationship of the natural environment and the human community.
APA Style

The Publication Manual of the American Psychological Association, 5th edition (APA manual) is available in the Circulation and Reference sections of the Prescott College Library and is for sale at many bookstores. APA format is used in the social sciences, including education, adventure education, psychology, history, and anthropology. APA format uses an author-date, in-text citation, meaning that the author’s last name and the year of publication for the source appear in parenthesis in the text, and a complete citation is given on the “References” page.

The following is a brief overview of basic APA style which should be helpful to mentors when reviewing the materials section of the Study Contract form and when reviewing the format of research papers. Please refer to the APA manual for details not covered here.

In-text Citation

Examples:

2. According to a recent study on island biogeography (Jones, 1999), we find that…

If the student is quoting a source or referring to a specific part of a source, a page number must be included:

3. Libraries are excellent sources of information (Jones, 1999, p. 5)
4. Jones states that libraries are an excellent source of information (1999, p. 5).

Less Common Citations:

1. Two Authors: …(Jones and Smith)…
2. Three To Five Authors: List all authors in the first citation, but in subsequent citations list only the first author followed by “et al.,” the year, and the page number if necessary.
3. Organization As Author: …(National Institute of Mental Health, 1999).
4. No Author: Use the first few words of the title, plus the year. Use quotation marks around the title of an article or chapter; italicize the title of a book, pamphlet, periodical, brochure, or report.

References

The References list includes all the sources cited in the paper, and provides the information necessary for a reader to locate sources. See the APA manual for specific concerns not addressed below.

Basic rules:

1. Authors’ names are listed last name first, in alphabetical order; if there is no author, alphabetize by title of the book or article, excluding “A,” “An,” and “The.”
2. Hanging Indentation: The first line of an entry is flush left; subsequent lines are indented 5 spaces.
3. Capitalize only the first word of a title. Italicize the titles of books and journals.
4. Double space between all lines – do not add an extra double space between entries.
5. Interviews should be cited in the paper but not listed in “References.”

Journal article, one author

Appendix A
Page 2 of 2

APA Style continued

Book, one author

Book with editors

Chapter in an edited book

Encyclopedia article

Newspaper article

Citing electronic sources: Slightly different guidelines apply for electronic sources.

1. Author’s name (if known)
2. Date of publication or last revision (if known), in parentheses
3. Title of document
4. Title of complete work (if applicable), italicized
5. Retrieved date followed by the URL
6. Email communications should be cited in the paper, but not listed in “References”

General web site

Article in an electronic journal

Article in an online journal database
MLA Style

The MLA Handbook for Writers of Research Papers, 5th edition (MLA manual) is available in the Circulation and Reference sections of the Prescott College Library and is for sale at bookstores. The MLA format is used in the humanities, such as literature, languages, religion, and the arts. MLA format uses an author/page, in-text citation, meaning the author’s last name and the page number from which the student is quoting from appears in the text, and a complete reference appears in the “Works Cited” list at the end of the paper.

The following is a brief overview of basic MLA style which should be helpful to mentors when reviewing the materials section of the Study Contract and when reviewing the format of research papers. Please refer to the MLA manual for details not covered here.

**Documenting Sources**
Following are a few examples of in-text citations. Precise punctuation and abbreviations are important. Please consult the MLA manual for details not covered here.

When quoting or paraphrasing a specific passage in a book or article, cite the relevant page number(s) and author’s name, if necessary:

1. Freud states “a dream is the fulfillment of a wish” (154).
2. Some argue “a dream is the fulfillment of a wish” (Freud 154).

If you cite more than one work by a particular author, include a shortened title for each particular work:

3. Some gothic novels feature a character that is in the throes of “the violence of the dark tyranny of despair” (Shelley, Frankenstein 12).

**Works Cited**
The list of works cited appears at the end of the paper, and provides the information necessary for a reader to locate sources. See the MLA manual for specific concerns not addressed below.

**Basic rules:**

1. Authors’ names are listed last name first, in alphabetical order; if there is no author, alphabetize by title of the book or article, excluding “A”, “An”, and “The.”
2. Hanging Indentation: The first line of an entry is flush left; subsequent lines are indented 5 spaces.
3. Double space between all lines – do not add an extra double space between entries.

**Book with one author**

**Book by two or more authors**

**Edited book**
MLA Style continued

Work in an anthology or chapter in a book

Article in a scholarly journal with continuous pagination

Article in a magazine

Citing electronic sources: Slightly different guidelines apply for electronic sources.

Professional or personal site

Article in a scholarly journal

Scholarly project of information database

E-mail communication
Harner, James L. Email to the author. 20 Aug. 1998.
Appendix C
Page 1 of 1

Forms Appendix

The following pages represent the paper trail generated by each course, beginning before the student contacts the mentor and including contracts, evaluations of both the student and the mentor, and the required paperwork for the Prescott College ADP office. Some materials are also included solely for reference. If you have any remaining questions or concerns, please feel free to contact the appropriate advising assistants for your student (see “Questions – Who to Call” on page 4).

These forms include:

1. **Student Pre-Contract Worksheet** *(reference only)* – filled out by the student for each course prior to meeting with the mentor (page 17).

2. **Mentor Interview Protocol** – used by the mentor during the initial meeting for every course (page 18).

3. **Generic Student Contract** *(reference only)* – provides guidelines that both students and mentors can use when creating contracts (page 19).

4. **Study Contract** – filled out by the student after designing the course with the collaboration of the mentor (page 23). This includes mentor information section. This form is required for your stipend payment to be processed.

5. **Evaluation Form** – filled out by the student and the mentor at the completion of the course. Spaces are designated for the course description, student evaluation, and mentor evaluation. There are instructions on the reverse of the form (page 27). This form is required for your stipend payment to be processed.

6. **Research Paper Approval** – to be completed by the mentor if the student decides to complete the research paper requirement as a part of her or his course (page 29). See APA Style guidelines on page 12 and MLA Style guidelines on page 14.

7. **Student Evaluation of the Mentor** *(reference only)* – completed by the student after the completion of each course (page 31).

8. **Prescott College Credential Datasheet** – completed by the mentor and submitted to the appropriate ADP office (page 33). This form is required for your stipend payment to be processed.

9. **Internal Revenue Service W-9** – completed by the mentor and submitted to the appropriate ADP office along with the mentor’s credentials (page 35). This form is required for your stipend payment to be processed.

Please note that ADP forms are also available on our website:

http://www.prescott.edu/students/adp/forms.html
STUDENT PRE-CONTRACT WORKSHEET

1. Turn this page over and do a mind map on the other side, using the name of the course as the middle word or phrase. Spend at least five and no more than seven minutes. Now shade in or mark 5-10 of your items--the ones that seem most significant or interesting to you. Then come back to this side and move on to item #2.

2. Imagine that you want to do this study, but not for credit. What reasons might you have for doing the study? What might you want to get out of it?

3. Write a paragraph or list that tells what this course might be about: what you hope to learn, what you expect to do, and what kinds of activities you might engage in. Write small so you can write a full paragraph and explore plenty of ideas. Refer to your mind map if you wish.

4. Fill in the Activities Map below. This map guides your ideas into categories. Don't feel too guided, though. Be loose, be easy. List ideas, focusing on specific activities.

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<th>RECEIVING INFORMATION</th>
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<th>DIRECT EXPERIENCE/DOING</th>
<th>CLARIFYING/EXPLAINING/ANALYZING</th>
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<td>(What projects? Interviews, etc.)</td>
<td>(Want to write a paper? Presentation?)</td>
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<th>CREATING/SPECULATING</th>
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<td>(Want to think beyond the facts? Write Poetry? Journal?)</td>
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MENTOR INTERVIEW PROTOCOL

1. Before talking with the student about the course or her or his contract, please review the student's Pre-contract Worksheet, giving particular attention to the student's ideas that most fit with your conception of the course.

2. Briefly note ideas from the worksheet (either side, any section), which you and the student can use to create an effective contract for this course.

3. Note in this space the important concepts or areas the student has missed, that you would suggest or that you regard as very important for this course.

4. Please use the Student Pre-contract Worksheet and this page to discuss course possibilities with your student. The student should keep both pages, to provide notes from your discussion, and to provide ideas for course details. Ideally, these pages of notes will show the student ways to connect his or her previous knowledge and experience with the new material in the course.

5. Thank you very much!
### STUDY CONTRACT

**Student:**  
Last Name | First Name | M.I.  
--- | --- | ---

**Student Address:**  
Street | City | State | Zip
--- | --- | --- | ---

**Course Title:**

**Dates of Course:**  
Beginning: | End:
--- | ---

**Frequency of Mentor/Student Meetings:**  
Check one:  
- Upper Division  
- Lower Division

**Credit Hours:**

**Letter grade requested:**  
Yes | No
--- | ---

**Enrollment Period:** (Designate the 6-month period of tuition payment in which this course falls)

- January 200 - July 200  
- April 200 - October 200  
- Other

**To be completed by mentor**

**Mentor Information Packet reviewed (mentor please initial):**  
Email:

**Name:**  
S.S. #:  
Must have W-9 on file in ADP Office

**Mailing Address:**  
City, State, Zip:

**Daytime Phone:**  
Home Phone:

**Occupation:**  
Employer:

**Highest Degree:**  
University:  
Major:

**Credentials sent to ADP office (please check):**

- Current Resume
- Two letters of reference
- College Transcripts

**Documentation of the highest degree earned (may be on transcripts):**

**Summarize content and objectives in complete sentences using third person. This is the description of your course as it will appear on your transcript. Please make it complete.**

- third person  
- approximately 150 words (change font to fit)  
- punctuation, syntax, grammar are correct  
- include specifics of what you will be doing within course  
- concise summary that makes sense and is congruent with course title  
- individualized to reflect your course  
- includes multicultural objective  
- includes environmental objective
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.

- first person
- answers what new knowledge you will have gained as a result of the course (As a result of this course, I will...)
- objectives are outcomes (activities are the means)
- 3-6 objectives are listed
- includes one multicultural
- includes one environmental
- demonstrates higher order thinking skills
- outcomes are assessable
- strong, specific verbs

What activities will you do to fulfill the objectives? Describe at least two activities to meet each objective.

- must link to specific objectives
- 6-12 activities
- 3-5 should be formal written components using higher order thinking skills (HOTS)
- one written component (of the 3-5 formal written components) is a 10-page research paper or documented essay of 5-7 pages
- free write one hour per week in your learning journal in a reflective style, demonstrating higher critical thinking skills
- create a timeline for course activities
- midcourse review
- end-of-course review
- develop form of assessment for course evaluation (in rubric form)
- 50% of activities are experiential
- environmental activity will accomplish objective
- multicultural activity will accomplish objective

List the books, articles, audio-visual materials, etc. that will be used.

- 3 sources to open a contract (this list can be updated after the contract is submitted)
- materials link to objectives and activities
- discipline appropriate format: APA, MLA, or other style dependent on the student’s field of study
- environmental material
What will you provide as a basis for final evaluation in this course? Please be specific.

- portfolio form
- documentation of all activities
- each activity is a finished product
- assessment rubric
- submission of disks with printed copy of signed evaluation

It is the student’s responsibility to turn in the original signed contract to the appropriate address below at the beginning of the course. Retain copies for the student and the mentor.

Date  Student Signature  Mentor Signature  (Signed at meeting attended by student)

Core Faculty Approval

PREScott COLLEGE
Adult Degree Program
220 Grove Ave.
Prescott, AZ 86301

TUCSON AREA: PREScott COLLEGE
2233 E. Speedway Blvd.
Tucson, AZ 85719
**Student:**  
Last Name  First Name  M.I.  
**Core Faculty:**  
**Student Address:**  
Street  City  State  Zip  
**Course Title:**  
**Dates of Course:**  
Beginning:  End:  
**Frequency of Mentor/Student Meetings:**  
Check one:  Upper Division  Lower Division  
**Credit Hours:**  
**Letter grade requested:**  Yes  No  
**Enrollment Period:** (Designate the 6-month period of tuition payment in which this course falls)  
January 200  -  July 200  April 200  -  October 200  Other  
July 200  -  January 200  October 200  -  April 200  

To be completed by mentor  
Mentor Information Packet reviewed (mentor please initial):  
Email:  
**Name:**  
**S.S. #:**  Must have W-9 on file in ADP Office  
**Mailing Address:**  
City, State, Zip:  
**Daytime Phone:**  
**Home Phone:**  
**Occupation:**  
**Employer:**  
**Highest Degree:**  
**University:**  
**Major:**  
**Credentials sent to ADP office (please check):**  
Current Resume  Two letters of reference  College Transcripts  
Documentation of the highest degree earned (may be on transcripts)  

Summarize content and objectives in complete sentences using third person. This is the description of your course as it will appear on your transcript. Please make it complete.
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.

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

List the books, articles, audio-visual materials, etc. that will be used.
What will you provide as a basis for final evaluation in this course? Please be specific.

It is the student’s responsibility to turn in the signed contract to the appropriate address below at the beginning of the course. Retain copies for the student and the mentor.

Date ___________________________ Student Signature ___________________________

Mentor Signature ___________________________
(Signed at meeting attended by student)

Core Faculty Approval ___________________________

PRESCOTT COLLEGE
Adult Degree Program
220 Grove Ave.
Prescott, AZ 86301

TUCSON AREA:
PRESCOTT COLLEGE
2233 E. Speedway Blvd.
Tucson, AZ 85719
EVALUATION FORM

Student: [Student Name]

Mentor: [Mentor Name]

Core Faculty: [Core Faculty Name]

Course Title: [Course Title]

Student Address: [Student Address]

Enrollment Period:
- Jan 200 - July 200
- Apr 200 - Oct 200
- July 200 - Jan 200
- Oct 200 - Apr 200

Phone: [Phone Number]

Check one: [ ] Upper Division [ ] Lower Division

Credit Hours: [Credit Hours]

Dates of Course:
- Beginning: [Beginning Date]
- End: [End Date]

Letter Grade Requested: [Yes] [No]

Description:

Type the description exactly as it appears on the course contract. (150 words maximum)

Please refer to the back of this form for instructions. (150 words maximum)

Student Evaluation:

Signature: [Signature]

Date: [Date]

Mentor Evaluation:

Student met attendance requirements. Signature: [Signature]

Date: [Date]

[ ] Upper Division [ ] Lower Division

Quarter Credits Awarded: [Quarter Credits Awarded]

Grade (if requested): [Grade]

Core Faculty Approval: [Signature]

Original to ADP Office, copy to student, copy to mentor
INSTRUCTIONS FOR COMPLETING COURSE EVALUATIONS

Prior to developing the narrative evaluations on this form, we suggest you consider the following criteria:

Did the student:
- Meet each of the objectives described in the study contract?
- Demonstrate knowledge of the course content through the application of concepts learned in class?
- Demonstrate an ability to assess her/his progress throughout this course?
- Consider and use innovative techniques and concepts?
- Discuss and analyze issues in a global context?
- Address issues from multiple perspectives?
- Exercise intellect, intuition, and creativity?
- Participate actively in all course activities?
- Demonstrate self-direction in his/her learning?
- Practice communication and human relations skills during the course?
- Demonstrate good organizational skills, complete assignments on time, and execute activities in a competent and professional manner?

STUDENT EVALUATION
Type your evaluation of your performance in the space provided. This section will appear on your permanent transcript exactly as you complete it on this form, so please proofread carefully.

Focus on specific learning gained, the extent to which you met the course objectives, changes in your values or perspectives as a result of the course, and the practical value of the course.

Make a copy for your records, and give the form to your mentor.

MENTOR EVALUATION
Type your evaluation of the student’s performance in the space provided. This section will appear on the student’s permanent transcript exactly as it is completed here, so please proofread carefully.

Please focus on specific learning which the student gained as a result of this course (provide examples) and address the degree to which the student satisfied the course objectives.

Please fill in the blanks at the bottom of the Mentor Evaluation box, make a copy for your records, and mail this form to the appropriate address below.

PRESCOTT COLLEGE
Adult Degree Program
220 Grove Ave.
Prescott, AZ 86301

TUCSON AREA:
PRESCOTT COLLEGE
2233 E. Speedway Blvd.
Tucson, AZ 85719
Research Paper Approval
Prescott College Adult Degree Program

Student’s Name: ____________________________________________
Date: _______________________________________________________
Title of Paper: ______________________________________________
Prescott College course for which paper was written: __________________________

The review of this paper has been based on the criteria listed below.

CONTENT
• Content conveys the student's interest in the subject.
• Major ideas represent the student's own critical thinking (analysis, evaluation, synthesis).
• Student uses detailed examples, explanations, outside sources and/or other support to inform and convince the reader.

ORGANIZATION
• Thesis is clear.
• Paragraphs develop the thesis in a coherent manner.
• Conclusion presents a synthesis of ideas presented in the body of the paper.

STYLE
• Style demonstrates clarity and use of appropriate, concise and, varied language.
• Student's voice is consistent throughout.

RESEARCH
• Content is supported by the use of appropriate primary and secondary sources.
• Research is documented correctly and consistently.
• No evidence of plagiarism.

MECHANICS
• Paper is free from sentence fragments, run-on sentences, and confusing sentence structures.
• Paper is free from mechanical and spelling errors.

The above titled paper demonstrates this student’s college-level writing skills.

Required signatures:

Course Mentor (for course in which the paper was written) ____________________________ Date __________

Core Faculty ____________________________ Date __________

ADP Writing Specialist ____________________________ Date __________

The ADP Writing Specialist will submit the completed form to the Advising Assistant for the Adult Degree Program. Copies will be sent to the student, the core faculty, and the Office of the Registrar.
STUDENT EVALUATION OF THE MENTOR  
Prescott College Adult Degree Program

**Course Title:** __________________________________________________________

**Mentor Name:**_________________________________________________________  **Date:**  _____________________

Students are asked to evaluate their mentors by completing this questionnaire and returning it to the ADP office as soon as possible. Evaluations help the College to provide better services for the program. Indicate the response to each statement by circling the appropriate symbol as follows:

SA=Strongly Agree  A=Agree  NS=Not Sure  D=Disagree  SD=Strongly Disagree

Additional comments are always appreciated.

1.  My mentor provided support in the writing of the contract for this course.  
   
   SA  A  NS  D  SD  
   
   Comments:

   |

2.  My mentor helped me find resources (books, periodicals, people, etc.).  
   
   SA  A  NS  D  SD  
   
   Comments:

   |

3.  I received timely feedback on my work.  
   
   SA  A  NS  D  SD  
   
   Comments:

   |

4.  Assignments for this course were meaningful to the objectives and my needs.  
   
   SA  A  NS  D  SD  
   
   Comments:

   |

5.  My mentor was available to help when needed.  
   
   SA  A  NS  D  SD  
   
   Comments:
6. My mentor was accessible and open to my questions.  
Comments:  
SA A NS D SD

7. My mentor demonstrated current knowledge of the subject matter.  
Comments:  
SA A NS D SD

8. This class helped me move toward my educational and professionals goals.  
Comments:  
SA A NS D SD

9. The amount of work required was appropriate to the course objectives.  
Comments:  
SA A NS D SD

10. I would recommend this mentor to other ADP students.  
Comments:  
SA A NS D SD

Students are encouraged to provide additional comments regarding the effectiveness of this mentor and suggestions for improvement in her or his future work with other students.
Prescott College Credential Datasheet HERE
W-9 Here