

LASSEN COMMUNITY COLLEGE  
CORRESPONDENCE INSTRUCTION  
HANDBOOK  
2007/2008

Adopted by the Academic Senate March 5, 2007

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## TABLE OF CONTENTS

|  |   |
|--|---|
| HISTORICAL PERSPECTIVE.....                | 3 |
| OVERVIEW AND GOALS.....                    | 3 |
| COURSE MATERIALS - SYLLABI.....            | 3 |
| COURSE MATERIALS - PACKET INFORMATION..... | 4 |
| PACKET DEADLINES.....                      | 5 |
| REGULAR EFFECTIVE CONTACT.....             | 5 |
| INMATE COMMUNICATION.....                  | 5 |
| DELIVERY INSTRUCTIONS.....                 | 6 |
| DELIVRY ISSUES.....                        | 6 |
| ROSTERS.....                               | 6 |
| INCOMPLETES.....                           | 6 |
| TESTING.....                               | 6 |
| COPY SAERVICES.....                        | 6 |
| CORREONDENCE COURSE CONTRACT .....         | 7 |
| FREQUENTLY ASKED QUESTIONS.....            | 7 |

## ATTACHMENTS

|  |    |
|--|----|
| SAMPLE SYLLABUS.....   | 8  |
| STUDENT EVALUATION OF CORRESPONDENCE COURSE FORM.....                  | 12 |
| SIX-SEMESTER EDUCATION PLAN – A.A. LIBERAL ARTS.....                   | 13 |
| THREE-SEMESTER ADMINISTRATION OF JUSTICE EDUCATION PLAN - A.S. AJ..... | 14 |
| AD-HOC CORRESPONDENCE COMMITTEE CHARGE & STRUCTURE.....                | 15 |

## LASSEN COMMUNITY COLLEGE CORRESPONDENCE INSTRUCTION

### HISTORICAL PERSPSECTIVE:

The concept of providing correspondence delivered courses at Lassen Community College was initiated in Fall 2004. The college president met with twelve interested faculty members to discuss options available to district citizens who were geographically isolated or time and place bound. At the end of Fall 2004, five pilot courses (CG 51 – College Success, Engl 50 – Introduction to College Composition, Math 51 – Elementary Algebra, Phil 10 – Comparative Religions, and Psy 31 – Child Development: Conception through Adolescence) to be delivered by correspondence were approved by the Curriculum/Academic Standards Committee. The five courses were delivered Spring 2005. In Spring 2005, the Curriculum/Academic Standards Committee approved twenty-four Administration of Justice and Correctional Science courses and an additional nineteen general education courses. Twenty additional courses in Human Services were approved in Fall 2005. During Fall 2006, the Academic Senate formed an ad hoc Correspondence committee to address procedural and standards issues related to the delivery of courses via correspondence. This handbook is the result of the efforts of that committee. Also in Fall 2006, Substantive Change Requests for approval of the delivery of more than fifty percent of Liberal Arts, Administration of Justice and Correctional Science degrees were sent to the Accrediting Commission for Community & Junior Colleges Western Association of Schools & Colleges.

### OVERVIEW AND GOALS: ~~INSTRUCTIONAL PROGRAM REVIEW~~

Lassen Community College currently provides the opportunity to earn selected associate degrees with the primary mode of delivery being correspondence. Students with limited access to the campus should be able to complete the general education components of an associate degree via correspondence in two years. The core courses in the following associate degrees are available via correspondence: Administration of Justice, Correctional Science, and Liberal Arts.

### COURSE MATERIALS:

#### Syllabus Required Information:

A copy of the syllabus must be on file in the Office of Instruction and the Correspondence Office.

#### Community Student Syllabus

- Course Number and Title (example- ENGL 1 – College Composition)
- Section Number (example – 4506)
- Instructor’s Name and Contact Information including office hours and email address
- Grading Requirements
- Course Student Learning Outcomes
- All assignments, memos, and activities should be numbered (e.g. Journal #1, Journal #2, Writing Project #1, Exam #1, etc.)
- Every assignment, exam, or work sheet must have a place for the student to put his or her
  - Name \_\_\_\_\_
  - Date \_\_\_\_\_

- Location \_\_\_\_\_
- Specific Last Day to Add/Census Drop Date [Summer 2007 – June 13, 2007; Fall 2007 – September 5, 2007; and Last Day to Drop Date [Summer 2007 – June 29, 2007; Fall 2007 – October 12, 2007] for the semester
- Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- Instructions for mailing assignments and tests [Addressed to Correspondence Office in care of instructor's name P.O. Box 3000 Susanville, CA 96130]

#### Inmate Student Syllabus

- Course Number and Title (example- ENGL 1 – College Composition)
- Section Number (example – 4506)
- Grading Requirements
- Course Student Learning Outcomes
- All assignments, memos, and activities should be numbered (e.g. Journal #1, Journal #2, Writing Project #1, Exam #1, etc.)
- Every assignment, exam, or work sheet must have a place for the student to put his or her
  - Name \_\_\_\_\_
  - Date \_\_\_\_\_
  - Location \_\_\_\_\_
- Specific Last Day to Add/Census Drop Date [Summer 2007 – June 13, 2007; Fall 2007 – September 5, 2007] and Last Day to Drop Date [Summer 2007 – June 29, 2007; Fall 2007 – October 12, 2007] for the semester
- Minimum of six (6) opportunities for questions, responses, progress reports, other feedback feedback between instructor and student
- Instructions for return delivery to Correspondence Office [Instructor name and course number placed in upper left corner of envelope and student's name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope]

#### Packet Information:

- Correspondence Course Contract (Added to Packet by Correspondence Office)
- Give specific instruction on how the exams are to be taken (e.g. proctored, open book, etc.)
- Proceed on the assumption that the correspondence student has only the textbook and your packet with which to complete the course. There are strict restrictions on resources available to inmates [no access to library or computers for research, materials limited to pencils and paper]
- Explain all assignments (reading, homework, writing, projects, papers, journal topics, etc.) explained clearly in the packet
- Include all course materials with the exception of proctored exams should be included in the initial packet in order to decrease the number of logistical problems in exchange of materials between student and instructor.
- Provide a Timeline/Calendar for the completing of various assignments [Best Practices Suggestion].

- Remember that spelling out everything in detail and in advance reduces delays and misunderstandings. Number everything you assign; this helps keep materials straight for recordkeeping purposes [Best Practices Suggestion].
- Divide the course (packet) into discrete units with unit completion dates clearly identified on timeline; link effective contact to completion of units [Best Practices Suggestion].
- Clearly indicate which activities in the packet are to be submitted by the student to the instructor for grading and which items are to be retained by the student. [Best Practices Suggestion].
- Stamp all incoming assignments from the students as received. [Best Practices Suggestion].
- Use Color Coding (i.e. community and inmate student syllabi different colors, different colors for each unit packet, or different colors for instructions and materials received back from the students) [Best Practices Suggestion].
- Make sure that there are no errors in the syllabus and packet materials. They will undoubtedly be pointed out to you and they can be very confusing to students.
- Include a Student Evaluation Form [Attachment C]

### Packet Deadlines:

- April 27, 2007 - Deadline for packets from instructors teaching Summer 2007 to be in the Correspondence Office for copying
- May 11, 2007 - Deadline for packets from instructors teaching Fall 2007 to be in the Correspondence Office for copying
- November 16, 2007 - Deadline for packets from instructors teaching Spring 2008 to be in the Correspondence Office for copying

### COURSE ISSUES;

#### Regular Effective Contact:

- The students enrolled in courses delivered by correspondence must have the same opportunity to have their questions answered and receive feedback as to their progress in the course as students enrolled in courses delivered through traditional lecture/laboratory format.
- A minimum of six (6) opportunities for you to respond to students should be apparent in your syllabus.
- The most common complaint from students is lack of feedback. Students need to know how they are performing in your classes. Suggestions:
  - Keep a list of assignments and check off when one is received. Return the list to the student every time an assignment is returned. [Best Practices Suggestion].
  - Attach a grading sheet to the assignment when returned and mark the grade, points, etc. so students can see where they are. [Best Practices Suggestion].
  - Attach examples of correct answers or quality responses [Best Practices Suggestion].

#### Inmate Communication:

- There can be no direct mail between instructors and inmates
- Any communication received directly from inmates or the families of inmates must be returned immediately to the Correspondence Office

- Any communication from inmates which might in any way be construed as personal must be ignored and reported immediately to the Correspondence Office [Call Yvonne Deering at 257-6181, extension 8957]

#### Strategies to Deter Cheating:

- Mix versions (scramble exam questions) of the objective test given at the same time
- Heavily weight evaluation of student performance on written assignments
- Request proctored exams

#### Delivery Instructions:

- All correspondence instruction is routed through the Correspondence Office
- All written correspondence between instructors and correspondence students must go through the Correspondence Office
- Complete syllabus and packet materials must be received by the Correspondence Office no later than thirty (30) days prior to the first day of instruction

#### Delivery Issues:

- There will be times when the correctional facilities (for whatever reason) are on lockdown and work cannot be distributed or picked up.
- In the event of a lockdown the Correspondence Office will notify the faculty via email.
- Correspondence faculty need to be flexible; it is not always possible to have materials couriered by an exact date.

#### Rosters:

- During the semester, rosters are placed in your mailbox (in the Correspondence Office). There will be a memo with complete instructions attached from the Registrar's Office. Please comply with the dates on each roster. It is very important that rosters are submitted in a timely manner. Please contact the Registrar (257-6181, x8920) or Correspondence Office if you have any questions.

#### Incompletes:

- Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The instructor in a written record shall state the conditions, for the removal of the "I" and the grade assigned in lieu of its removal. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up not later than one year following the end of term in which it was assigned.

#### Testing:

- The final exam will be proctored. The identified proctor will administer it accordingly. All exams need to have the course section number and course number. There are frequently multiple sections of classes and proctors and the Correspondence Office will not know for whom the work is intended. An examination instruction sheet needs to be attached.
- Final Exams should be back in the Correspondence Office approximately one week before final grades are due.

#### Copy Services:

- All Copyright Laws apply to materials used in correspondence delivery. Permission from the publisher or author must be received prior to copying published materials for distribution.
- The Correspondence Office is responsible for copying and distributing all materials in a timely manner.
- Copies will be printed on both sides of the paper
- Instructors are encouraged to combine printed information as much as possible to minimize the cost of copy production.

#### Correspondence Course Contract:

- Every packet must have a Correspondence Course Contract attached so the student can sign and return the form before the Census Drop Forms are due in the Registrar's Office. [Inserted into Packets by Correspondence Office Staff prior to delivery]

#### Frequently Asked Questions?

1. Who do I ask questions about correspondence delivery?  
*Correspondence delivery questions should be directed to the Director of Correspondence – Yvonne Deering 257-6181 extension 8957*  
*Scheduling and curriculum questions should be directed to your Division Chair*  
*Cheryl Aschenbach – Physical Education/ Allied Health (251-8967)*  
*Tina Bishop – Liberal Arts (251-8847)*  
*Sue Mouck – Business/Math/Science (251-8869)*  
*Vacant – Vocational/Technical*
2. How do I get a copy of the course outline so that I can prepare my syllabus for the course?  
*Course outlines of record can be obtained from the Office of Instruction*  
*Contact Gail Pritchard 251 -8840*
3. Who make the decision about the textbook for the course?  
*All textbooks for courses delivery by correspondence are kept for a minimum of three years.*  
*Full-time faculty who instruct in the discipline decide which textbooks will be used.*
4. How do I get a copy of the instructor's textbook for the course?  
*Call the bookstore at 251-8881 for information about instructor copies of textbooks.*
5. How do I get copies made and distributed?  
*The Correspondence Office is responsible for the copying and distribution of materials.*  
*Contact Director of Correspondence – Yvonne Deering 257-6181 extension 8957*

6. How do I know if the student has received the material?  
*The best way is to provide constant feedback to our students about their assignments, even if it only means returning a paper with a grade on it. If your assignments are numbered your students will let you know when something is out of sequence.*
  
7. What kinds of students succeed in courses delivered by correspondence?  
*Students need to be self motivated and disciplined with good time management skills.*

## COURSE SYLLABUS SAMPLE

**Business Communications – Bus 27**  
**Correspondence Course Syllabus & Study Guide**  
**Developed by Linda Kennedy**

(Traditional Students, including Business, Administration of Justice and Correctional Science Students)  
 March 12 to May 24

**Instructor:** Linda Kennedy  
**Office:** Room 111, Humanities Building  
**Office Hours:** Generally 12:30-1 and 2:30 to 4 MW; 1:30–2:30 p.m. Thurs. and by appointment  
**E-mail:** lkennedy@ lassencollege.edu  
**Telephone:** 251-8888

**Course Description:** A study of the components of written and oral business communications with emphasis on focus, conciseness, clarity, persuasion and human relations. The course will develop skills in producing business letters, resumes, reports of various lengths, and in the presentation of oral reports.

**Student Learning Outcomes:** At the end of the course, students will be able to:

Given an assignment to write a research paper, incident report, proposal, or other project, the student will demonstrate appropriate and competent writing, which includes a thesis, supports assertions, maintains unity of thought and purpose, follows a structure of introduction, body and conclusion, reflects a proper tone, makes good use of a visual, displays knowledge and use of documentation (MLA style), and is technically correct in grammar, spelling and word use.

After given an example of a verbal exchange between individuals, the student will demonstrate their knowledge of the communication process, barriers to comprehension and verbal and non-verbal cues by describing what has taken place and providing a list of measures that would enhance the mutual understanding of those involved.

When presented with an employment opportunity, the student will demonstrate the ability to target their personal experience to fit the prospective job opening by preparing a portfolio containing a cover letter, resume, form application, and letters of recommendations.

**Texts:** Business Communication: Process and Product by Mary Ellen Guffey, 4<sup>th</sup> Edition.  
A Writer's Reference by Diana Hacker, 5<sup>th</sup> Edition (Recommended)

**Grades, Attendance, Make-Up Assignment:**

Students will be graded as follows:  
 25 percent – Participation and Homework  
 25 percent – Mid-Term Exam  
 25 percent – Research Paper (you must complete this paper to pass this class)  
 25 percent – Final Exam

**Class Requirements:**

The student's name must be on each sheet of paper. Below the student's name, the notation "AJ Student" or "CORS Student" or "General Student" or "BUS Student" must be written as appropriate.

Please put the name of the assignment on each piece of paper (Chapter1, Clue 1).

Adopted by the Academic Senate March 5, 2007

Fill-out Scantron in PENCIL AND DO NOT STAPLE OR FOLD. For true and false answers, the A = true and the B = False. Be sure to write your name, student status and the quiz or test name and number on the sheet.

Papers that I cannot read (writing too small, etc.) will not be graded.

Papers that appear to have been copied will not be accepted.

Do not wait until the end of the course to turn in work. Students risk being dropped from the class if they do not turn in work throughout the semester.

Returned work: Chapter work will be returned after grading. Unfortunately, Scantrons will not be returned for security reasons.

Plagiarism: This is the use of another's work without attribution. Don't share your papers or computer disks with another student. Make sure to use quotation marks for direct quotes and to give attribution to the originator when you use their information in your own words. Plagiarizing information or cheating on exams may result in failure of this course.

Withdrawal from the Class: It is the student's responsibility to drop this class if they chose not to continue.

*SAMPLE MEMO:*

MEMORANDUM

TO: Linda Kennedy,  
Business Instructor

FROM: Pam Jones  
Student

DATE: April 1, 2007

SUBJECT: Term Paper Topic

Please be advised I have selected the "Secret Life of a College Student" as my topic for the term project. I will cover the day in the life of a college student from dusk to dawn, emphasizing deceitful practices. I will not cover the possible punishments a student may encounter during their college years. I will interview students and do research on the Internet and in the Library. I will meet the April 27 deadline. If you have any questions, you may contact me in Dorm Room 1290.

## ASSIGNMENTS AND IMPORTANT DATES

**Don't Get Overwhelmed.** These notes are to help you navigate through the class by yourself. Some of the information comes from my notes while other information comes from the textbook. Basically, you will be required to improve your verbal and non-verbal communication skills as well as your listening, writing and speaking skills. The assignments include:

**NOTE TO AJ and Correctional Science Students:** Please review the notes below concerning report writing for law enforcement. Alternate assignments are also included to more closely fit the types of communications routine in the law enforcement field. PLEASE NOTE "AJ STUDENT," "CORS STUDENT," "BUSINESS STUDENT" OR "GENERAL STUDENT" BELOW YOUR NAME ON EACH ASSIGNMENT AND TEST.

- **Exercises from the Book**
- **CLUE at the end of some chapters (correcting sentences)**
- **A project paper - six or more pages constructed as follows:**
  1. Introduction
  2. Discussion or Body
  3. Conclusion
  4. Works Cited Page

The paper will have documented sources from a book, a person (interview), a magazine article and information from the Internet. More information is given on this later on and in your text.

- **Employment portfolio with the following**
  1. Application letter
  2. Resume
  3. Completed form application (enclosed or use one your get yourself)
  4. Two letters of recommendation: one personal and one professional

**Due dates: The weekly assignments can be done ahead of time or as soon as you complete them. This is a 9-week course, so keep this in mind as you make priorities for your time. If you should get behind, let me know and we will discuss alternatives. Please do not save the work and hand it in all at once. Note: Paper due April 27; Portfolio Due May 14. Final must be submitted by May 22.**

Let's get started!

### **Week One: Read Chapter 1 – Communications at Work**

Points to Remember:

1. Succeeding in today's workplace demands you read, listen, speak and write well
2. Heightened Global Competition has required workplace changes, including a flattened management hierarchy or the elimination of middle managers
3. Work teams are becoming more commonplace
4. The workforce is much more diverse than ever
5. The Process of Communication needs to be understood (see page 11)
6. Anything that interrupts the transmission of an idea (can be noise, pictures, self-talk, hunger, etc.) is called channel noise
7. Feedback is important, but decreases the farther away the sender is from the receiver
8. We need to overcome communication barriers (see page 13+)
9. E-mail can become a monster
10. Employers and employees need to understand how the "grapevine works" and what place rumors play in the moral of the company
11. Five common ethical traps should be avoided (see page 27+)

### **Report Writing for Law Enforcement:**

Adopted by the Academic Senate March 5, 2007

Points to Remember:

1. A report is a permanent written record which communicates important facts to be used in the future
2. Types of reports in law enforcement include: Incident Reports, Crime Reports, Arrest Reports, Traffic Accident Reports, Supplemental Progress and Follow-up Reports
3. An administrative report deals with the routine functioning of the department or agency and the operational report deals with the activities of law enforcement officers
4. Reports are used to examine the past, keep other officers informed, continue investigations, prepare court cases, provide courts with relevant facts, coordinate law enforcement activities, plan for future services and evaluate law enforcement officers' performance
5. The report is read by other officers, supervisors, attorneys and judges, jurors, city officials, reporters and citizens
6. Reader-friendly writing avoids police jargon and abbreviations, and written in simple language
7. It is written as it would be spoken, and it considers its audience
8. Reader-friendly reports avoid the use of "the above"
9. Problems with many police reports include: confusing or unclear sentences, conclusions and assumptions, extreme wordiness and overuse of police jargon and abbreviations, missing or incomplete information, misspelled words and poor grammar
10. Well-written reports save the department time and expense and result in better police work and more convictions. They can also reduce legal liability and reflect positively on your education, competence and profession
11. The content of a well-written report is: factual (does not contain opinion), accurate, (specific) objective and complete. You can accomplish this by avoiding words with emotional overtones and including all relevant facts.
12. Reports should be concise – leave out unnecessary information and wordiness – the car was blue in color. Since blue is a color, you don't need to use the word "color."
13. Well-written reports are legible and on time
14. Making good observations and notes concerning relevant facts assists in the writing of the report
15. Law enforcement reports are chronologically arranged in paragraphs, opening with the time, date, type of incident, and how you became involved, followed by information on what you were told, what you did based on the information received and the disposition of the case
16. Stay in the past tense throughout the report
17. Law enforcement reports are clearly written by using: first person (I handcuffed the suspect); active voice (subject performs the action); correct modification; proper pronoun reference and use of parallelism (these will be covered in Chapters 5, 6 and 7)
18. Use e.g. to show examples. Use i.e. to make explanations

**Homework**

1. Complete all of exercise 1.2 – on page 34 and 35
  2. Do CLUE 1, turn to the back of the book for answers, and turn in corrected copy (with copy marks).
- You will follow this process with all CLUE assignments during the class.



**Lassen Community College**  
**Six Semester Education Plan**  
**Associate Degree in Liberal Arts Correspondence Schedule**

**First Semester**

|                   |  |             |
|-------------------|--|-------------|
| CG 46.1           | Academic Success                                 | 1 Unit      |
| Hist 16           | U.S. History                                     | 3 Units     |
| Engl 103/102/50/1 | Basic Writing/Intro to College Comp/College Comp | 3 Units     |
| Math 101/102/51   | Basic Math/Pre-algebra/Elementary Algebra        | 2 -4 Units  |
| Hlth 25           | Understanding Nutrition                          | 3 Units     |
|                   |  | 12-14 Units |

**Second Semester**

|             |  |                   |
|-------------|--|-------------------|
| Hist 17     | Post-Civil War U.S. History                      | 3 Units           |
| Psy 1       | Introduction to Psychology                       | 3 Units           |
| Engl 102/50 | Basic Writing/Intro to College Comp/College Comp | 3 Units           |
| Math 102/51 | Pre-algebra/Elementary Algebra                   | <u>2 -4 Units</u> |
|             |  | 11-13 Units       |

**Third Semester**

|         |  |                |
|---------|--|----------------|
| Hum 1   | Western Civilization: Pre history-1600           | 3 Units        |
| Psy 2   | Principles of Psychology                         | 3 Units        |
| Engl 50 | Basic Writing/Intro to College Comp/College Comp | 3 Units        |
| Math 51 | Elementary Algebra                               | <u>4 Units</u> |
|         |  | 13 Units       |

**Fourth Semester**

|         |   |                |
|---------|---|----------------|
| Hum 2   | Western Civilization: 1600 to the Present | 3 Units        |
| Hist 14 | World History (Beginning to 1500)         | 3 Units        |
| Psy 31  | Child Development                         | 3 Units        |
| Soc 1   | Introduction to Sociology                 | <u>3 Units</u> |
|         |   | 12 Units       |

**Fifth Semester**

|         |                                   |                |
|---------|-----------------------------------|----------------|
| Hist 15 | World History (1500 to Present)   | 3 Units        |
| PLSC 1  | American Institutions             | 3 Units        |
| Psy 33  | Psychology of Personal Adjustment | 3 Units        |
| Soc 2   | Social Problems                   | <u>3 Units</u> |
|         |                                   | 12 Units       |

**Sixth Semester**

|          |                              |                |
|----------|------------------------------|----------------|
| Anthro 1 | Physical Anthropology        | 3 Units        |
| Phil 10  | Comparative World Religions  | 3 Units        |
| Art 8    | Art Appreciation             | 3 Units        |
| ES 1     | Ethnic Minorities in America | 3 Units        |
| Hlth 2   | Personal Health              | <u>3 Units</u> |
|          |                              | 15 Units       |

**Three-Semester Plan**  
**Associate in Science – Administration of Justice/Correctional Science**  
**Correspondence**

**First Semester**

|          |  |         |
|----------|--|---------|
| AJ 12    | Introduction to Criminal Justice                           | 3 units |
| AJ 21    | Administration of Justice                                  | 3 units |
| CORS 10A | Intro to Correctional Science                              | 3 units |
| CORS 10B | Organization and Administration of Correctional System     | 3 units |
|          | Required Elective/General Education Requirements/Electives | 7 units |

**Second Semester**

|         |  |         |
|---------|--|---------|
| AJ 10   | Criminology  | 3 units |
| AJ 23   | Criminal Evidence  | 3 units |
| AJ 24   | Community Relations  | 3 units |
| CORS 11 | Legal Aspects  | 3 units |
|         | Required Elective/General Education Requirements/Electives | 4 units |

**Summer**

|  |  |          |
|--|--|----------|
|  | Required Elective/General Education Requirements/Electives | 13 units |
|--|--|----------|

**Third Semester**

|       |  |                |
|-------|--|----------------|
| AJ 20 | Criminal Law   | 3 units        |
| Psy 1 | Intro to Psychology  | 3 units        |
|       | Required Elective/General Education Requirements/Electives | <u>6 units</u> |
|       | Total  | 60 units       |

## Correspondence Committee

Ad hoc committee of the Academic Senate  
2006/2007

Open and uses consensus decision-making processes.  
Meets most Thursdays at 3:00 pm in HU-102

### **Charge:**

The Curriculum /Academic standards committee identified a number of areas that needed to be addressed, including ensuring high academic standards in the delivery of correspondence (this includes developing a mechanism to assess this delivery); ensuring and measuring regular effective contact; mechanisms to deter cheating; continued development of timelines and strategies for organizing processes of delivery (including scheduling of courses, appropriate collection of census data, timely delivery of packets, etc) ; and comparable support services in correspondence as those available on campus.

### **Structure:**

Committee consisted of all interested individuals including:

Nancy Bengoa-Beterbide - Correspondence Instructor  
Sandy Beckwith – Academic Senate President  
Charli Chambers – EOP&S Counselor  
Bernadette Chavez – Correspondence Instructor  
Yvonne Deering – Director of Correspondence  
Noelle Eckley - Correspondence Instructor  
Betsy Elam – Correspondence Instructor  
Dave Foster - Correspondence Instructor  
Brenda Hoffman – Correspondence Office  
KC Mesloh – Administrative Assistant II – Transfer Center  
Sue Mouck – Curriculum/Academic Standards Committee Chair  
Michelle Neagle – Assessment Director  
Motare Ngiratmab –EOP&S  
Janna Sandahl – Interim Registrar  
Ross Stevenson - Associate Dean of Instructional Services  
Cary Templeton - Associate Dean of Student Services  
Tami Wattenburg – EOP&S

Representatives from the California Correctional Center and High Desert Prison also participated in the discussions.

**Reporting:** Reports to the Dean of Instructional Services and Associate Dean of Student Services

