**Memorandum of Understanding (MOU) for
Creation of Course Design Principles and Guide,
Resource List, and Rubric for ISP Course Curriculum Revisions**

<u>Intent:</u>
The intent of this MOU is to compensate one or more faculty members to complete work researching and documenting guiding principles in curriculum creation and instructional design associated with courses being taught in a correspondence model through the Incarcerated Students Program (ISP). A stipend amount of $5000 has been determined to be in alignment with other stipends previously awarded for a similar scope for curriculum work outside of a faculty member's regular teaching, departmental, and faculty duties and responsibilities.

All ISP courses are being scheduled for a curricular redesign in the 2022-23 academic year (and will follow a regular review and update subsequently) (see the other ISP-related MOUs from this same time period). The guiding principles work done through this MOU will set the standard guidelines for the curriculum redesigns and updates.

Following is the Overview, Timeline, and Deliverables associated with this MOU.

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Course Design Principles | Enhanced Correspondence Course
Scope of Work

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Overview
All courses offered by the Lake Tahoe Community College (LTCC) Incarcerated Students Program (ISP) will be rewritten into a 4-module format over the course of the next academic year (AY 2022-2023).

The scope of work outlined below will be completed with the intent of providing instructors with the research, guidance, and examples necessary to develop highly effective, trauma-informed enhanced correspondence courses for the LTCC ISP. It will also provide the materials necessary for course evaluation by the ISP Committee to ensure that newly developed courses are meeting research-based pedagogical best practice standards.

While some of the items outlined below (i.e. best practices on course policies) will be done in collaboration with the ISP Director, there will be a separate component that outlines California Department of Corrections and Rehabilitation (CDCR) policies, guidelines and regulations that are relevant to course design. These will be provided by the ISP Director and incorporated into the final document.*

Timeline
Deliverables outlined below will be completed and submitted in final form by **September 15, 2022.**

Finalized *Course Design Principles* will be disseminated to faculty rewriting courses. If timelines listed here are met, the college should be able to begin a full 4-module rollout of new courses in Spring Quarter 2023.

Deliverables

1. **Annotated Literature Review**

   This will be a clear, concise overview of high level key ideas and strategies outlined in research on the following topics. This section will serve to provide instructors with a clear understanding of the research on best practices (i.e. praxis) for course design for this specific population of students.

   a. Best practices in higher education of incarcerated students
   b. Best practices in correspondence education for incarcerated students
   c. Trauma-informed pedagogy and how it looks in practice

2. **LTCC ISP Guiding Principles**

   To the extent possible, collaboratively developed values and guiding principles will be honed, outlined, and when applicable, will be connected to practice. A final set of guiding principles will be completed through this MOU and shared with the ISP Committee for their review and recommendation and for ongoing use in the program as new faculty are onboarded.

3. **Course Design Checklist**

   This element of the work will consist of a detailed manual outlining course design guidelines for LTCC ISP enhanced correspondence courses and an associated checklist. The checklist will outline how the research translates into course design practices. It will include descriptions of research-based practices as well as examples from a variety of disciplines. Items that will be included are listed below (this is not an exhaustive list but provided as an example of topics to be addressed):

   a. Personalized Syllabus Creation
   b. Assessment Practices
   c. Standardized Policy Best Practices (in collaboration with ISP Director)
   d. Guidance for how to structure time and appropriate student workloads
   e. Clear and distinguishable rubrics for student assignments
   f. Channels for providing substantive student feedback
   g. Restorative justice lens
   h. Trauma informed pedagogy
   i. Growth vs deficit mindset

4. **Evaluation Tool**

   An evaluation tool (rubric) will be created through this MOU, used by the ISP Committee, and provided to the course creators. It will include the following levels:

   a. Accept Course (Ready for distribution)

  b. Conditional Accept (Course is ready once ~one component is added/amended/edited; aka: only minimal changes are needed)

  c. Revise and Resubmit (Course has large scale modifications that need to be addressed and reviewed prior to distribution).

*The final document will be formatted by graphic design specialists separate from this MOU prior to being distributed to the ISP committee for review and faculty for use.

**The attached documents are available and have been shared with the ISP committee members. They may be used as a starting point or as supplementary to the work conducted through the scope of this MOU.

Michelle Risdon (Jun 27, 2022 21:35 PDT)

 Michelle Risdon, Ph.D. Date
 Vice President of Academic Affairs

Mike Spina (Jun 27, 2022 19:51 PDT)

 Michael Spina   Date
 Faculty Association President

1. Incarcerated Student Program (ISP) Creation of Course Design Principles and Guide, Resource List, and Rubric

Final Audit Report   2022-06-28

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