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Feather River College Incarcerated Student Program

2018-2020 Student Guide



Insight – Inspiration – Education – Rehabilitation

EDUCATION WITH A HUMAN TOUCH

Feather River College is accredited by the Accrediting Commission for Community and Junior Colleges, a nationally recognized regional accrediting agency.

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, associate degrees, transfer programs, and life-long learning for a diverse student population. The college serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural settings.

Feather River College's Incarcerated Student Program offers a transferrable Associate of Arts Liberal Arts degree with an emphasis in Arts and Humanities. As well as an Associate of Arts for Transfer in Sociology.

Feather River College has made every reasonable effort to ensure that the information published in this guide accurately reflects current legislation, policy, and fees. However, these are subject to modification at any time in order to accommodate changes in the resources, education plans of the District and/or for reasons deemed appropriate by the college president or his designee. These changes may be made without prior notice and may supersede this publication or any portion thereof. The full text of any Board Policy and/or Administrative Procedure listed in this guide can be found on the FRC website.

Feather River College follows federal and state nondiscrimination laws. Disputes regarding the College's compliance with nondiscrimination policies, EEO, Title IX, and Section 504/ADA should be directed to the College's Director of Human Resources/EEO.



Dear Students,

I want to take this opportunity to welcome you to Feather River College. The faculty and staff at FRC are tremendously excited about the Incarcerated Student Program and very grateful that you have chosen to attend our college to help you attain your dreams. Every one of the faculty who have participated in the program agrees that incarcerated students are some of the best and brightest that we have had the fortune to teach over our many years as academics.

Moreover, we are all proud to be part of what we see as an historic mission, and one very much in keeping with the mission statement of FRC "to provide a quality education for all students." That includes incarcerated men and women. So whether you are a returning or a new student, please know that we applaud your decision to get your Associate of Arts Degree, and we will work with you every step of the way to ensure that you achieve your academic and career goals.

Although the Incarcerated Student Program is delivered mostly through the mail, we do our utmost to replicate an on-campus college experience. We pride ourselves on offering a Distance Education program that provides "an education with a human touch." We believe that college is more than gaining knowledge through your individual studies, books and assignments.

Key to being a college student is taking part in critical discussions with learning communities of one's peers. You are, therefore, registered as

part of a cohort, a group of students at your institution taking the same classes in the same



sequence, to increase the opportunity of learning from each other as you make your way towards your Associate in Arts degree. At the end of six semesters of full time study

your cohort will take part in a formal graduation ceremony.

From time to time, a group of instructors will visit the correctional center to become acquainted, answer questions, offer instruction, and tutor their incarcerated students. ISP staff often go along on those visits to help with administration issues. We believe that face-to-face contact with your instructors and the ISP staff is important.

We hope you will find this to be a rewarding experience that will allow you the opportunity to reach your full potential. The classes you are being offered are designed to have you achieve an Associate of Arts degree in Liberal Arts, with an emphasis in Humanities, or Sociology, and to serve as a stepping stone to a variety of career paths. Along the way, we anticipate you will learn to think critically, communicate with others, and make decisions that will move you forward in life.

Sincerely,

Dr. Joan Parkin

An ISP Student's Perspective

A Personal Account of the ISP's Impact on a Former Student by Mr. Nelson

The Incarcerated Student Program provided by Feather River College gives prisoners a rare opportunity for higher education while still in custody. More than that, the program offers prisoners the unique means to demonstrate the depth of their commitment to their own rehabilitation and to the goal of leading worthwhile, productive lives. This is by no means a handout and the curriculum is rigorous. This is due not only to the program's inherent demands, but also because of the endemic hindrances found only in prison. Therein however, lies the great potential of this program; as a voluntary undertaking, we are not compelled to complete any courses, nor are we subjected to any penalties for failing to do so. Instead, the onus lies with us to see the program through, and in doing so entirely of our own volition, we're allowed to exhibit the willingness and dedication needed to successfully live up to the requirements of society. In a sense, this program is a sort of proving ground which serves a twofold purpose: first, it gives us a venue to showcase our determination to succeed in a mainstream setting. A comparable circumstance cannot be found in any other prison program I've ever encountered. Second, this program allows us a way to both explore and experience the expectations of the larger world beyond our walls, while better preparing us to meet the challenges of that world in a manner beneficial both to ourselves, and society in general.

My own interaction with the program began as an act of desperation. In many ways, life in prison is a slow, exasperating demise, where every frustration and infuriating dissatisfaction builds upon those from the day before. If you stay locked up long enough, these vexations threaten to become your whole world. That was the state of my life when I stumbled upon Feather River. I knew nothing about it, other than it offered courses leading to a degree.

More importantly, however, and more fundamental to my needs at the time, was the chance, any chance, to work towards something better in my life. For me then, this wasn't just an educational opportunity; it was the only thing I could actively do to build a future. Despite my willingness to immerse myself in this one avenue which led anywhere but the ruin my life already was, I was unprepared to devote the amount of attention needed to participate in these classes at a level commensurate to normal students. Nothing in my incarcerated career had readied me to compete on this stage. The extent of writing required was nearly overwhelming, and had I been fully aware of just how much would be expected, I may have opted for a less daunting path.

Nevertheless I struggled on, trying to put together assignments which I hoped would match what my instructors were anticipating. As a Distance Education student, there was always some uncertainty and self-doubt regarding the work I turned in. Often, I wasn't entirely sure that what I was doing was on the right track. Surprisingly however, it was through this lack of sureness that I came to re-discover a gratification I'd completely forgotten. As my graded assignments began returning, they were accompanied by handwritten comments on my work. While some were just a few words, others bordered on the copious. Either way, their impact was remarkable; here were people with no prior attachment or obligations to me who were taking time out of their lives to give me honest critique, and

An ISP Student's Perspective (continued)

supportive encouragement. Even though these instructors existed as faceless, abstract figures to me, their feedback was absolutely jarring. This is not an overstatement or exaggeration; after so many years of official disapproval and systematic antagonism, I no longer had any idea how rewarding positive feedback could be.

Suddenly there was something else in my life besides all the pessimism, despondency and self-pity. The short notes and longer commentaries were just standard, normal responses to the teachers who penned them, but they changed so much for me. Someone was taking note of my efforts; finally, someone saw me not as an inmate, but as a person.

Newly inspired by the unexpected acknowledgments of my efforts, my academic pursuits took on a deeper importance. No longer were these courses just chores to be executed, or a mere means to an end. Now, each completed assignment was an achievement in its own right, and I experienced a newfound sense of pride and accomplishment with each one I submitted. Soon, I found myself hoping for favorable reviews, trusting that someone unknown to me would read and appraise my work.

At first, I didn't recognize this for what it was. An extraordinary development had just materialized in my life, one I'd gone so long without, that I couldn't realize its significance initially. It's doubtful that anyone reading this took note of what I'm referring to either; after all, it's something that people with normal lives get to take for granted. I'll repeat myself for clarity, "I found myself hoping ...". Those of us on the inside still hope for simple, everyday things, but we eventually abandon our hopes for anything more substantial. This doesn't happen consciously; it's just too disheartening to consider possibilities which have become impossible. Over time, we learn to avoid thinking about any greater aspirations, replacing those thoughts with glib sarcasm instead. Yet, after becoming involved with

Feather River, I began to think about what might be possible. If the people at this program felt my work was worthwhile enough to treat me like any other college student, then perhaps something like an ordinary life was still a realistic goal. This didn't come to me as an epiphany, or a singular "ah-ha!" moment. In fact, I don't know precisely when I started thinking that a purposeful life might still be available to me, but I do know that I wouldn't have reached that line of thought if the instructors at Feather River hadn't given me cause to. Their input led to a fundamental shift in what I thought about my own capabilities, and what I believed was attainable. With Feather River's support, it was now worth risking disillusionment to consider the prospects which were still open to me.

"I don't know precisely when I started thinking that a purposeful life might still be available to me, but I do know that I wouldn't have reached that line of thought if the instructors at Feather River hadn't given me cause to. Their input led to a fundamental shift in what I thought about my own capabilities, and what I believed was attainable."

Despite the radical remodeling my thinking and frame of mind had already undergone, the program had more to impart. More, in fact, then I could've counted on or even contemplated when I first enrolled. While it's no surprise that college classes can be thought provoking, it was startling to discover how applicable some of the courses were to my particular past. Through classes such as Early Childhood Development, Introduction to Sociology, and Juvenile Justice, I was granted the previously unthinkable opportunity and skill to delve into my own background, and the factors and decisions which steered me toward imprisonment. At times, what I read was so apt

An ISP Student's Perspective (continued)

that it felt almost as if someone had followed me around and wrote exclusively about my life. While some of the insights I gained were rattling, and even unwelcome, they were realizations I needed to come to in order to move on with my ambition to turn my life around. What's more, they were completely unknowable to me before these classes broadened my understanding.

In addition to achieving a certain acumen into my own problematic behaviors and decision making, I also began to comprehend how socializing forces within prison deter rehabilitative activities, and actually engender antisocial conduct. I recognized influences which had held back my own growth, and I began to wonder, what if I'd been exposed to the lessons and concepts I'd acquired through the Incarcerated Student Program sooner? Would I have been able to take advantage of, or even process them? Could I have skirted nearly two decades of futility and uselessness within these walls? Any answer is just conjecture, but these questions brought me back to the remarks written by my instructors. I've already described how powerful they were for me, but I omitted mention of a key element, a common theme, which kept recurring in their notes: Are you writing about your prison experience? In the beginning, I overlooked these suggestions, needing then to focus on the infusion of encouragement their comments provided. Over time though, I began to revisit the proposition, and it occurred to me that my life doesn't have to be useless anymore. Due to the Incarcerated

Student Program, I'm in the heretofore unimaginable position of being able to contribute something helpful. I now have the facility and resolve to use my experience and burgeoning education for the benefit of others. Whether or not I'm ever freed from prison, I can now use my time efficaciously, and lead a life with some merit because this program has created purpose in an, until now, aimless existence.

This then, is the Incarcerated Student Program's lasting legacy and great latent attribute: the potential to foment an unheard of faculty for benevolence amongst some of society's most intractable members, thereby enriching society at an ever increasing rate as incarcerated Feather River graduates learn to use their time for constructive, propitious applications in both their own lives, and in those to whom they are connected. This program doesn't just reward academic effort then; it arouses personal growth and societal awareness. It is an invaluable path towards rehabilitation, which isn't a viable outcome when prisoners are barred from personally observing and internalizing mainstream norms and values. The Incarcerated Student Program is a peerless expedient for this necessary exposure, conferring upon prisoners an unsurpassed way to safely participate in, and reconnect with, society in general. Only through this type of interaction can we work to become better, more fully redeemed persons, who are capable of rejoining our communities as reformed and edified human beings.

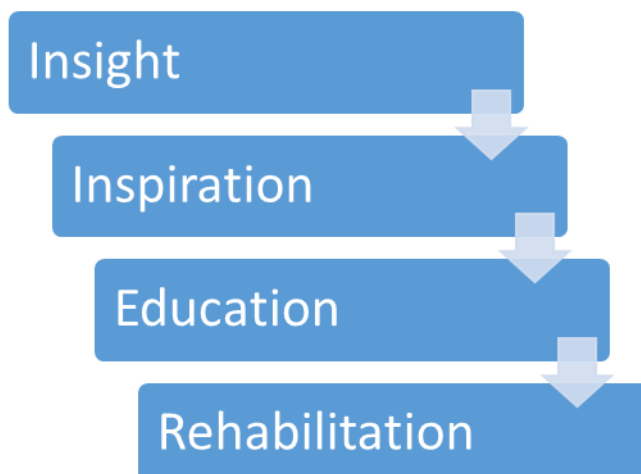


Table of Contents

ABOUT THE INCARCREATED STUDENT PROGRAM

Contents

ISP VISION	1
ISP MISSION	1
ISP HISTORY	2
FEATHER RIVER COLLEGE STUDENT LEARNING OUTCOMES	2
ISP PROGRAM SITES	3
9 STEPS TO GRADUATION	4
CONTACT INFORMATION	5
CORRESPONDENCE PROGRAM.....	5
ON-SITE PRISON COORDINATORS	5
PROGRAM ACCEPTANCE.....	5
ASSESSMENT TESTING	6
IN-STATE STUDENTS	6
OUT OF STATE STUDENTS	6
ORIENTATION.....	6
ACADEMIC EXPECTATIONS.....	6
REGISTRATION	7
PRE-REQUISITES	7
CALIFORNIA COLLEGE PROMISE GRANT	7
NOTIFICATION OF PROBATION	8
EXTENSION OF PROBATION	8
DISMISSAL AND READMISSION	8
ACADEMIC RENEWAL	9
OTHER ORIENTATION MATERIALS.....	9
PROGRAM MATERIALS	9
COURSEWORK.....	10
EXAMS	11
GRADING SYSTEM	11
Grade Point Average.....	12

Table of Contents

<i>Course Repetition</i>	12
GRADUATION	13
STUDENT SUPPORT SERVICES	14
COMMON QUESTIONS	15
ASSOCIATE DEGREE REQUIREMENTS	18
CALIFORNIA STATE UNIVERSITY SYSTEM GENERAL EDUCATION BREADTH REQUIREMENTS ..	20
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)	21
LIBERAL ARTS—ARTS AND HUMANITIES— CSU TRANSFER DEGREE	22
SOCIOLOGY	23
COURSE DESCRIPTIONS	24
ISP STAFF AND INSTRUCTORS	Error! Bookmark not defined.

ISP Vision, Mission and History

ISP VISION

Feather River College's Incarcerated Student Program contemplates a world where it is possible for every individual to leave a life scarred by crime or misjudgment and return to society as a proud and useful contributor or, if not returned to freedom, to contribute in a positive way to the lives of those met behind prison walls.

- ISP students will advance their education and personal growth through the opportunity to complete an Associate of Arts degree in 9 semesters.
- ISP administrative staff will regularly evaluate the institutional support required to meet the needs of current and future students in relation to state and institutional resources.
- ISP administrative and instructional staff will regularly assess course level student learning outcomes to ensure the academic rigor required in all Feather River College courses.
- The ISP will provide a quality education to students from diverse cultural, and racial backgrounds, regardless of sentence length.
- The ISP will maintain high expectations for student success, educational preparedness, and student achievement with the goal of reducing recidivism rates.

ISP MISSION

The mission of Feather River College's Incarcerated Student Program is to offer a high quality transferrable Associate Degree in Liberal Arts to a diverse incarcerated student population. Our program will enhance personal development and rehabilitation through an effective learning process that helps students to attain their goals, thereby increasing their self-worth, confidence, and employment opportunities. The program will encourage students' communication and critical thinking skills, and lifelong learning habits. In addition, the ISP seeks to broaden societal understanding of incarcerated student populations



ISP Vision, Mission and History

ISP HISTORY

Feather River College has been offering correspondence courses to the incarcerated since the spring 2007. We began at the California Correctional Center in Susanville. In the spring of 2008, we entered Central California Women's Facility in Chowchilla. By the spring of 2009, we had expanded the Incarcerated Student Program (ISP) to Pelican Bay State Prison in Crescent City and California Men's Colony at San Luis Obispo. By the fall 2011 semester, we offered an AA Degree at High Desert State Prison in Susanville and Valley State Women's Facility in Chowchilla. In spring 2013 we registered students at The Substance Abuse Treatment Facility in Corcoran and at San Quentin State Prison. We added Folsom State Women's Facility in fall 2013. We also have transfer students at various state prisons around the state of California. FRC now offers a total of twenty courses leading to a Liberal Arts degree or AAT Sociology degree to over 700 incarcerated students. Feather River College has granted AA degrees to over 200 incarcerated students.

FEATHER RIVER COLLEGE STUDENT LEARNING OUTCOMES

Students who complete a certificate or degree at Feather River College should be able to demonstrate that they have achieved the below stated student learning outcomes. Each academic program and student support service area has additional outcomes.

1. Students will communicate effectively by:

- Writing clearly and accurately in a variety of contexts and formats
- Articulating thoughts, ideas, concepts, and opinions verbally
- Reading, comprehending, and applying published ideas
- Listening and responding to others

2. Students will demonstrate critical thinking skills by:

- Applying principles of scientific and/or qualitative reasoning and logic to solve problems
- Evaluating strengths, weaknesses, and fallacies of logic in arguments and information
- Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview
- Applying knowledge and skills in real-life settings

3. Students will locate, evaluate, and apply information by:

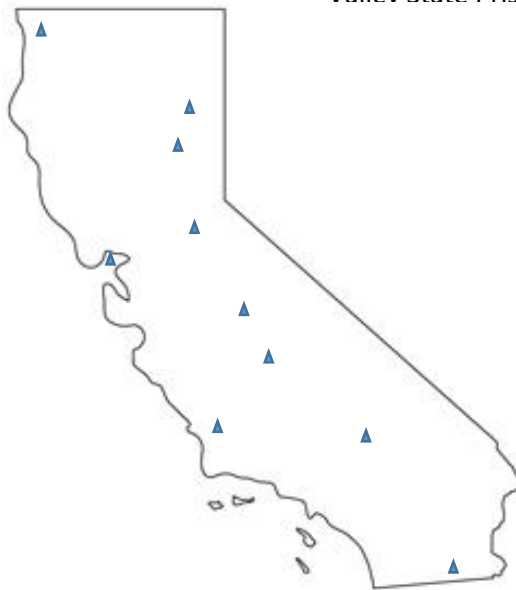
- Using technologies to identify, access, evaluate and use information to accomplish a specific purpose or task (e.g., library and Internet search engines)
- Using social learning tools (e.g., systems that connect learners, instructors, and information: Moodle, SharePoint, Google docs, social software/media sites)
- Organizing information (e.g., creating and maintaining electronic organization system for files)
- Understanding the social and ethical issues surrounding the responsible use of information technology
- Demonstrating competency in concepts, terminologies, and applications (e.g., word processing, spreadsheets, databases, presentations, and web)
- Using technology to responsibly conduct academic related pursuits (e.g. file the FAFSA, search and apply for scholarships and jobs, search and apply at transfer)

ISP Vision, Mission and History

ISP PROGRAM SITES

- Avenal State Prison – Avenal
- California Correctional Center – Susanville
- California City State Prison- California City
- California Health Care Facility – Stockton
- California Men’s Colony – San Luis Obispo
- Central California Women’s Facility – Chowchilla
- California Institute for Women – Corona
- California State Prison, SATF – Corcoran
- Centinela State Prison – Imperial
- High Desert State Prison – Susanville
- Los Angeles County —Lancaster
- McFarland – McFarland – Private Facility
- Mule Creek State Prison – Lone
- Pelican Bay State Prison – Crescent City
- Plumas County Jail – Quincy
- San Quentin State Prison – San Quentin
- Sierra Conservation Center - Jamestown
- Vallev State Prison for Women – Chowchilla

Map of ISP Sites



From Day 1 to Graduation

9 STEPS TO GRADUATION

1. Self-Assessment

Students will assess and identify their knowledge in:

- Reading Comprehension
- Sentence Skills
- Elementary Algebra
- Arithmetic

Additionally, students will be given a multiple measure questionnaire allowing the students to disclose comfort level in subject areas and how long it has been since subjects were taken. If applicable, we will also review previous college transcripts to help determine proper course placement and we will transfer in coursework that is useful toward the student's degree

2. Registration Process

The following documents must be completed and signed for you to be successfully enrolled:

- Application for Admission
- California College Promise Grant, formerly Board of Governors Fee Waiver Application (Fall only)
- Authorization of Release form (Fall only)

3. Student Success and Support

As a new student you receive a new student orientation that will help you understand the program and what is expected of you as a student. All information covered in orientation is available in this catalog as well. We will also conduct follow-up visits to meet with students throughout their time in the program. You will receive a Student Education Plan showing all of the required courses in your major. Approximately halfway through your college journey, you will receive a detailed degree audit to give you a visual of which courses are completed and which courses remain.

4. Course Material

One week prior to the beginning of the semester you will receive the following materials:

- Course Packet (includes all seven learning modules)
- Borrowed Textbooks (if required)
- Seven addressed student envelopes (28 in total for four courses)
- Assignment cover sheets
- Lined paper
- Module Schedule with due dates
- Office hour forms

5. Assignments

It is the student's responsibility to turn in a module assignment from each course every two weeks (see Module Schedule).

6. Proctored Examinations

- All ISP courses have proctored midterm and final examinations.
- All proctored exams are closed book.
- Proctoring is the supervised process used during mid-terms and finals.

7. End of Semester

All assignments are due at the end of the fourteen week semester (see Master Schedule).

8. Receipt of Official Transcripts

Students will receive official transcripts three times per year (End of January, June and September). Unofficial transcripts may be requested at any time.

9. Graduation

During the last semester of attendance students must file a Graduation Petition.

Program Acceptance and Mechanics

We are happy to hear that you are interested in furthering your education with Feather River College's Incarcerated Student Program (ISP). We would love to help you reach your goal and receive an Associate of Arts degree with Feather River College.

CONTACT INFORMATION

ISP staff and instructors are dedicated to the educational success of the students in the program. Staff and instructors can be reached by writing to:

**Incarcerated Student Program
Feather River College
570 Golden Eagle Avenue, Quincy, CA 95971
(530) 283-0202 ext. 264, isp_email@frc.edu**

The ISP is a correspondence course program. We have designed the program to allow students to complete the AA degree program strictly through the mail. Although we encourage instructors to visit their students, this is a bonus of FRC's ISP and not a necessary requirement for degree completion. After the registration and testing is complete a student will receive "a course in a box" for each of his or her courses that includes all of the books and course materials that the student needs to successfully complete the course. Students will receive effective and regular contact from their instructors.

CORRESPONDENCE PROGRAM

A correspondence course program is an academic program that uses the same course outlines and satisfies the same student learning outcomes as face to face instruction but has a different mode of delivery. In the ISP, the curriculum and instructor feedback is conducted exclusively by mail. Students can expect regular and effective communication from their instructor. With the popularity of the internet and other technological methods of course delivery (e.g. television), one might assume that traditional "paper and pencil" type of correspondence courses have become obsolete. Surprisingly, though, FRC has discovered that the traditional Distance Education

correspondence course has its uses, and can be, at times, the right product for the right niche. At FRC, correspondence courses have been developed to serve a special population of the incarcerated in California prisons. Incarcerated students approach their courses with enthusiasm and motivation.

As the program continues to improve, a few additional resources may become available for ISP students. These include, but are not limited to supplemental in-person instruction, on-site tutoring, instructional videos and on-site orientations.

ON-SITE PRISON COORDINATORS

The California Department of Corrections and Rehabilitation requires all Voluntary Education Program (VEP) instructors and coordinators to be fully credentialed academic teachers. The ISP program communicates and coordinates with these on-site people to give students the best possible and most personal college experience possible. The VEP teachers are the contact point for students in their respective facilities, and are key players for the Feather River College Incarcerated Student Program.

PROGRAM ACCEPTANCE

Program acceptance differs by correctional facility and state of residence. Upon acceptance into the program, students are placed into cohorts, groups of students enrolled in the same classes every semester. ISP staff will enroll each student into the classes that he/she needs for the degree path. If a student has credits from another college, that student must have his or her official transcript sent to Feather River College's Office of Admissions (see contact information) to have those credits apply.

Program Acceptance and Mechanics

SELF-ASSESSMENT

Self-Assessment, multiple measures questionnaire, and transcripts from another college will help the advisors or counselors in determining appropriate class placement. These help indicate the student's skill levels in reading, writing and math so that they can be placed in the appropriate classes.

Assessment is to be completed prior to registering for your first semester. Results do not affect eligibility for admission. Assessments are administered by education officials on site. The questionnaires are then sent to the ISP staff who scores the assessment and places the student in the English and math courses that match his or her skill set.

IN-STATE STUDENTS

If you are currently a California resident residing in a California correctional facility at one of the institutions where we offer classes and have a high school or General Equivalency Diploma you are eligible to register for our program. Please ask someone in the education department at your facility to put you on a waiting list. The Incarcerated Student Program provides all of your books and supplies, at no charge to you, and your tuition is waived through the California College Promise Grant.

OUT OF STATE STUDENTS

If you are currently residing in a correctional facility outside of the state of California, have a high school or General Equivalency Diploma and are interested in the Incarcerated Student Program please contact us directly using the contact information provided in this guide (page 1).

We would supply books, courses materials and guidance. You would have to pay out-of-state tuition for each class. The cost per unit is \$258, which includes a \$212.00 non-resident fee and the \$46.00 California standard enrollment fee.

If you and any other students would like to enroll in Feather River College's Incarcerated Program please tell your education department (in-state students) or send us a request (out-of-state students) as soon as possible.

ORIENTATION

The purpose of orientation is to acquaint students with the policies and procedures of Feather River College. In this section of the handbook, you will learn about maintaining good academic standing, academic probation and dismissal procedures, registration, pre-requisites and maintaining eligibility for the California College Promise Grant.

ACADEMIC EXPECTATIONS

To maintain good academic standing at Feather River College, a student's cumulative (overall) and current (most recent term) grade point averages (G.P.A.) must be 2.0 ("C") or better. Additionally, a student must successfully complete 50% of the units they attempt. **Academic and Progress Probation** Once a student has completed 12 units, if either the cumulative or current G.P.A. falls below 2.0, the student is on **academic probation**. The student will remain on academic probation until the cumulative and term G.P.A. are 2.0 or above. If, after 12 units, a student's percentage of Withdrawal (W) Incomplete (I), No Credit (NC) and No Pass (NP)'s recorded reaches at least 50% of all grades recorded, the student will be placed on **progress probation**. A student will remain on progress probation until the percentage of W, I, NC and NP grades falls below 50% of all grades recorded.

At the end of the third semester in which a student is on academic probation and /or progress probation, a letter will be sent to the student notifying them that they are subject to dismissal.

Program Acceptance and Mechanics

REGISTRATION

Students will be placed in classes by ISP staff based upon evaluation of the self-assessment, previous transcripts and multiple measures questionnaire. An abbreviated student education plan may be developed by ISP staff for 1-2 semesters of course work. A comprehensive education plan may be developed once a student has completed at least 12 semester units. The plan communicates the sequence of classes a student should take in order to reach their educational goal.

All on-site coordinators have Add/Drop forms for students who need to drop a course. If a student is struggling in a class, such as math or English, the student should communicate with ISP staff to determine a more appropriate class placement.

PRE-REQUISITES

A pre-requisite is a requirement for prior coursework, knowledge or skill that must be fulfilled by students before they enroll in a course. For example, a student must complete and pass French 1 before they can take French 2. Students who have equivalent experience may enroll in courses for which they do not have the pre-requisite course completed by communicating with ISP staff and providing documentation of required experience or knowledge. ISP staff may consult with the instructor to determine if an override is in the best interest of the student.

CALIFORNIA COLLEGE PROMISE GRANT

The California College Promise Grant (CCPG) is a fee waiver for eligible students to assist with enrollment fees. This waiver was formerly called the Board of Governors or BOG Fee Waiver. To receive this assistance, students must complete a Fee Waiver Application and be a California resident or eligible AB 540 student. Students will receive a CCPG application once they are

accepted to Feather River College and have completed the assessment process. **Students must re-apply for the grant each academic year.**

Students must meet California College Promise Grant academic standards. All grades will be used to determine CCPG eligibility.

Any combination of two primary consecutive terms (fall and spring) of cumulative G.P.A. below 2.0, and/or cumulative course completion less than 50% may result in loss of fee waiver eligibility.

Students will be notified at the end of each term if they are being placed on either academic probation and/or progress probation. The first semester a student is placed on probation, a separate letter will notify the student that they are in danger of losing their CCPG. The notification letter will include the information that a second term of probation will result in loss of fee waiver eligibility. After the second consecutive term on probation, the student may lose eligibility for the fee waiver for the next semester's registration.

Students may regain eligibility for the California Promise Grant in one of the following ways;

- Improving their G.P.A and /or progress completion percentage and regaining good academic standing.
- Completing and submitting a CCPG appeal form subject to approval by the Satisfactory Academic Progress Committee
- Not attending Feather River College for two consecutive primary terms (Fall and Spring semester)

Program Acceptance and Mechanics

GRADE CHANGES

The determination of the student's grade by the instructor shall be final in the absence of a mistake, fraud, bad Faith, or incompetence. A student who feels that an instructor has given a grade based on one or more of these conditions, and has evidence to substantiate the claim, may pursue an appeal by writing to the instructor via the ISP office and enclose their evidence such as corrected homework, homework logs, or tests. Students requesting a grade change must begin the appeal process within one year from the end of the semester in which the course was taken.

NOTIFICATION OF PROBATION

Each student is entitled to be notified of their loss of good academic standing status and the availability of college support services to respond to their academic challenges and difficulties before the student is dismissed. A letter will be sent to the student notifying them that they are on academic probation and/or progress probation. This letter will cover the significance of being on probation and the description of services available. The student must then communicate with ISP staff to develop a plan for improvement.

EXTENSION OF PROBATION

A student who is on academic probation and earns a semester G.P.A. of 2.0 or better will not be dismissed as long as each subsequent semester G.P.A. is 2.0 or better, even if the student's cumulative G.P.A. is less than 2.0.

DISMISSAL AND READMISSION

The standards and procedure for dismissal and appeal are described in this section. A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive primary semesters (fall and spring). A student who has

been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive primary semesters (Fall and Spring) reaches or exceeds fifty percent (50%).

The letter notifying the student that they are subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

The student has the right to appeal a proposed dismissal action if the student feels that the facts exist to warrant an exception to the dismissal action. The student must file the written petition of appeal with the Chief Student Services Officer (CSSO or designee) within 40 working days after the dismissal letter was mailed. If the student fails to file a written petition within the 40 working days, the student is officially dismissed. The student has the option to file a petition of appeal at least 30 working days prior to any future semester in which they intend to enroll.

It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Satisfactory Academic Progress (SAP) Committee. The student will be continued on probation until the SAP Committee decides on the student's appeal.

The decision of the SAP Committee will be communicated to the student in writing by the CSSO (or designee) within 15 working days of receipt of the student's appeal. The student may appeal the decision of the SAP Committee in writing to the Superintendent/President (or designee) within 10 working days of the date of notification of the decision of the SAP Committee. The decision of the Superintendent/President is final.

Program Acceptance and Mechanics

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

ACADEMIC RENEWAL

The purpose of Academic Renewal is to disregard a student's past substandard academic performance when such work is not reflective of their current demonstrated ability. It is based on recognition that due to unusual circumstances or circumstances beyond the student's control, the past substandard work will negatively affect their academic standing and unnecessarily prolong the rate at which they complete their current objectives. If specific conditions are met, Feather River College may disregard the grades earned during a particular period of time from all consideration associated with the computation of a student's cumulative grade point average. This process is limited to no more than 30 units of coursework taken at any college for graduation.

The conditions are:

1. The coursework to be disregarded is substandard. The total G.P.A. of the semester is less than 2.0 units.
2. A minimum of two (2) semesters with at least eighteen (18) units having been completed at Feather River College with a cumulative G.P.A. of 2.0 or better subsequent to the coursework to be disregarded.

ORIENTATION

The Purpose of orientation is to acquaint the students with the policies of Feather River College. In this section of the guide, you will learn about maintaining good academic standing, academic probation and

Dismissal procedures, registration, pre-requisites and maintaining eligibility for the California College Promise Grant.

OTHER ORIENTATION MATERIALS

Orientation typically includes information regarding the academic calendar and current fees. Since this information is updated yearly, additional handouts are included with this guide. You should receive:

- An ISP academic calendar
- A chart of registration and college fees

PROGRAM MATERIALS

One unique aspect of Feather River College is that in the majority of cases, we provide the supplies you will need to succeed in the ISP program. Books and Instructional materials are provided to the student at no cost. Our textbooks are loaned out to students each semester. We are also fortunate to work with a few different grant programs, and on occasion, we provide bonus supplies to the students when we receive funding.

Student Envelopes – These are marked for each student with his or her personal information and the course he or she is enrolled in. Students will receive a set of seven 9x12 envelopes for each course, each semester.

In addition, located inside the first envelope of each set, is an office hour form, assignment sheets and lined paper. The assignment sheets go with each module the student

completes and is returned to the instructor for grading. The office hour form is a way for the



Megan, a former ISP student worker, preparing ISP student envelopes

Program Acceptance and Mechanics

student to communicate with his or her instructor.

Lined Paper – Included inside the first envelope of each set, is a small amount of lined paper for the students to use for his or her courses during the semester. Students can ask coordinators for



additional lined paper throughout the semester, but it is handed out on a case-by-case basis.

Blank Paper – This is provided to the Art 116 students to complete course assignments.

Course Material – In addition to the student envelopes, there will be course materials that contain the syllabus, lecture notes and homework assignments. Also, if the instructor has provided articles or extra reading materials it is usually located at the back of the course material. It is important for students to read through the syllabus completely to find any questions they may have. Answers to the most common course-related questions can be found in this guide.

Textbooks – This is a big bonus for Feather River College ISP students. We provide you with all the textbooks you will need. At the start of the semester, we ship out textbooks to each prison for the coordinator to hand out. In order for us to continue to offer this amazing service, it is important the students take great care of the books and return them when the students take their finals. Many prisons have moved over to the E-Reader. However, since some students have struggled with this device, we will provide the

student with a textbook if we have extra in our inventory. We only ask that they try it out for one month before requesting a textbook. Since our program is growing, we will not have many extra books.

Staff - Lastly, we have a wonderful staff that is committed to students. We personally answer all letters they send, and will help resolve any issues that may arise. In addition to our office staff, we also have a superb group of qualified instructors that are passionate about helping students succeed. Don't be afraid to ask questions!

COURSEWORK

Coursework is unique to each course; however, students use the same method to turn in completed assignments regardless of the courses they are enrolled in. The ISP staff either mails or hand delivers the materials to the prison sites. The coordinator will distribute materials to the students including:

- Student envelopes
- Books
- Course material

Every two weeks, it will be the student's responsibility to turn in a module (assignment) from each course. The student will need to sign and date the back of the homework envelope before giving it to the coordinator. The on-site prison coordinators will then mail all the homework for that two-week period to the Feather River College ISP department. When the ISP staff receives the work, they will date and stamp the back of the envelope and mail it to the appropriate instructor. We do ask that students do not black out the dates on the back of the envelopes; we use them to track homework. Once the instructor receives the homework, he or she will correct it, date it, sign it, and send it back to the Feather River College, ISP department. Not all of our instructors reside in California, so there is about a four-week turnaround time. This process starts from the time the student completes his/her work. The work then goes to the onsite coordinator who mails it to the ISP

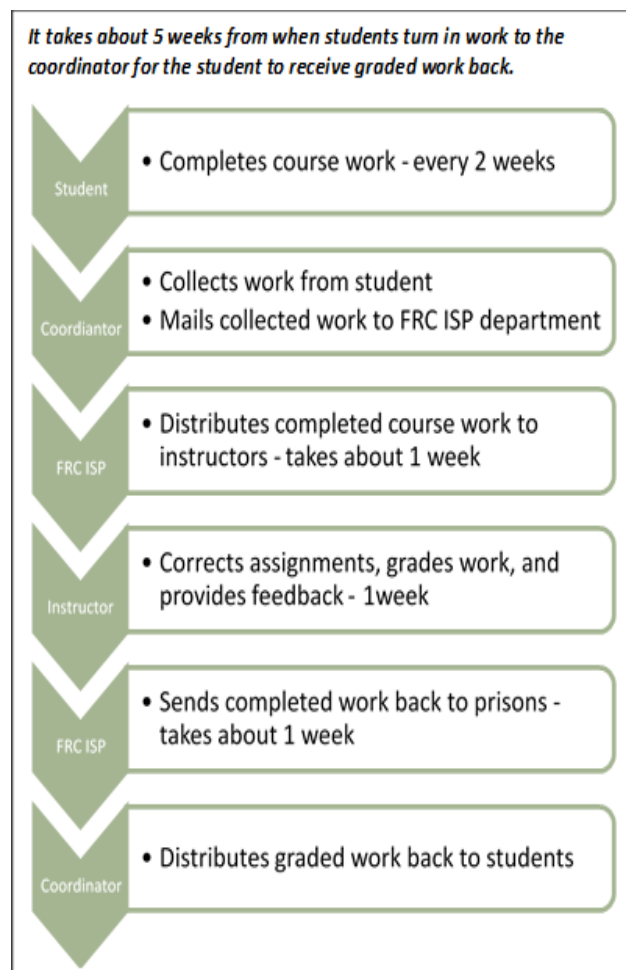
Program Acceptance and Mechanics

office staff who gives it to the instructors. It takes approximately one week for the mail to arrive at Feather River College.

The instructors have one week to grade and return work back to us. Once the ISP receives the graded homework back from the instructor, the ISP staff processes and mails it back to the on-site coordinator to be distributed back to the student.

EXAMS

Every course has a closed book midterm and final examination each semester that is proctored by an education official at the student's institution. The dates for the semester's midterm and final exams are posted on the student's Module Schedule. At the time of the exam the student is required to complete a Proctor Agreement form that is to be signed by the student and the proctor. No exam will be accepted without the proctor form connected to the student's examination.



GRADING SYSTEM

Evaluation of student achievement is made in relation to the attainment of specific course objectives. At the beginning of each course, the instructor will outline the course objectives and explain the basis upon which grades will be determined.

Grade	Achievement	Grade points per unit
A	Excellent	4.0
A-		3.7
B+	Good	3.3
B+		3.0
B-		2.7
C+	Satisfactory	2.3
C		2.0
D+	Passing	1.3
D		1.0
F	Failing	0.0
FW	Failing Withdrawal	0.0

The following designations are not included in computing grade point averages (GPA), but may be used in determining progress toward probation and dismissal.

Grade	Achievement
P	Pass
NP	No Pass
I	Incomplete
IP	In progress
RD	Report delayed
W	Withdrawal

Pass/No Pass

Students who do not wish to receive a letter grade may enroll in 3 units (or in one class exceeding 3 units) per semester on a Pass/No Pass basis.

Program Acceptance and Mechanics

(P) Credit will be awarded for work equivalent to a grade of “C” or better.

(NP) No Credit will be given for “D” or “F” work.

Students may not take courses in their majors on a P/NP basis.

A maximum of 12 units of P/NP grades may be applied toward completion of the Associate Degree.

Courses with P/NP grades may not be accepted by transfer institutions.

Once the P/NP has been designated it may not be converted back to a letter grade.

Students who wish to be graded on this basis must change this grade mode no later than 30% of the duration of the course. P/NP grades will be recorded on the student’s permanent record and unit credit will be awarded. P/NP grades will not be used to compute a student’s grade point average. However, units attempted for which a NP grade is recorded will be used in determining progress toward probation and dismissal. Feather River College does not use non-degree- applicable credit course grades in calculating students' degree applicable GPA.

Grade Point Average

A student’s grade point average (GPA) is determined by the following formula:

$$\text{GPA} = \frac{\text{Total GPA Hours}}{\text{Total Points}}$$

GPA is computed on an individual semester basis and on a cumulative basis that includes all work completed at Feather River College. At the time of graduation, grades received for college-level

work at other institutions will be calculated and included in an overall GPA.

Course Repetition

There are restrictions regarding the number of times a student is allowed to repeat a class. Generally, classes may be repeated under the following conditions:

1. The student earned a grade of D+ or lower.
2. Under special circumstances in which a C or better grade was earned.

Students wishing to repeat a course under these provisions must file a “Petition to Repeat a Course” with the Admissions and Records Office prior to enrollment.

Courses in which a substandard grade (D, F, W, and NC) was received may be repeated. The new grade will be used in grade point calculation and considerations associated with the awarding of

certificates or degrees. However, the previously recorded grade will remain legible on permanent records.

Courses in which a substandard grade was not received may be repeated under special circumstances. Special circumstances include a long lapse between the time the class was first taken and the present or the need to achieve a higher grade to qualify for entrance into a specialized program.

The new grade will be noted on permanent records, but the originally recorded grade will be used to calculate grade point average and in considerations associated with the awarding of certificates or degrees.



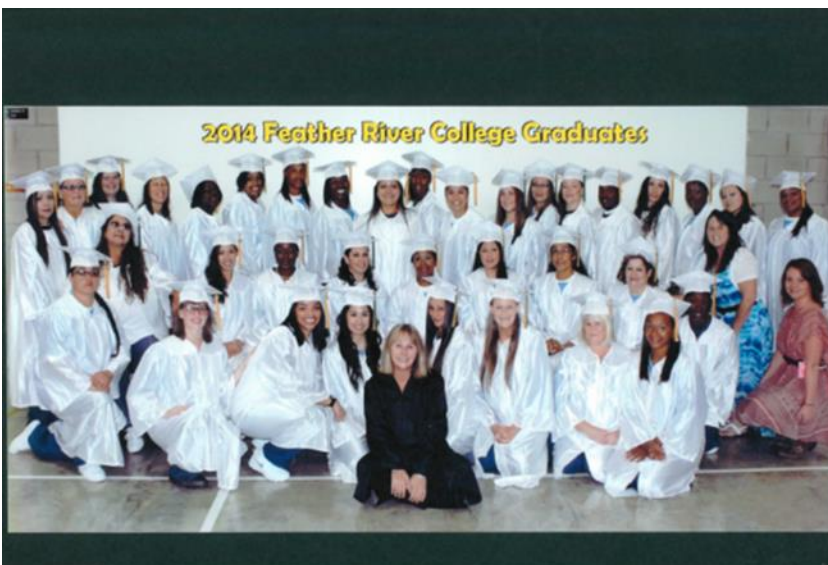
Scott Conner - Pelican Bay State Prison SHU - Graduated in 2014 with an A.A. Liberal Arts degree with an emphasis in Arts and Humanities. Earning high honors upon graduation.

GRADUATION

Each student will be responsible for filling out the Preliminary Petition to Graduate form before they are approved to graduate. This form provides FRC with information regarding what courses the student may still need to take in order to graduate.

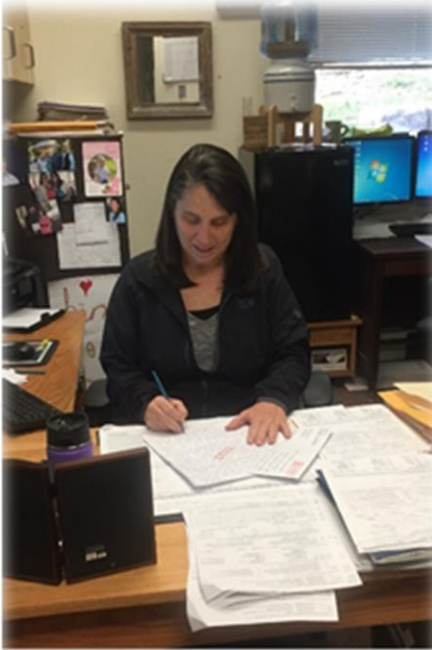
After the student has sent the Preliminary Petition to Graduate form to the ISP office, often at the beginning of the student's final semester where they have 4 classes remaining. He or she, along with the rest of the cohort, will begin planning for a graduation ceremony. Typically, these ceremonies involve a keynote, other speakers whom the graduating class would like to recognize, and the student who received the highest GPA, and all of the pomp and circumstance that go along with most graduation ceremonies. Caps, gowns, tassels, and diplomas with covers will be provided by Feather River College Incarcerated Student Program.

Please note that all guest speakers and visitors must be approved by the correctional facility administration well in advance of the graduation ceremony.



STUDENT SUPPORT SERVICES

“Education with a Human Touch”



*Kelly Conner-Hall, Program
Coordinator,
responding to a student letter*



*Dr. Joan Parkin, ISP Director, providing on-site supplemental
instruction*

ISP Provides:

- New Student Orientation
- Student Success Tracking
- Student Educational Plans

Common Questions

COMMON QUESTIONS

- 1) When I have an issue, how do I address it?

The first step in addressing an issue is going to your coordinator and discussing the matter with them. If you feel that the problem hasn't been resolved, please send a letter to our office with your name, student #, prison, and issue. We will personally work on trying to resolve the issue and get back to you as soon as possible.

- 2) I have transcripts from another college, where do I send them?

Please send them to:

Feather River College
Attention: Kelly Conner-Hall
570 Golden Eagle Ave
Quincy, CA 95971

After you have sent a transcript request to your other college, please write a letter to the ISP office to confirm that we have received them.

- 3) How do I drop a class?

Contact your on-site coordinator and request a drop slip. Once you fill this out and it is mailed back to the ISP office, you will be dropped from the course. Please note, if you drop half-way through the semester you may receive a W in the course. It is important to drop early. If you fail to withdraw and do not complete the course you may receive an FW.

- 4) The syllabus references certain pages for assignments in my textbook but the assigned readings are not on those pages. What do I do?

Since we provide students with free textbooks, we have multiple editions and do our best to have those mentioned in the course. Since the E-

Readers only use the most current edition, almost all courses have multiple editions. Most of the time the instructors have placed an addendum in the front of the syllabus for the E-Reader editions.

Most textbooks have an index where you can look up the name of the assignment that the teacher wishes you to read and find the correct pages. If you continue to struggle to find the required sections, please take the matter to your coordinator. They will call/email the ISP office to find out what the students are supposed to do.

- 5) I need extra resources to complete my assignments.

There are times that you may need extra resources to complete your assignments. We encourage you to use the library at your prison to find this information. However, if you're still in need of extra resources please write to your instructor who then can email the office with extra resources for you. We will then get it to you ASAP.

- 6) What happens if I am transferred in the middle of the semester?

The moment you know you will be transferring, contact your coordinator and have them let the ISP office know where you're going. If we have a coordinator at the site you are transferring to we will let them know you're coming. We have contacts at 28 prisons. It is your responsibility to make contact with your new coordinator once you arrive.

Common Questions

- 7) I am not getting homework back. How do I address this issue?

The first step is to contact your coordinator and let them know what issue you're having. If you're still having issues please fill out an office hour form and put it in an envelope, attention ISP office. Do not send it straight to your instructor. Lastly, if you still have not gotten a response, return to your coordinator and request a Triplicate Complaint form. These are mailed to the ISP office who distributes a copy to the ISP Director, the Chief Instructional office, Assistant Dean of Instruction, and your instructor. The Triplicate Complaint form should only be used after you have exhausted the avenues mentioned above.

- 8) What if I think my teacher didn't grade my homework?

Sometimes mail gets bounced back without getting a grade on the homework. Please return this back to your coordinator so they can put a note on it stating that it wasn't graded. Once we receive it, we will get it back to the instructor for grading.

- 9) Can I request a progress report?

You will receive a Midterm Progress Report from your instructor after they have graded your midterm exam. If you need to know your academic progress use the Office Hour form to ask your instructor how you are progressing in the course.

- 10) Are there any exceptions to the closed book policy for Midterms and Finals?

With the exception of Math, there are no exceptions of the closed book policy for midterms and finals exams. Please check your syllabus for the materials

that are allowed for your particular math class.

- 11) How do I know what my final grades are?

Once grades are posted, we print out official transcripts. These are sent to your coordinator and a copy is distributed to you.

- 12) Yikes! The grade I got on my transcripts doesn't sound right. What do I do now?

You first need to send a correspondence to the ISP office or ask your coordinator to contact our staff who will contact your instructor to determine if the grade issue is not the result of a record delay. If the instructor determines that there are missing assignments, he or she will ask the ISP office to contact you for copies of the work that does not appear on his or her grade sheet. The coordinator will make copies of the missing assignments for you so that you can keep your originals. Place copies of the missing work into a single envelope and on the front upper left corner, put your name, CDC number, site, and FRC number. Also, write the course name, semester and resubmit on the front. Inside, include an office hour form to the instructor on record explaining your concern. Your coordinator will then send this to the ISP office. Make sure this goes to the ISP office and not straight to your instructor.

- 13) I requested a grade change. What is next?

Once you request a grade change, our office will begin working with the instructor to resolve the issue. It normally takes a month to complete this process, so be patient. After a month has passed, you may drop a

Common Questions

letter in the mail to the office to bring the matter back to our attention, as we may have missed getting you an upgraded grade sheet. We do not send out new transcripts. Instead, we will send you an updated grades print-out or an email highlighting the changes that you can show your coordinator in order to receive your milestones.

- 14) When I receive graded homework back, what should I do with it?

First and foremost, DO NOT THROW IT AWAY! Please hold onto it until you receive your final grades and are satisfied with them. We understand that you may not have that much room for extra stuff, but we are human and mistakes happen. You may have to resubmit your work back to your instructor if you feel that the final grade is incorrect.

- 15) What happens when I parole?

Don't worry, we are still here to support you and your goals of achieving your college degree. If you get out mid-semester, contact the ISP office right away and we will get materials out to you so that you can finish the semester. We will not drop you! You are responsible for finding a proctor that will administer your exams and for providing his or her information to us. Once you have finished the semester, we will answer any questions you have and get you the information you need to enroll online with FRC or at another college.

- 16) If I parole close to my graduation date, can I walk at Feather River College?

Yes. Once you parole, please call the ISP office and let them know that you wish to come to Quincy, CA and walk with the students on campus. You will be responsible for paying for your tassels, cap, and gown. We may have a gown at the office to loan you, but it isn't a guarantee.

- 17) Does Feather River College do graduations at the prisons?

Yes! If the prison allows for it, we will help make the arrangements. For the prisons that do allow graduations, we work hard to get a group of students together for a ceremony. Usually you will know well enough in advance so you will have time to invite your family. In lieu of a college ceremony, some educational administrators will incorporate college into the GED/high school diploma graduation ceremony. Please let your coordinator know that you would like to be part of the GED/high school graduation ceremony and then contact the ISP office to let us know that you would like us to attend the ceremony. In the event that the prison does not hold any graduation ceremonies, GED, high school, or college, please ask your coordinator to take a picture of you with your cap and gown and submit the photo to the ISP office.

Earning a Degree at FRC

ASSOCIATE DEGREE REQUIREMENTS

To graduate with an Associate Degree from Feather River College a student must:

1. Complete a minimum of 60 semester units (or greater if required by the major). In order to submit a Degree/Certificate Graduation Application, a student must either: 1) have completed a minimum of 12 semester units at FRC and be enrolled at FRC during the semester the student submits the application, OR 2) have previously completed a minimum of 32 units of associate degree applicable units at FRC.

- A minimum of 24 semester units of FRC General Education Core courses selected from areas A through F must be completed or completion of either the CSU Breadth Requirements or the IGETC.
- Students must successfully complete with a "C" or better English 101 (Composition & Reading) and one 4-unit Math course at the level of Math 18 (Intermediate Algebra) or higher.
- Complete all courses required for the major with a "C" or better in each course.
- A maximum of 12 semester units of Pass/No Pass grades may be applied to the Associate Degree but no Pass/No Pass grades may be applied to courses required for the major except in cases where required courses are only available with a Pass/No Pass option.
- A maximum of 16 semester units of Cooperative Work Experience (CWEE 102-122), or a maximum of 6 semester units of General Work Experience (CWEE 010) may be applied to the Associate Degree.

- Students may count a maximum of 6 units of activity courses as electives towards the total number of units required for an associate degree. Students should be aware of transfer limitations on some activity classes. Please work with an academic advisor.

- Courses numbered in the 001-005 and all noncredit courses may not be applied to the Associate Degree.
- Students may use up to two (2) courses (not to exceed eight units total) required for their major to also meet General Education requirements.
- Students completing an associate degree for transfer (AA-T or AS-T) can use as many courses as are permitted by the degree to count toward the general education and major requirements.
- Students completing a high unit major (24 or more units) can use up to 16 units of coursework as permitted by the degree to be counted towards the general education and major requirements.

2. Maintain a minimum cumulative grade point average (GPA) of 2.0

3. Submit a completed Degree/Certificate Graduation Application to the Admissions & Records Office before the published deadline. Following a review of the student record to determine that all requirements have been met, a letter will be sent to the student by the Admissions & Records Office with important graduation information.

Earning a Degree at FRC

In order to earn a certificate, you must meet the following requirements:

- No more than 50% of certificate's units may be taken at another college.
- Maintain a minimum cumulative grade point average of 2.0 for both Certificates of Achievement and Certificates of Specialization.
- All courses taken toward the completion of a certificate must be taken for a letter grade, except where courses are only available with a Pass/No Pass (P/NP) option.
- Submit a completed Degree/Certificate Graduation Application to the Admissions & Records Office before the published deadline. Following a review of the student record to determine that all requirements have been met, a letter will be sent to the student by the Admissions & Records Office with important graduation information.



2018 FRC Incarcerated Students

(On Campus Graduation Attendees)

Terra Okey

*DeJohng Taylor-
Lawlor*

Dustin Hedrick

CALIFORNIA STATE UNIVERSITY SYSTEM GENERAL EDUCATION BREADTH REQUIREMENTS

Area A – Communication in the English Language and Critical Thinking					9 units
Course	Description	Units	Completed	In Progress	Need
A1 ENGL 119	Interpersonal Communication	3			
A2 ENGL 101	Composition and Reading	3			
A3 ENGL 102	Introduction to Literature	3			
Area B – Physical Universe and its Life Forms					11 units
Course	Description	Units	Completed	In Progress	Need
B1 GEOG 102	Physical Geography	3			
B2 ANTH 120	Physical Anthropology	3			
& ANTH 120L	Physical Anthropology Lab*	1			
OR BIOL 100	Concepts in Biology*	4			
B3	One course from B2 must include a lab activity indicated by ‘*’				
B4 MATH 202	Elementary Statistics	4			
Area C – Arts, Literature, Philosophy, Foreign Languages (at least one course from each: C1, C2)					9 units
Course	Description	Units	Completed	In Progress	Need
C1 ART 100	Art Appreciation	3			
C1 ART 116	Drawing I	3			
C2 ENGL 170	Creative Writing I	3			
C2 ENGL 180	Nature Literature in America	3			
C2 ENGL 277	Introduction to Shakespeare	3			
C2 FRN 101	Beginning French I	4			
C2 FRN 102	Beginning French II	4			
C2 HIST 112	The United States Since 1877	3			
C2 HUMN 110	Introduction to Humanities I	3			
C2 HUMN 112	Introduction to Humanities II	3			
Area D – Social, Political, and Economic Institutions and Behavior (courses in at least 2 disciplines)					9 units
Course	Description	Units	Completed	In Progress	Need
D0 SOC 100	Sex, Gender, and Society	3			
D0 SOC 102	Introduction to Sociology	3			
D0 SOC 140	Intro to Race & Ethnicity	3			
D0 SOC 150	Social Trends and Problems	3			
D1 ANTH 100	Introduction to Cultural Anthropology	3			
D6 HIST 110	The United States Since 1877	3			
D6 HIST 112	Modern World History	3			
D8 POL 101	American Government and Politics	3			
D9 PSY 102	Introduction to Psychology	3			
D9 ECE 153	Child, Family, and Community	3			
Area E – Lifelong Understanding and Self Development					3 units
Course	Description	Units	Completed	In Progress	Need
PSY 102	Introduction to Psychology	3			
American Institutions Education Code Requirement (one from each group)					
Course	Description	Units	Completed	In Progress	Need
US1 HIST 110	The United States Since 1877	3			
US2 POL 101	American Government and Politics	3			
US 3	(Satisfies both US 2 and US 3)				

*In addition to general education requirements, all degrees require major core requirements and major elective classes... **All courses must be completed with grades of “C” or better.**

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Area 1 –English Communication					6 units
Course	Description	Units	Completed	In Progress	Need
A ENGL 101	English Composition	3			
B ENGL 103	Critical Thinking	3			
Area 2 – Mathematical Concepts and Quantitative Reasoning.					3 units
Chose one course from below					
Course	Description	Units	Completed	In Progress	Need
MATH 202	Elementary Statistics	4			
Area 3 – Arts and Humanities					9 units
Three courses from below, one must be from Arts and one from Humanities					
Course	Description	Units	Completed	In Progress	Need
Arts					
ART 100	Art Appreciation	3			
Humanities					
ENGL 180	Nature Literature in America	3			
ENGL 245	Contemporary Lit	3			
ENGL 277	Introduction to Shakespeare	4			
HIST 110	The United States Since 1877	4			
HIST 112	Modern World History	3			
HUMN 110	Introduction to Humanities I	3			
HUMN 112	Introduction to Humanities II	3			
Area 4 – Social and Behavioral Sciences					9 units
Three courses from at least two disciplines or an interdisciplinary sequence					
Course	Description	Units	Completed	In Progress	Need
4A ANTH 100	Introduction to Cultural Anthropology	3			
4D SOC 100	Sex, Gender, and Society	3			
4F HIST 110	The United States Since 1877	3			
4F HIST 112	Modern World History	3			
4G POL 101	American Government and Politics	3			
4I SOC 102	Introduction to Sociology	3			
Area 5 – Physical and Biological Sciences					7-8 units
Complete two courses, one Physical Science and one Biological Science – one course must have a lab “*”					
Course	Description	Units	Completed	In Progress	Need
GEOG 102	Physical Geography	3			
ANTH 120	Physical Anthropology w/ Anth 120L* (1 Unit)	3 + 1			
Area 6 – Language other than English					4 units
Course	Description	Units	Completed	In Progress	Need
FRN 102	Beginning French II	4			

*In addition to general education requirements, all degrees require major core requirements and major elective classes

All courses must be completed with grades of “C” or better.

ADVISING WORKSHEET FOR LIBERAL ARTS—ARTS AND HUMANITIES— CSU TRANSFER DEGREE

Student ID: _____

Date: _____

MAJOR REQUIREMENTS: Complete 18 units

Major Core Requirements – complete <u>6</u> units from the following classes					
Course	Description	Units	Completed	In Progress	Need
HIST 112	Modern World History	3			
HUMN 110	Introduction to Humanities I	3			
HUMN 112	Introduction to Humanities II	3			
Major Elective Requirements – select <u>12</u> units from below					
ART 100	Art Appreciation (Cross-listed with HUMN 110)	3			
ART 116	Drawing I	3			
ENGL 180	Nature Writing in America	3			
ENGL 245	Contemporary Literature	3			
ENGL 277	Introduction to Shakespeare	3			
HIST 112	Modern World History	3			
HUMN 110	Introduction to Humanities I	3			
HUMN 112	Introduction to Humanities II	3			

* In addition to Major Core Requirements and Major Elective Requirements, a student must complete the general education requirements.

Course Descriptions

ADVISING WORKSHEET FOR Associate of Arts for Transfer SOCIOLOGY

Student ID: _____

Date: _____

Name: _____

Catalog Year: _____

MAJOR REQUIREMENTS: Complete 19 units

Major Core Requirements – 10 Units					
Course	Description	Units	Completed	In Progress	Need
SOC 102	Introduction to Sociology	3			
SOC 150	Social Trends and Problems	3			
MATH 202	Elementary Statistics	4			
Major Elective Requirements – 9 Units					
List A – 6 Units					
ADMJ 112	Introduction to Criminology	3			
PSY 102	Introduction to Psychology	3			
SOC 100	Sex, Gender, and Society	3			
SOC 140	Introduction to Race and Ethnicity	3			
SOC 160	Globalization	3			
List B – 3 Units					
ANTH 100	Introduction to Cultural Anthropology	3			
ECE 153	Child, Family, and Community	3			

* In addition to Major Core Requirements and Major Elective Requirements, a student must complete the general education requirements.

Course Descriptions

COURSE DESCRIPTIONS

ADMJ 112 3 UNITS

INTRODUCTION TO CRIMINOLOGY

3 LEC, 3 UNITS CSU An introduction into major types of criminal behavior, characteristics of offenders, factors that contribute to crime and delinquency; the criminal justice process; the function of law enforcement, courts, probation, parole and institutions; changes in crime control and treatment processes; the role of society.

ANTH 100 3 UNITS

INTRODUCTIONS TO CULTURAL ANTHROPOLOGY

HOURS: 3 LEC ANTHROPOLOGY CSU (D1), UC, IGETC (4A)

The nature of culture, cross-cultural analysis of human behavior, and the history of cultural growth. Material culture, social-political organization, religion/world view, language, aesthetics. Emphasis on non-literate societies, comparative western customs and contemporary problems.

ANTH 120 3 UNITS

PHYSICAL ANTHROPOLOGY

HOURS: 3 LEC CSU (B2), UC, IGETC

Descriptive course covering a view of the biological evidence of human evolution, and the social and ecological interpretations of that evidence. Topical coverage will include the nature of human variation, primate taxonomy and social behavior, and the fossil discoveries leading to our current view of human development

ANTH 120L 1 UNITS

PHYSICAL ANTHROPOLOGY LAB

HOURS: 3 LAB CSU (B2, B3), UC, IGETC (5B)

An introductory lab course designed to allow the students an opportunity to become familiar with the methods of science while investigating anthropological topics in a lab environment. Topics covered include application of the scientific method with regard to evolutionary theory, biological variation/ genetics, the human skeleton and its measurements, comparative osteology of primates and lithic technology. Prerequisite or co-requisite: ANTH 120.

ART 100 3 UNITS

ART APPRECIATION

HOURS: 3 LEC CSU (C1), UC, IGETC (3A)

An introductory course for both the general interest and art major student. A survey of the nature and role of the visual arts in society. An overview of art history, theory, and practices will be covered. The Medias of art will also be explored. Cross-listed with HUMN100.

ART 116 3 UNITS

DRAWING I

HOURS: 2 LEC; 3 LAB CSU (C1), UC

A beginning course in drawing and composition based on subjects from observation and imagination using a variety of black /white media.

BIOL 100 4 UNITS

CONCEPTS IN BIOLOGY

HOURS: 3 LEC; 3 LAB CSU (B2, B3), UC, IGETC (5B)

An introduction to biology, covering a variety of topics including cell biology, genetics, organismal biology, ecology, and evolution and an introduction to the human body. Some specific topics covered will include cancer research, cloning and stem cell research, and the biodiversity crisis. Meets lab science requirements for non-science majors. Not designed for students with credit in BIOL 102, 104, or 106.

COLL 100 3 UNITS

BECOMING A SUCCESSFUL STUDENT

HOURS: 3 LEC

Helps students develop college-level survival skills in the areas of academic performance (reading, note-taking, memorization, critical and analytical thinking, time management, studying and test-taking, using computers, and library resources), educational planning (understanding and following college policies and procedures from admissions through graduation), career exploration/planning (research, values clarification, and goal setting), and personal living (intra- and interpersonal communication, decision-making, health care, money management, and taking care of personal needs).

Course Descriptions

Course Descriptions

ECE 153 **3 UNITS**
CHILD, FAMILY AND COMMUNITY HOURS: 3 LEC
CSU (D9)

Examines the developing child in a societal context focusing on the interrelationship of family, school and the community, and emphasizes historical and socio-cultural factors. Highlights the processes of socialization and identity development, showing the importance of respectful, reciprocal relationships that empower families. Includes study of community resources that support families.

ENGL 010 **3 UNITS**
ELEMENTARY COMPOSITION & READING HOURS:
3 LEC

Pre-college level composition and reading intended to prepare students for college-level work. Reading: emphasis on reading rate, retention, comprehension and vocabulary. Composition: emphasis on grammar, structure and usage, paragraph construction, short essays. Prerequisite: ENGL 303. Completion of ENGL 303 with a "C" or higher or appropriate assessment test score."

ENGL 101 **3 UNITS**
COMPOSITION AND READING

HOURS: 3 LEC CSU (A2), UC, IGETC (1A)
College-level expository writing based on critical reading of influential writers contributing to cultural literacy. Emphasizes the analysis of ideas in oral and written form. Concentration on the essay and the research paper as resources for expression and argumentation. Each student will write between 6,000 and 8,000 words. Prerequisite: ENGL Completion of ENGL 010 with a "C" grade or higher or appropriate assessment test score required for enrollment.

ENGL 102 **3 UNITS**
INTRODUCTION TO LITERATURE

HOURS: 3 LEC CSU (A3), UC
Students are introduced to major literary genres of fiction, poetry, and drama. Students learn to read and write analytically and critically about major literary themes taken from a wide variety of writers, time periods, and cultures. Students build on the writing and expository skills learned in English 101. This is the second course in the composition and reading sequence. Prerequisite: ENGL 101.

Completion of ENGL 101 with a "C" grade or higher or appropriate assessment test score equivalent to passing ENGL 101.

ENGL 103
CRITICAL THINKING

HOURS: 3 LEC, CSU (A3), UC (E), IGETC (1B)
Course develops critical thinking, reading and writing skills beyond the level achieved in English 101, 102. Special emphasis put on the use of sound thinking in written communication of ideas. Based on the logical fundamentals of critical thinking, analysis and argumentation. Readings are oriented toward philosophy and similar areas. This is the third course in the composition and reading sequence. Each student will write 7,000 to 8,000 words. Prerequisite: Completion of ENGL 101 with a "C" grade or higher or assessment test score.

ENGL 119 **3 UNITS**
INTERPERSONAL COMMUNICATION

HOURS: 3 LEC CSU, (A1), UC
A survey of the field of interpersonal communication that includes a review of the theory, research and skills that students can use to improve the quality of their relationships.

ENGL 180 **3 UNITS**
NATURE LITERATURE IN AMERICA

HOURS: 3 LEC CSU, (C2), UC, IGETC (3B)
A survey of American literature that will investigate how our emotions, aesthetics, personal and social consciousness, and even our very orientation in the world, have always been inseparably tied to our experience of nature. Students will discover how the best American writers have portrayed the natural world as nurturing or antagonistic, as robust or endangered, and especially as a symbolic means of expressing those elements of the inner life that seem impossible to articulate in normal, discursive language.

ENGL 245 **3 UNITS**
CONTEMPORARY LITERATURE

HOURS: 3 LEC CSU (C2), UC, IGETC (3B)
An intensive examination of literature from the English-speaking world, 1945 to present. Students will consider different national perspectives and cultures, as well as the major trends of contemporary literature. Issues covered will include

Course Descriptions

modernism and post-modernism, the nuclear age, technology, society and culture, and the end of colonial rule. In addition, we will also examine the underlying political and philosophical issues which are necessary for an understanding of contemporary literature.

ENGL 252 **3 UNITS**
AMERICAN LITERATURE I 3 LEC, CSU (C2), UC An intensive examination of American literature from its beginnings to 1877. Students will examine writings that reflect cultural encounters from 1492 to 1750, practical and political ideas of revolutionary thinkers, romantic spirit of individualism, and realistic challenges of the civil war, reconstruction and frontier life to 1877. Students will explore America's cultural diversity, as well as our unity, in an examination of what it means to be an American. Advisory: English 101

ENGL 277 **3 UNITS**
INTRODUCTION TO SHAKESPEARE
HOURS: 3 LEC Shakespeare CSU (C2), UC, IGETC (3B)
Acquaints students with dramatic structure, poetry and central themes of Shakespeare's work. Plays selected to represent range and development of his art. Emphasis on close text analysis, critical viewing of videotaped plays, and thematic interpretation. Includes introduction to Shakespearean criticism.

FRN 101 **4 UNITS**
BEGINNING FRENCH I
HOURS: 4 LEC CSU (C2), UC
Beginning level French emphasizing understanding and speaking modern French. Includes study of current grammatical structures and vocabulary, practice in reading and writing, and study of French culture.

FRN 102 **4 UNITS**
BEGINNING FRENCH II
HOURS: 4 LEC CSU (C2), UC, IGETC (6A)
Continuation of French 101, emphasizing understanding and speaking modern French. Includes study of current grammatical structures and vocabulary, practice in reading and writing, study of French culture.

GEOG 102 **3 UNITS**
PHYSICAL GEOGRAPHY
HOURS: 3 LEC CSU (B1), UC, IGETC (5A)
To introduce student to all elements of the biophysical landscape, including our climate and the atmospheric processes that characterize it, soils, vegetation, and physical landscape development (geomorphology). Emphasis is placed on natural processes and their interaction so the student will acquire the ability to comprehend and interpret natural landscapes using a systems approach.

HIST 110 **3 UNITS**
THE UNITED STATES SINCE 1877
HOURS: 3 LEC CSU (C2, D6), UC, IGETC (3B, 4F)
A survey of the U.S. from the end of Reconstruction through industrialization, overseas expansion, the Progressive Era, the Great Depression, the World Wars, the Cold War, and America's role in the contemporary world. Emphasis is placed on the evolution of the nation's political and economic institutions, as well as social, cultural, and foreign policy history.

HIST 112 **3 UNITS**
MODERN WORLD HISTORY
HOURS: 3 LEC CSU (C2, D6) UC, IGETC (3B, 4F)
A survey of world history from the French Revolution to the present examining the central issues that have shaped the world for the past two centuries. Topics will include industrialization and globalization, revolution and war, imperialism and post-colonialism, nationalism and the clash of ideologies, and the individual and the state.

HUMN 110 **3 UNITS**
INTRODUCTION TO HUMANITIES II
HOURS: 3 LEC HUMANITIES II CSU (C2), UC, IGETC (3B)
An introduction to Western civilization from 3000 BCE to 1500 CE through the lenses of literature, religion, philosophy, politics, architecture, music, and art. Students will gain a deeper understanding of present-day culture through lectures, readings, research and analysis of the arts and literature of the times from the Bronze Age through the Classical Period and the middle Ages to the Renaissance.

Course Descriptions

HUMN 112 3 UNITS

INTRODUCTION TO HUMANITIES II

HOURS: 3 LEC HUMANITIES II CSU (C2), UC, IGETC (3B)

An introduction to Western civilization from 1400 CE to the present. Students will learn of Western civilization's changing culture from the Renaissance to the present, thus enabling the student to better understand his/her own present-day culture.

MATH 003 3 UNITS

PRE-ALGEBRA I

HOURS: 3 LEC

This course is designed to benefit the student who needs intensive basic math review or has very limited math background. This is the first level in the math progression leading to beginning Algebra (MATH 016). **Formally Math 303**

MATH 004 3 UNITS

PRE-ALGEBRA II

HOURS: 3 LEC

This course is designed for students who have good basic math skills but with limited algebra background. This is the second level in the math progression leading to Beginning Algebra (MATH 016). **Formally Math 304**

MATH 016 4 UNITS

ELEMENTARY ALGEBRA

HOURS: 4 LEC

This course is designed to provide students with an introduction to algebra, algebraic expressions, linear equations, inequalities, word problem solving techniques and an introduction to graphing. This course also covers operations with polynomials, factoring, Solving polynomial equations, applications modeled by polynomial equations, operations with radical expressions, solving rational equations and applications modeled by rational equations.

MATH 018 4 UNITS

INTERMEDIATE ALGEBRA

HOURS: 4 LEC

This course is designed to provide students with an introduction to functions, methods of solving systems of equations and inequalities, radicals and rational exponents, complex numbers, quadratic

equations and functions, exponential and logarithmic functions, and word problem solving techniques. Prerequisite: MATH 016

MATH 202 4 UNITS

ELEMENTARY STATISTICS

HOURS: 4 LEC CSU (B4), UC, IGETC (2A)

Emphasis is on understanding statistical methods and techniques including measures of central tendency, linear regression, probability, distribution, sampling and testing hypothesis, and graphical methods of data description. Prerequisite: MATH 018

POL 101 3 UNITS

AMERICAN GOVERNMENT

HOURS: 3 LEC & POLITICS CSU (D8), UC, IGETC (4H)

This course is an introduction to national and California state government. Topics examined include the constitutional foundations, the institutions and structures of government, and the politics in government including the role of interest groups, political parties, the function of campaigns and elections, and policymaking. Throughout the course, students will consider important issues facing democracy in the United States.

PSY 102 3 UNITS

INTRODUCTION TO PSYCHOLOGY

HOURS: 3 LEC CSU (D9, E), UC, IGETC (4I)

Introduction to the scientific study of behavior and mental processes, including research methodology, perception, memory, motivation, emotion, personality, psychological development, intelligence, and psychobiology.

SOC 100 3 UNITS

SEX, GENDER, AND SOCIETY

HOURS: 3 LEC CSU (D0, D4) UC, IGETC (4D, 4F)

This course is an overview of the sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. It focuses macroanalyses of how institutions shape gender and microanalyses of how individuals are socialized and how they "do" and practice gender.

Course Descriptions

SOC 102

3 UNITS

INTRODUCTION TO SOCIOLOGY

HOURS: 3 LEC CSU (D0), UC, IGETC (4J)

For students interested in human behavior, social interrelationships, group organizations, foundations, cultural, social differentiation, and social institutions.

SOC/POL 140

3 UNITS

INTRODUCTION TO RACE & ETHNICITY

3 LEC, 3 UNITS CSU (D3), UC (B), IGETC (4C)

Sociological analysis of race, and ethnicity, and examination of the cultural, political, and economic practices and institutions that support or challenge racism and inequality. This course explores the historical and contemporary interactions between various racial and ethnic groups using sociological perspective and political theories. Cross-listed with POL 140.

SOC 150

3 UNITS

SOCIAL TRENDS & PROBLEMS

Hours: 3 LEC, CSU (D0), UC (B) this course examines contemporary social trends and problems in U.S. institutions, including: (1) the role of power and ideology in the definition of social problems, (2) their causes and consequences, (3) evaluations of proposed solutions, and (4) methods of intervention. Topics include crime, delinquency and violence, social inequality, family, race relations, education, environmental degradation, drugs and alcohol, and health care, among others.

SOC/POL 160

3 UNITS

GLOBALIZATION

3 LEC CSU (D0), UC (B), IGETC (4J) Students in this course will be introduced to the processes and structures of globalization that make the world more interconnected. Using theoretical perspectives and debates around globalization, students will delve into topics such as colonialism; political economy; economic and social development; the migration of people and ideas; environment and development; tourism; and responses to globalization throughout the world. Cross-listed with PO



Course Descriptions

Kim Beaton – Assistant Dean of Instruction

Providing quality education for those in our incarcerated student program is an opportunity to transform lives, not only of the students but their families, as well as, myself. I have been in education for over twenty years and there is no greater joy than working with the students in this program. The students in ISP are motivated learners who, with a great many obstacles, still carve out the time to complete homework. And prepare for exams.

Although I am an administrator who oversees the operation of the program, I was given an opportunity to teach a class in the program and it has been one of the more rewarding aspects of my job.

Kelly Conner – Instructional Assistant



I work for this program because it changes lives

while creating new thought. I am proud to repair the damage done to secure a brighter future for us all. Caring for humanity is the only way to change lives, and that starts with education. I was a single mother of three and had many foster children come through my home. I have seen the difference listening, understanding, non-judgment, and support can do to encourage growth. Incarcerated students who enter our program want to make positive changes and open their world.

Special Thanks to the following support staff:

FRC Admissions and Records Office

FRC Financial Aid Office

FRC Student Support Services Department

Feather River College Foundation

Morgan Turner
Juanita Gomez
Lissa Kiedrowski

As the ISP's Instructional Assistant, I oversee the day-to-day operations of the program. In effect I am the point person for the program. I handle all mail delivery, student record keeping, instructor and staff prison visits,

and student concerns. I am a liaison between the ISP office and the college coordinator at your facility.

Course Descriptions



Jim Cross

I think it is wonderful that I am able to help incarcerated individuals prepare themselves to successfully navigate the often hostile world they will rejoin after

their prison release. They need life & job skills to not become a recidivist. We are providing them with education & critical thinking skills that can help that become a reality.



Katie Desmond

I teach political science, history, and sociology courses. I teach courses in American politics, international relations, world politics, U.S. foreign policy, multi-ethnic America, and others.

I am dedicated to the public education system of California and see the Incarcerated Student Program as an important component of education's purpose.

Northern Arizona University – Ph.D., M.A.
California State University, Chico – B.A.

Sally Donovan- I have been involved with the ISP almost since its inception. While on campus in Quincy, I worked on the administrative side of the program getting books and materials to the students at the prisons we serve.

I was privileged to meet in person many of our students at the time, and was gratified to see just how important the program is to them. Now that

I am away from campus, I miss the personal student contact, but I try to make up for it in my Distance Education with my students. Teaching this class has allowed me to combine two of my favorite interests: history and art.

When asked what I do, I am proud to let people know that I teach dedicated students who are trying to better themselves and become productive members of society.

Vincent Gill- I have been an ISP instructor for the last seven years and really enjoy working with incarcerated students.

I was Born in Australia, raised in Ireland, and came to US as a 21 year old. I started college teaching career at Thomas University where I taught English, Reading and History.

University College, Dublin - BA
University of West Florida – MA

Joan Jarrett- I have taught ISP English classes since August 2008 and have a B.A. in Linguistics, an M.A. in English: Language and Literacy, and a Certificate in Teaching English to Speakers of Other Languages (TESOL). I'm dedicated to helping students succeed and have better lives. Teaching in ISP has been rewarding!

California State University, Chico – B.A.
California State University, Chico – M.A.

Katie King- I have worked at FRC for over four years and worked within the public school system for fifteen years as a social worker and counselor. During that time in addition to counseling, I have taught psychology and health to various grades as well as coordinated school-wide healthy lifestyle programs. I worked extensively with college and high school students in the areas of drug/alcohol prevention, along with empowering students to make healthy lifestyle choices.

Course Descriptions

My undergraduate degree is in Psychology and social work from Benedictine University in Illinois; my graduate degree is in Social Work from University of Illinois. I am originally from Illinois, but I now live in North Port, Florida. I am a proud mom of a five year old son in kindergarten and three year old boy/girl twins!

I have taught several courses at FRC, including: Principles of Healthy Living, Introduction to Psychology and College 100.

Benedictine University – B.A.
University of Illinois – M.A.

Hannah Kress- I have taught English and Spanish in colleges in California and Nevada for more than thirty years. I have a Bachelor's degree in Comparative Literature from the University of California, Berkeley and a Master's in English from Mills College. I also work as a writer, interpreter and translator.

University of California, Berkeley – B.A.
Mills College – M.A.

Johnny Moore- My time with Feather River College in the ISP has given me ever more reason to dig into what we know about ourselves and to share that with others. I am pulling for each and every student and hoping that my offerings are helpful in some way.

José Rico III

I was trained as a mechanical engineer, but soon found an aspiration to be an educator. I have taught



physics, mathematics, and engineering at the high school and college level. I believe mathematics is

an awesome human invention and that studying mathematics is not only interesting and useful, but also has the ability to move an individual inward. I look forward to being part of ISP, and wish all my students an enjoyable time learning mathematics.

Merle Rusky- I have worked for the Incarcerated Student Program since it began at Feather River College in 2007 as an Early Childhood Education Instructor. I have enjoyed working with the students and have had the great opportunity to hear their very poignant stories.

Child, Family, Community is a course that offers students the opportunity to look at their upbringing with new lenses, and to become stronger parents with their children. In fact, students will be instrumental in supporting the children and families of others by coming to know about the way that children learn and grow. This class offers the student a chance to forgive, to learn, and to move forward. Many students have taken that challenge and in doing so enriched their lives.

University of New Orleans – B.A.
St. Mary's College – Teaching Credential
St. Giles College – E. S. L. Credential
University of New Orleans – M.F.A.

Sunny- Since 7th grade I have wanted to teach art, and I have been drawing ever since I can remember. Although I have two degrees in art, have studied art in Florence, Italy, and have been teaching privately over twenty years, the ISP experience has been unique. Some of my students have said that they see things around them so differently after the lessons. Most have not had any previous art instruction, yet the progress that they make in their drawing skills by the end of the class is phenomenal. In addition, and more importantly, the students are able to access the right side of their brain or their R-Mode while drawing. It can be very therapeutic.

Course Descriptions

The ISP class has thus been rewarding to the students as well as to me.

Ohio University – B.F.A.

California State University, Chico – B.F.A.



Anna Thompson

The Incarcerated Student Biology staff consists of Anna Thompson and Michelle Petroelje. For several years now, the Biology Department has offered courses to incarcerated students and we strive

to make the learning experience for the students as similar as it would be on our Feather River College campus. And, because we teach the biology labs on-site in the prisons, we relish having the rewarding opportunity to get to know our students personally!



Joe Willis

I began my teaching career focused on biology and math, but over the years I broadened my background in English and social studies. For many years, my greatest

passion in teaching has been to build bridges between the science/math realm and the humanities. I love to help my students discover the inherent interconnectedness of all the academic disciplines that traditionally have been kept separated. In my first year in the ISP, I have really enjoyed the opportunity to pursue my passion through teaching English 180, Nature Literature in America. This course is a natural for showing how the sciences and the humanities are just different windows on the world. The incarcerated students who took this course in the fall of 2013 have shown us, through their brilliant writing, yet another window on the world. A world more people on the outside need to look through. I look forward to continuing to learn

from the students in this program and to share with them the knowledge of the natural world and nature writing that I have gained over the years.

Tulane University – B.S.



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