KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

<u>CURRICULUM TRANSMITTAL COVER PAGE</u>

Department:_____ **Date:**_____

Title Of Course/Degree/Concentration/Certificate:_____

<u>Change(s) Initiated:</u> (Please check)

☐ **Closing of Degree**
☐ **Closing of Certificate**
☐ **New Certificate Proposal**
☐ **New Degree Proposal**
☐ **New Course**
☐ **New 82 Course (Pilot Course)**
☐ **Deletion of Course(s)**

☐ **Change in Degree or Certificate**
☐ **Change in Degree: Adding Concentration**
☐ **Change in Degree: Deleting Concentration**
☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **Change in Course Designation**
☐ **Change in Course Description**
☐ **Change in Course Title, Number, Credits and/or Hours**
☐ **Change in Academic Policy**
☐ **Pathways Submission:**
        ☐ **Life and Physical Science**
        ☐ **Math and Quantitative Reasoning**
        ☐ **A. World Cultures and Global Issues**
        ☐ **B. U.S. Experience in its Diversity**
        ☐ **C. Creative Expression**
        ☐ **D. Individual and Society**
        ☐ **E. Scientific World**

☐ **Change in Program Learning Outcomes**
☐ **Other (please describe):**_____

<u>PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES</u>

<u>DEPARTMENTAL ACTION</u>

Action by Department and/or Departmental Committee, if required:

Date Approved:_____**Signature, Committee Chairperson:**_____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____ **Signature, Department Chairperson:**_____

Date Approved:_____ **Signature, Department Chairperson:**_____

Date Approved:_____ **Signature, Department Chairperson:**_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____ *Stuart Parker* _____

New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate "**NONE**" where applicable.
   *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Science
Course Designation/Prefix:	SOC
*Course Number:	4100
Course Title:	Urban Policy Analysis
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This class will introduce students to the process of public policy analysis. Public policy is an interdisciplinary field which draws from Sociology, Political Science, Economics, and other related social sciences to guide policy decisions on the local, national, and transnational levels. Students will learn how to examine real urban policy problems *in a case study format,* then apply potential policy solutions/ alternatives to eliminate or lessen these problems. Student will also learn about the functions of major policy institutions, and the impact of urban policy decisions on their lives, by exploring problems in the fields of Education, Health, Housing, Food Systems and Public Policy.
Prerequisite(s):	SOC 3100
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	X Fall ☐ Winter X Spring ☐ Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit:	☐ 1 hour lecture ☐ 2 hours lab/field/gym

2-credits:	☐ 2 hours lecture ☐ 1 hour lecture, 2 hours lab/field ☐ 4 hours lab/field

3-credits:	X 3 hours lecture ☐ 2 hours lecture, 2 hours lab/field ☐ 1 hour lecture, 4 hours lab/field ☐ 6 hours lab/field

4-credits:	☐ 4 hours lecture ☐ 3 hours lecture, 2 hours lab/field ☐ 2 hours lecture, 4 hours lab/field ☐ 1 hour lecture, 6 hours lab/field ☐ 8 hours lab/field

More than 4-credits: ☐ Number of credits: _____ (explain mix lecture/lab below)
_____ Lecture   _____ Lab
Explanation:_____

3. **Where** does this course fit? Select from the following:

X Degree Program(s)/Certificate(s)*	**List Degree Program(s)/Certificate(s):** 1. One of multiple options within the Liberal Arts Major
☐ General Education/Pathways	**Select ONE of the following:** ☐ Life and Physical Science (LPS) ☐ Math and Quantitative Reasoning (MQR) ☐ World Cultures and Global Issues (Group A) ☐ U.S. Experience in its Diversity (Group B) ☐ Creative Expression (Group C) ☐ Individual and Society (Group D) ☐ Scientific World (Group E)

	If proposed as a "real" course, where will this course fit? Select from the following:
	List Degree Program(s)/Certificate(s):
	1.
	2.
☐ **82XX** Pilot/Experimental Course	**Select ONE of the following:**
	☐ Life and Physical Science (LPS)
	☐ Math and Quantitative Reasoning (MQR)
	☐ World Cultures and Global Issues (Group A)
	☐ U.S. Experience in its Diversity (Group B)
	☐ Creative Expression (Group C)
	☐ Individual and Society (Group D)
	☐ Scientific World (Group E)

*If Degree Program/Certificate is Selected:

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:
1. Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate"
2. Memo with rationale for inclusion of the course within the curriculum
3. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:
- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a "**real**" course.

Additional Separate Submissions Required:
1. Curriculum Transmittal Cover Page indicating BOTH "New Course" and "Pathways"

2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing "**action verbs**" (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
Students who complete the course will be able to apply the analytic tools of policy analysis to particular cases current in the field.
By the end of the course students be able to analyze the sociological dynamics of local urban policy decisions and identify the key stakeholders in the decision-making process
Students who complete this course will be able to Interpret policy related data, in graphs and charts, and to identify alternative perspectives and interpretations that can be drawn from data.

5. **Assessment of Course Learning Outcomes**: The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabu**s – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Students who complete the course will be able to apply the analytic tools of policy analysis to particular cases current in the field.	20%	Policy Recommendation Assignment #3 Final Case Presentation.
By the end of the course students be able to analyze the sociological dynamics of local urban policy decisions and identify the key stakeholders in the decision-making process	20%	Policy Recommendation Assignment #5 Final Case Presentation.
3. Students who complete this course will be able to Interpret policy related data, in graphs and charts, and to identify alternative perspectives and interpretations that can be drawn from data.	20%	This Learning Outcome will be assessed through the grading rubric used for all of the Policy Recommendation assignments.

See attached Curriculum Map

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Liberal Arts Majors and other students interested in the topic with elective options in their program.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course addresses a major area in the discipline that has not been adequately represented in the department's course offerings. It is an important introduction for students considering careers in the fields of public service, in the non-profit sector, and in the field of political advocacy. It is also critically element in the education of effective citizens.

Upper-level courses in Sociology have been filling early the past three semesters and we anticipate a strong demand for this timely and relevant course.

This course also furthers the Departments goal of supporting two key elements of the College's Mission: equity and civic engagement.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

This course will transfer to 4 – year institutions as a Sociology elective.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

> There are two courses in the Political Science curriculum that are superficially related to this course. POL 56 – Urban Politics "explores the economic, historic, political and social forces that shape urban life." This is a general overview course that examines "policy issues," but does not explore in depth the policy making process or dynamics as its main focus is on the, "key concepts in urbanism …(related to the) urban experience."
>
> POL 61 – Public Policy and Public Administration is also an introductory overview course focused on broad, high-level political issues such as the "role of bureaucracy in the American political system," and "the policy-making function of administrators."
>
> The case study approach of SOC 41 sets it apart from these other courses in providing students with a more in-depth understanding of the dynamics of policy making and the social and economic forces involved in the process outside the boundaries of the formal political system.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

> **Recommended Text-**
>
> Edwards, Claire, and Robert Imrie. *Short Guide to Urban Policy*. Policy Press, 2015
>
> **Recommended Readings**
>
> DeFilipps, James. ed. (2016). Urban Policy in the Time of Obama. Minneapolis: University of Minnesota Press.
>
> Evaluating policy: Caitlin Cahill, "At Risk?", Picture the Homeless, "Banking on Vacancy", City Council
>
> Goetz, Edward, and Karen Chapple. (2010). You Gotta Move: Advancing the Debate on the Record of Dispersal. Housing Policy Debate 20(2): 209-236. +HUD. (2012). Opportunities Through Inclusionary Zoning: L
>
> Marie Gottschalk, 2015 "Bring It On: The Future of Penal Reform, the Carceral State, and American Politics," Ohio State Journal of Criminal Law (Spring).
>
> Rose, Richard. 1993. Lesson-Drawing in Public Policy: A Guide to Learning Across Time and Space. New Jersey: Chatham House Publishers
>
> Sugrue, Thomas, J. (2014). The Origins of the Urban Crisis. Princeton: Princeton University Press
>
> The course will also include documentaries, podcasts, and numerous readings related to each policy area/problem.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

See attached.

12. Selected Bibliography and Source materials:

DeFilipps, James. ed. (2016). Urban Policy in the Time of Obama. Minneapolis: University of Minnesota Press

Edwards, Claire, and Robert Imrie. *Short Guide to Urban Policy*. Policy Press, 2015.

Evaluating policy: Caitlin Cahill, "At Risk?", Picture the Homeless, "Banking on Vacancy", City Council

Goetz, Edward, and Karen Chapple. (2010). You Gotta Move: Advancing the Debate on the Record of Dispersal. Housing Policy Debate 20(2): 209-236. +HUD. (2012). Opportunities Through Inclusionary Zoning: L

Marie Gottschalk, 2015 "Bring It On: The Future of Penal Reform, the Carceral State, and American Politics," Ohio State Journal of Criminal Law (Spring).

Rose, Richard. 1993. Lesson-Drawing in Public Policy: A Guide to Learning Across Time and Space. New Jersey: Chatham House Publishers

Sugrue, Thomas, J. (2014). The Origins of the Urban Crisis. Princeton: Princeton University Press

Stein, Samuel. (2019). Capital City: Gentrification and the Real Estate State. New York: Verso.

Sample Syllabus

SOC 41 - Urban Policy Analysis
3hrs. 3crs.

Instructor: Charles A. Swift Ph.D.

Course Description: The class would be designed to introduce students to the process of urban policy analysis. Public/Urban Policy is an interdisciplinary field which draws from Sociology, Political Science, Economics, and other related social sciences to guide policy decisions on the local, national, and transnational levels. Students would learn how to examine real urban policy problems *in a case study format,* then apply potential policy solutions/ alternatives to eliminate or lesson the problems. Student would also learn about the functions of major policy institutions, and the impact of urban policy decisions on their lives. This course is intended to make sense of the New York City urban landscape as it relates to existing policy problems. The overall goal of this course is to provide students with a set of analytic techniques and strategies to examine difficult policy problems in policy areas such as (Education, Health, Housing, Food Systems, and Sustainability) as well as meet the needs of students who want an introduction to the field.

Prerequisite: SOC 3100

Recommended Text/Readings

- The course will also include documentaries, podcasts, and numerous readings related to each policy area/problem. (Maybe even field trips)

Recommended Text-
Edwards, Claire, and Robert Imrie. *Short Guide to Urban Policy*. Policy Press, 2015

Recommended Readings
DeFilipps, James. ed. (2016). Urban Policy in the Time of Obama. Minneapolis: University of Minnesota Press.
Evaluating policy: Caitlin Cahill, "At Risk?", Picture the Homeless, "Banking on Vacancy", City Council
Goetz, Edward, and Karen Chapple. (2010). You Gotta Move: Advancing the Debate on the Record of Dispersal. Housing Policy Debate 20(2): 209-236. +HUD. (2012). Opportunities Through Inclusionary Zoning: L
Marie Gottschalk, 2015 "Bring It On: The Future of Penal Reform, the Carceral State, and American Politics," Ohio State Journal of Criminal Law (Spring).
Rose, Richard. 1993. Lesson-Drawing in Public Policy: A Guide to Learning Across Time and Space. New Jersey: Chatham House Publishers
Sugrue, Thomas, J. (2014). The Origins of the Urban Crisis. Princeton: Princeton University Press

Proposed Course Objectives:

1) Students who complete the course will be able to apply. the analytic tools of policy analysis to particular cases current in the field.

2) By the end of the course students be able to analyze the sociological dynamics of local urban policy decisions and identify the key stakeholders in the decision-making process

3) Students who complete this course will be able to Interpret policy related data, in graphs and charts, and to identify alternative perspectives and interpretations that can be drawn from data.

Proposed Course Case Studies and Assignments

- Case Assignments: Each student will submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem presented each week. Detailed handouts will be given out regarding format, content and sources that can be used.

- Case Presentations: Each student will prepare a detailed policy presentation based on an urban policy problem of their choice. Students must discuss the challenges, and how the problem can be solved, as well as all the policy stakeholders involved.

1) **Education Policy:** The policy problem: The case of Stuyvesant High School and other exclusive NYC high schools: Who gets in and why.
2) **Health Policy:** The policy problem: The case of Covid disparities: Why did Starrett City Brooklyn have the highest covid fatalities in NYC
3) **Housing Policy**: The policy problem: The case of the New York City Homeless explosion: What's behind the crisis?
4) **Food Policy:** The policy problem: The case of fast food: How did East New York Brooklyn become the largest food swamp in NYC
5) **CJ Policy:** The policy problem: The case of jail reform: Rikers Island, should it be closed?
6) **Environmental policy**: The policy problem: Asthma rates and the South Bronx, why are they so high?

Proposed Scheme of Assessment
1. An A, (90- 100%) reflects work of outstanding quality. The student demonstrates mastery of the content as well as originality.
2. A B (80 – 89%) represents good (but not excellent or exceptional) performance. The student shows good command of the subject matter and achieves the stated course objectives.

3. A C (70 – 79%) represents average work in the course. The student demonstrates average competence in the course work.
4. A D (60 – 69%) represents marginal work. The student demonstrates (based on exams, and assigned work) minimal knowledge of course material.
5. A grade of F reflects work that is unacceptable, below 60%.

Proposed Course Outline

Week 1: SOC 4100: Policy Area: An introduction to the field of Urban Policy Analysis Recommended Reading: Chap#1 Text	**Readings: Chap#1** Text Edwards, Claire, and Robert Imrie. *Short Guide to Urban Policy*. Policy Press, 2015
Week 2/3 **Lecture Policy Area#1: Education Policy:** The policy problem: The case of Stuyvesant High School and other exclusive NYC high schools: Who gets in and why. Recommended Readings: TBD	Assignment #1: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem
Week 3/4 **Lecture Policy Area #2: Health Policy:** The policy problem: The case of Covid disparities: Why did Starrett City Brooklyn have the highest covid fatalities in NYC Recommended Readings: TBD	Assignment #2: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem Quiz#1—5 short essay questions connected to lecture/readings
Week 5/6 **Lecture Policy Area #3: Housing Policy**: The policy problem: The case of the New York City Homeless explosion: What's behind the crisis? Recommended Readings: TBD	Assignment #3: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem Quiz#2—5 short essay questions connected to lecture/readings

Week 6/7 **Lecture Policy Area#4: Food Policy:** <u>The policy problem:</u> The case of fast food: How did East New York Brooklyn become the largest food swamp in NYC Recommended Readings: TBD Recommended Documentary: High on the Hog	Assignment #4: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem. <u>Site Visit</u>: KCC Urban Farm

Week 7/8 **Lecture Policy Area#5: Criminal Justice Policy:** <u>The policy problem:</u> The case of jail reform: Rikers Island, should it be closed? **Recommended Documentary:** Time: The Kalief Browder Story. Recommended Readings: TBD .	Assignment #5: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem. Quiz#3—5 short essay questions connected to lecture/readings

Week9/10 **Lecture Policy Area#6:** **Environmental policy**: <u>The policy problem:</u> Asthma rates and the South Bronx, why are they so high? Recommended Readings: TBD	Assignment #5: submit a well-researched policy recommendation intended to solve or alleviate the discussed policy problem Quiz#4—5 short essay questions connected to lecture/readings

Week 11/12 <u>Case Presentations:</u> Each student will prepare a detailed policy presentation based on a urban policy problem of their choice. Students must discuss the challenges, and how the problem can be solved, as well as all the policy stakeholders involved.	Final Exam—The Final will be a research paper based on the policy area discussed in presentation.

REQUIRED COURSES AND EXPERIENCES I = Introduce R = Reinforce E = Emphasized A = Assessment Opportunity	Students who complete the course will be able to apply the analytic tools of policy analysis to particular cases current in the field.		By the end of the course students will be able to analyze the sociological dynamics of local urban policy decisions and identify the key stakeholders in the decision-making process.	.	Students who complete this course will be able to Interpret policy related data, in graphs and charts, and to identify alternative perspectives and interpretations that can be drawn from data.	
Topics/Units						
Week 1	I					
Week 2/3	R		I			
Week 3/4	E		R		I	
Week 5/6	A		E		R	
Week 6/7	R		E		E	
Week 7/8	R		A		E	
Week 9/10	R		R		E	
Week 11/12	A		A		A	