

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Behavioral Science Date: 9/16/2022

Title Of Course/Degree/Concentration/Certificate: CRJ 7500 – Fieldwork in Public Service

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

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

Date Approved: _____ Signature, Committee Chairperson: Stuart Parker

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

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, LA Chair Committee Chairperson: _____



Brooklyn's Only Community College

DEPARTMENT OF BEHAVIORAL SCIENCES AND HUMAN SERVICES
Dr. Stuart Parker, Chairperson

MEMO

To: Curriculum Committee

From: Stuart Parker
Vanda Seward

Re: Proposed New Course – CRJ 7500 Fieldwork in Public Service

Overview:

Fieldwork is a key component in all professional training programs. Many students entering the Criminal Justice Program have little or no experience in the field, nor are they aware of the breadth of opportunities that the field has to offer. This course is being offered as a retention and graduation strategy. It will help a group of students who are not fully convinced of the value of college degree to experience a more direct connection between the classroom and the world of work and produce a deeper commitment to their personal career plans.

This course will build upon a civic engagement component called the “Justice Lab” that faculty have integrated into CRJ 64, which is typically taken in the second semester of the program following the introductory course CRJ 63. The Justice Lab involves an in class collaborative project with community partners that culminates in the presentation of a public education campaign. This will be a preparatory learning experience to the fieldwork course.

Course Description:

Fieldwork provides students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from concepts, theories, and methods of Criminal Justice, Law and Police Studies students have learned in the classroom, internships give students a chance to participate and observe a workplace setting where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting prospective employers. This course has two components that must be fulfilled – successful completion of 72 hours (6 hours a week for 12 weeks) at a placement site and completion of the academic portion of the course which includes 15 hours of class time. Students will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact their advisor.

Prerequisites: ENG 24; CRJ 6300; Soc 31.

Course Learning Outcomes:

1. Student will demonstrate the knowledge and skills necessary to make an effective contribution to the work of a human service organization.

2. Student will be able to describe a vignette within a work setting and evaluate the effectiveness of the interaction from multiple points of view.
3. Student will demonstrate an understanding of the formal and informal ways in which work is done in a particular organization.
4. Student will demonstrate career planning skills through the development of a career plan that builds upon the skills learned in this field experience.

Fieldwork Sites:

The CRJ program currently has partnerships with Good Shepherd Services and the Brooklyn Borough President’s Educational Policy Office. The program also has an advisory board with members from community and government agencies that work in justice-impacted communities. These relationships will form the nucleus for the development of fieldwork sites at community agencies, advocacy groups, and government offices throughout Brooklyn. The CRJ Job Coach, funded by the Perkins Grant, will take the lead in developing field sites in coordination with the KCC Career Development Office.

Rationale:

This course will be an elective within the major that enables students to get an introductory experience of working in the public and/or human service sector. Field sites will be developed to support student interests in a broad array of employment areas reflected the expanded scope of course offerings represented in related parts of this proposal package. It will help students better define their own career interests, develop concrete workplace skills such as communication and organizational dynamics, and prepare them for further field experiences that are an integral component of the programs available to students upon transfer to John Jay.

Topical Outline:

Topical Outline:

Week	Topic	Assignment
1	Getting Started	Chapter 1 pg. 1-12
2	Finding Your Place	Chapter 2: pg. 13 – 22 Journal #1
3	Making Use of Supervision	Chapter 3: pg. 24 – 36
4	Legal and Ethical Issues	Chapter 4: pg. 38 – 52 Journal #2
5	Vignette Presentations #1	Vignette #1 due
6	Encountering Cultural Differences	Chapter 5: pg. 55 - 71
7	Surviving in the Work Setting	Chapter 6: pg. 73 – 85 Journal #3
8	Maintaining Perspective	Selected Readings.

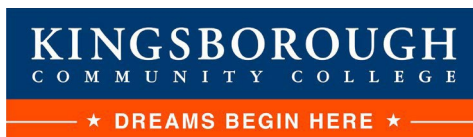
9	Vignette #2	Vignette #2 due
10	Experiencing Closure	Chapter 8: pg. 101 – 110 Journal #4
11	Lessons Learned/Next Steps	Chapter 9: pg. 112 - 122
12	Course Feedback and Future Plans	Workplace Analysis due
Final Exam Week	Final Reflection due	

Resources:

Trager, B. (2020) Community-based Internships: How a hybridized High-Impact Practice Affects Students, Community Partners, and the University. *Michigan Journal of Community Service Learning*. V.26, Issue 2. Pg. 71-94.

Alle-Corliss, L.A. & R. Alle-Corliss, (2005) Human Service Agencies: An Orientation to Fieldwork. Cengage Press.

Full Sample Syllabus included in the New Course Proposal



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:	CRJ
*Course Number:	7500
Course Title:	Fieldwork in Public Service
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Fieldwork provides students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from concepts, theories, and methods of Criminal Justice, Law and Police Studies students have learned in the classroom, internships give students a chance to participate and observe a workplace setting where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting prospective employers. This course has two components that must be fulfilled – successful completion of 72 hours (6 hours a week for 12 weeks) at a placement site and completion of the academic portion of the course which includes 15 hours of class time. Students will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact their advisor.
Prerequisite(s):	ENG 24; CRJ 6300; Soc 31.
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 <input type="checkbox"/> Fall X <input type="checkbox"/> Winter X <input type="checkbox"/> Spring X <input type="checkbox"/> Summer
Suggested Class Limit:	10

Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A
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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:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input checked="" type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Criminal Justice Major 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***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 measurable/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
1. Student will demonstrate the knowledge and skills necessary to make an effective contribution to the work of a human service organization.
2. Student will be able to describe a vignette within a work setting and evaluate the effectiveness of the interaction from multiple points of view.
3. Student will demonstrate an understanding of the formal and informal ways in which work is done in a particular organization.
4. Student will demonstrate career planning skills through the development of a career plan that builds upon the skills learned in this field experience.

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 Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Student will demonstrate the knowledge and skills necessary to make an effective contribution to the work of a human service organization.	30%	Employer and Internship Supervisor evaluation
2. Student will be able to describe a vignette within a work setting and evaluate the effectiveness of the interaction from multiple points of view.	35%	Journal and Vignettes
3. Student will demonstrate an understanding of the formal and informal ways in which work is done in a particular organization.	20%	Workplace Analysis
4. Student will demonstrate career planning skills through the development of a career plan that builds upon the skills learned in this field experience.	15%	Journal and Final Reflection

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.

This is strongly recommended elective for Criminal Justice Majors who are have completed ENG 24; CRJ 6300; Soc 31

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?

There currently is no fieldwork option within the Criminal Justice Program. Fieldwork experience is considered a High Impact Practice and is currently part of a major new initiative within CUNY.

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](#).

No. It is an elective course that will prepare students for the many Internship options that are available at John Jay College which is our dual enrollment partner for the CRJ Program.

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.

No.

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:

Developing Fieldwork Skills by Chiaferi & Griffen Cengage Learning 1996

Students will also have the opportunity to get a license for the GoReact software, which allows them to record episodes where they are leading or participating in an activity in the workplace. Students will use this where appropriate and with the necessary on-site permissions. The recordings allow students to get feedback on their performance, share with peers and instructors and archive in a portfolio to document skill development over time.

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.

12. Selected Bibliography and Source materials:

Sample Syllabi

Course: CRJ 7500 – Fieldwork in Public Service

3 credits

Meeting times:

Internship: as arranged by program staff

Classroom seminar: 1 ½ hours per week TBD

Office Hours: TBA

Prerequisites: ENG 24; CRJ 6300; Soc 31

Introduction: The world outside the classroom is complex and often messy. Fieldwork is an important component of your growth as a professional. You will learn a wealth of hands-on skills that you cannot learn simply from reading a book. This course will be the first of, what we hope will be a number of successful internship experiences that you will have in your college career. If you begin with an open mind and observant attitude you will learn a great deal from this opportunity.

Course Description:

Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from concepts, theories, and methods of Criminal Justice, Law and Police Studies students have learned in the classroom, internships give students a chance to participate and observe a workplace setting where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting prospective employers. This course has two components that must be fulfilled – successful completion of 72 hours (6 hours a week for 12 weeks) at a placement site and completion of the academic portion of the course which includes 15 hours of class time. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career Development & Experiential Learning.

Course Learning Outcomes

1. Student will demonstrate the knowledge and skills necessary to make an effective contribution to the work of a human service organization.
2. Student will be able to describe a vignette within a work setting and evaluate the effectiveness of the interaction from multiple points of view.
3. Student will demonstrate an understanding of the formal and informal ways in which work is done in a particular organization.
4. Student will demonstrate career planning skills through the development of a career plan that builds upon the skills learned in this field experience.

Expectations

My Expectations of You:

- *That you are bright, intelligent and more than capable* of being successful in this course, and your

assigned work setting.

- ***That you will ask questions.*** The whole point of this fieldwork experience is to learn something new and grow in ways you did not expect. The lessons will not always be apparent in the field, but they are there if you observe, participate and reflect.
- ***That you will make mistakes.*** One of the best ways to learn something is to try something and learn from your mistakes. No one gets everything right the first time.
- ***That you will treat everyone in the class and in your workplace with respect.*** All ideas are welcome as long as they are offered in a reasonable and respectful way.

My Expectations of Myself:

- ***That I will help prepare you for your field assignment*** and will be available to help throughout the course of the semester.
- ***That I will be available*** to answer questions, provide prompts to help you think deeper about the questions we explore, and provide additional learning opportunities if you want to pursue this subject further.
- ***That I will treat*** each of you fairly and with respect and will foster a classroom environment where it is okay to ask questions, take risks and make mistakes.

Assignments:

Workplace analysis – 20%

Journal – 20%

Vignette analysis – 15%

Discussion Board – 10%

Observation and Employer feedback – 30%

Final reflection – 20%

Topical Outline:

Week	Topic	Assignment
1	Getting Started	Chapter 1 pg. 1-12
2	Finding Your Place	Chapter 2: pg. 13 – 22 Journal #1
3	Making Use of Supervision	Chapter 3: pg. 24 – 36

4	Legal and Ethical Issues	Chapter 4: pg. 38 – 52 Journal #2
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7	Surviving in the Work Setting	Chapter 6: pg. 73 – 85 Journal #3

8	Maintaining Perspective	Selected Readings.
9	Vignette #2	Vignette #2 due
10	Experiencing Closure	Chapter 8: pg. 101 – 110 Journal #4
11	Lessons Learned/Next Steps	Chapter 9: pg. 112 - 122
12	Course Feedback and Future Plans	Workplace Analysis due
Final Exam Week	Final Reflection due	

1. **Accommodations:** If you have any particular learning needs please let me know in whatever way feels comfortable to you and we will figure out a way to make the class work for you.

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. I will make any accommodations that you need once you provide documentation from the Access-Ability office (D205). Please contact AAS for assistance.

2. **Preferred Gender Pronoun and Name:** I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. If you have any questions or concerns, please do not hesitate to contact me. For more information, please visit <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/> and <https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/>
3. **Academic Honesty and Plagiarism:**

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. At Kingsborough students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned. Sanctions may include failing grades, suspension, and expulsion. (See www.cuny.edu under "Current Students") Engaging in acts of academic dishonesty can end a student's school career, have an impact on the person's professional life and jeopardize future career goals. The full CUNY policy on Academic Integrity can be found at:

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf>

4. **Safe Zone Ally.** One of the central features of an educated person is the ability to disagree with others, without being disagreeable. As a student at KBCC, you have the right to expect a quality education that is free from prejudice. Regardless of race, ethnicity, national origin, gender identity and expression, sexual orientation, religion, age, or ability, you will be treated and respected equally. Bigotry and harassment are not tolerated. I urge you to articulate your beliefs on a wide range of issues, and to do so while treating yourself and your colleagues with genuine respect.
5. **Blackboard:** The assignments for each class, along with other course materials will be on Blackboard. If you cannot currently access Blackboard you should contact the help desk at KCC at 718-368-6679. If you need to increase your proficiency with blackboard you may look here <http://www.cuny.edu/about/administration/offices/CIS/functions/bb/userguides/blackboardcollaborate.html> for more information.

Sample Assignments:

Workplace Analysis:

Overview: Every organization has a) the formal position chart and rules regarding how things get done, and b) the way things actually happen. An important skill to develop is to understand both aspects of a particular organization and make decisions regarding how to operate between those two features of a workplace. You will interview two people connected to your organization. One must be a staff member who is employed by the organization. The second can also be a staff member, or a volunteer, a community participant, or someone else that is connected to the work and activities of the organization.

You will use the data that you collect from the interviews, along with that from your journal to analyze some aspect of the organization. You can choose to focus on a topic that we discussed in class or another topic of particular interest to you. Your analysis should be no more than 4 pages.

Discussion Board:

Each week there will be a question generated from the class session that you will be asked to explore more in-depth with the class. The expectation is that you will offer your initial response to the question by mid-week and then reply to at least two posts of your classmates during the second half of the week.

Journal:

This will be an exercise in early ethnography. Right after at least one of your weekly field sessions you will find a place to write down your impressions, observations, reactions to your experience for at least 20 minutes. Prior to the next time you go to your placement you will review your notes from the earlier session and write down what now strikes you when reading them. Do you now think differently about the things you noticed at the time?

Vignettes – 2.

Following the general pattern that you see in the book, select an issue that is significant in your field setting, either one that we have discussed in class or another one, and write a short vignette without using any actual names that explores how that issue plays out in a concrete example that you were either a part of or witnessed. Remember to preserve the anonymity of all involved.