

Introduction

We propose to establish an interdisciplinary minor in *Poverty Studies* to enhance and deepen students' understanding about the causes and effects of poverty. To this end, we will develop an interdisciplinary minor that provides undergraduate students in any major with opportunities to learn about poverty through coursework, experiential community-based learning and applied research. We hope also to foster a recognition among students that they have a social responsibility to work toward the alleviation of poverty. At the same time, this program supports our integrative core requirement that educates students about the social justice aspect of our mission. Specifically, students who complete the minor, will have coursework and community-based experiential learning to meet several of the academic learning goals: Act competently in a global and diverse world; Understand and promote social justice; and Apply a framework for examining ethical dilemmas. This minor speaks to the heart of the Jesuit Heritage in our new integrative core, providing students significant exposure to one of the most significant social justice issues facing the United States, poverty.

The program builds upon numerous related efforts already present in the JCU undergraduate curriculum such as the growing number of courses that include a service-learning component, the *Arrupe Scholars Program*, and domestic and international immersion experiences. In addition, a McGregor Grant (which is discussed in greater detail below) trained faculty who developed courses related to poverty throughout the curriculum. JCU's Center for Service and Social Action will continue to link JCU students with social service and advocacy programs for the poor throughout greater Cleveland, offering students who minor in Poverty Studies a wide range of local community-based learning opportunities.

Broad Description and purpose of the program

The need for expanded education as well as action on poverty is clear. The U.S. Census Bureau reported that although the poverty rate fell by .5% in 2013 (to 14.5%), this did not reflect a statistically significant change in the number of people living in poverty. There are still 42 million people who are poor in the US.¹ Locally, Cleveland continues to be one of the poorest cities in the U.S. with a poverty rate of 36.9%. The same report showed that over half (54.4%) of Cleveland children are poor, one of the highest rates among U.S. cities with populations above 250,000. In addition, the Global poverty statistics indicate that nearly half of the people on our planet (~2.7 billion) live on less than \$2 per day. This leads to high levels of malnutrition, infectious disease, and environmental degradation.

Thus, efforts to address a complex social problem like poverty requires well-educated citizens and professionals with a significant understanding of poverty who can apply analytical thinking and newly gained skills, accompanied with a deep social commitment to tackle this issue. The poor of our nation and world would benefit if more undergraduate students interested in medicine, biomedical research, public health, business, social work, law, public policy, education, and journalism would make ending poverty their chief priority.

According to our mission statement, "John Carroll is a Catholic and Jesuit University dedicated to developing women and men with the knowledge and character to lead and to serve." Furthermore, the university hopes to prepare students "to engage in responsible social action." We seek to produce students who are "sensitive to the need for social justice in response to current social pressures and problems." Our mission statement reflects a commitment to the promotion of justice, which is at the core of all Jesuit endeavors. Rev. Peter-Hans Kolvenbach, S.J., former Superior General of the Society of

¹ US Census <https://www.census.gov/newsroom/press-releases/2014/cb14-169.html#>

Jesus, has placed this goal in the context of Jesuit higher education. In the course of their studies, Kolvenbach writes, students “must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed...Students need close involvement with the poor and the marginal now, in order to learn about reality and become adults of solidarity in the future.”² Further underscoring our responsibility as a Jesuit institution to prepare students for their life’s work, Fr. Adolfo Nicholas, S.J., Superior General of the Jesuits, said in his address to university presidents and chief academic officers, “A university becomes a social project. Each institution represented here, with its rich resources of intelligence, knowledge, talent, vision, and energy, moved by its commitment to the service of faith and promotion of justice, seeks to insert itself into a society, not just to train professionals, but in order to become a cultural force advocating and promoting truth, virtue, development, and peace in that society.”³

Keeping this mission in mind, in 2006, John Carroll applied for and received a McGregor Foundation grant to start the Poverty and Solidarity Program. Through this grant, 28 faculty participated in learning-communities that supported them to develop or redesign 34 courses to include a major component that addressed poverty. We also engaged 37 students in summer internships with more than 20 local non-profit or government organizations that serve people in poverty. As we concluded the Poverty & Solidarity Program in 2010, Harlan Beckley, Ph.D. of Washington & Lee University’s Shepherd Program invited JCU to be one of approximately 15 schools that came together as a Consortium to educate students about poverty and its effects. The goal of the Shepherd Higher Education Consortium on Poverty (SHECP) Consortium is to

“encourage the study of poverty as a complex social problem, by expanding and improving educational opportunities for college students in a wide range of disciplines and career trajectories. Through its programs, SHECP and its member institutions prepare students for a lifetime of professional and civic efforts to diminish poverty and enhance human capability, while also supporting connections among students, faculty, staff, and alumni engaged in the study of poverty.” (SHECP Mission Statement, 2015).

Building on this foundation, we believe that the newly proposed academic program described here will significantly expand the education of our students regarding poverty and encourage and reinforce their responsibilities as citizens and professionals to work to understand and alleviate poverty. Specifically, our goals for students are the following:

Academic Program Learning Goals

- Describe, explain, and analyze the structural causes and systemic nature of domestic poverty.
- Articulate a basic understanding of the consequences, and possible solutions to poverty.
- Articulate a worldview with sensitivity, empathy, and recognition of the capabilities of all people that leads to concern for and action on behalf of the poor
- Demonstrate increased levels of engagement (both on and off campus) in service and advocacy with issues related to poverty

² Kolvenbach, S.J., P. (2000). The Service of Faith and the Promotion of Justice in American Higher Education. Presented at the Commitment to Justice Conference, Santa Clara University.

³Nicholas, S. J., A. (2010). Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today. Remarks for “Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe” Mexico City – April 23, 2010.

- Display a broader range of awareness of the varied career opportunities for addressing poverty such as public health, non-profit management, social entrepreneurship, business, education, biomedical research, law, social work, and journalism.

Program Curriculum

Program Requirements

18 credit minor that includes three required courses and three electives, no more than two courses from one discipline

Three required:

Gateway Course- Poverty and Social Justice, which is a service-learning course (formerly FYS, now PV 101 Poverty and Social Justice with an ISJ core designation)

Internship Experience (can be fulfilled through participation in the Shepherd Summer Internship or other designated internship programs)

Capstone Course/experience (to be developed)

Three Electives (see course list below)

Rationale for the Program Requirements

The gateway course, PV101 Poverty and Social Justice, introduces students to the complex, systemic nature of poverty. Through the service-learning component, students work with people in the community who live with poverty daily. Because the students develop relationships with the people at their service sites throughout the course of the semester, they begin to understand the other, and poverty differently. The cognitive distancing and other forms of separation that kept them comfortable begin to break down; questions about the inequities in our society begin to emerge.

The students will

- Complete three elective courses, based on advice from the program director, that are consistent with the students' majors.
- An internship, a semester long or summer long experience, which engages students with non-profits and government offices serving those in poverty. This more intense experience is fundamental to students' developing a deeper, more comprehensive understanding of the complexities and challenges of being poor in America.
- A capstone course/experience that is a culmination of the classroom and experiential learning. This would be flexible based on the student's individual navigation of the course requirements. It may be a traditional course, an internship that overlaps the student's major internship, a research project/independent study in the student's major that has a poverty focus, an advocacy project/independent study, etc. Students will apply to the program director for their capstone experience.

Course Descriptions

Biology

240. EPIDEMIOLOGY 3 cr. Prerequisite: BL 155-158 or grade of B or higher in BL 112-112L; grade of C or higher in MT 122, MT 228, MT 229, or EC 208. Three hours of lecture per week. Basic epidemiological principles, concepts, and methods used in surveillance and investigation of global and domestic health-related events; discussion of historical and current examples from epidemiologic studies; focus on populations living in resource-limited settings.

BL 260. POVERTY AND DISEASE 3 cr. Prerequisites: BL 155-158. Three hours of lecture per week. Global and U.S. poverty; public health; epidemiology; U.S. health disparities, e.g., diabetes, obesity, HIV/AIDS; global health disparities, e.g., HIV/AIDS, tuberculosis, malaria; evolutionary factors in chronic and infectious disease; ethical issues in public health.

Communication

CO 389. SOCIAL ISSUES JOURNALISM 3 cr. Prerequisite: CO 225. Researching and communicating social issues through journalism. Focus on use of data, interpreting and writing about public affairs, and examining how the news media report on social issues. Topics can include reporting on issues in healthcare, the environment, poverty, and immigration.

Economics

EC 321. LABOR AND HUMAN RESOURCE DEVELOPMENT 3 cr. Prerequisites: EC 201-202. Examines the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and public policies that relate to the employment and payment of labor resources. Typical topics include determination of wages, prices, profits; individual human capital acquisition and labor supply decisions; labor unions and collective bargaining; labor law and public policy; contemporary issues such as discrimination, immigration, and health.

EC 343. ECONOMIC DEVELOPMENT 3 cr. Prerequisites: EC 201-202. Theoretical and policy issues in economic growth and development with emphasis on specific country policies and experience; alternative development paths; problems of development planning; policies for achieving growth and development in emerging countries; and conditions necessary for continued growth in advanced countries.

Education

ED 253. SCHOOL AND SOCIETY 3 cr. Prerequisite for admission to teacher education. Foundations of education examined through historical, sociological, and philosophical perspectives to provide a comprehensive understanding of American education and related educational issues in a diverse society.

ED 350. MULTICULTURAL EDUCATION IN A PLURALISTIC SOCIETY 3 cr. Cultural, racial, ethnic, socioeconomic, gender, and individual differences and their effects on American education and society studied from sociological, historical, and philosophical perspectives. Development of human-relations skills to address diversity issues.

English

EN 299 SPECIAL TOPICS: POVERTY IN AMERICAN LITERATURE 3 cr.

Philosophy

PL 370 Philosophy & Social class Philosophical investigation of social class distinctions, focusing on their structural, moral, and psychological ramifications.

Political Science

PO336. INTERNATIONAL POLITICAL ECONOMY 3 cr. Prerequisite: PO 103. Trends in the global economy, including institutions designed to facilitate rules between world states; processes shaping globalization; and questions related to development and poverty, debt, and fair trade.

Psychology

PS 261. CHILD DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for education majors only). Survey of the basic theories and research on human growth and development from conception through late childhood, emphasizing the physiological, intellectual, social, emotional, and cultural changes associated with human life. Cannot be taken concurrently with PS 175.

Poverty Studies

PV101 INTRODUCTION TO POVERTY STUDIES 3 cr. (FYS course redesigned)

PV 350 INTERNSHIP 3 cr. (to be designed)

PV 450 CAPSTONE in POVERTY STUDIES 3 cr. (to be designed)

Sociology & Criminology

SC 201. SOCIAL PROBLEMS 3 cr. Prerequisite: Survey of modern problems. Topics include crime and deviance, delinquency, health care, mental health, sex-related social problems, divorce and the family, poverty, discrimination, population and environmental problems.

SC 111. INTRODUCTION TO SOCIAL JUSTICE 3 cr. Overview of the theories of social justice, including discussion and analyses of social inequalities both domestic and global, and issues related to civic engagement, social responsibility, and change. Service-learning component required.

SC 273. PUBLIC HEALTH IN U.S. SOCIETY 3 cr. Introduces basic concepts of public health and explores major public health issues in the United States. Central focus on health disparities regarding who becomes ill and inequalities of access to treatment due to stereotypes, racism, and social class.

SC 385. POVERTY, WELFARE, AND SOCIAL JUSTICE IN THE U.S. 4 cr. Prerequisites: One additional SC course. Critical examination of poverty and welfare reform: the underlying causes, consequences, and people who are affected. Highlight is an applied research project where students develop and conduct a program evaluation for a nonprofit agency serving the poor in inner-city Cleveland. Service learning component required.

Theology and Religious Studies

TRS 234. THEOLOGY BEHIND BARS (RL 230) 3 cr. Focus on theological writings produced while their authors were imprisoned. These primary-source accounts reflect intense mental, spiritual, and physical anguish, at the same time expressing hope, despair, contrition, courage, solidarity, conviction, faith, purpose, and often wisdom. Many testify to the pervasive inequity of the criminal-justice system with regard to the poor.

TRS 361. LIBERATION ETHICS (RL 267) 3 cr. Focus on the ethics that arose out of the moral indignation of Latin Americans, Africans, and Asians in response to injustices. This ethics begins with the concrete reality of the poor and oppressed and moves toward the transformation of persons and structures as its goal. Includes reflection on a people's experience in light of social-scientific analysis and scripture.

TRS 368. CHRISTIAN SOCIAL JUSTICE 3 cr. Examination of Catholic and Protestant social teachings that contribute to a social ethics. Special focus on political, economic, and cultural problems, including war and peace, poverty, and prejudice.

TRS 406. NEW TESTAMENT ETHICS FOR CONTEMPORARY CULTURE 3 cr. Seminar centering on the ethical perspectives and prescriptions conveyed by the New Testament. The teaching and praxis of Jesus, including his concern for the poor and solidarity with the marginalized, provide the center of gravity for analysis of a cross-section of the paraenetic teaching and ethical traditions in the New Testament. Students develop sophisticated tools for understanding the New Testament's contribution to contemporary ethical debates.

Women & Gender Studies

WG 101. INTRODUCTION TO WOMEN'S AND GENDER STUDIES 3 cr. Introduction to the interdisciplinary field of women's and gender studies and its scholarship. Texts and films address issues such as patriarchy, sexism, homophobia, racism, bodies and sexuality, poverty, families, violence, and resistance.

Courses to be developed/timetable

Development of an Internship course would begin immediately; the first offering would be within three semesters of offering the gateway course.

Development of the Capstone course would begin immediately; we would need the course to be offered within two years of offering the gateway course.

Mechanism for approving new courses

New courses are submitted to the program director for initial review of adherence to program goals and standards. The Faculty Advisory Committee will review and approve new courses.

Faculty Advisory Committee

Peggy Finucane, Ph.D., Chair

Katherine Feely, SND

Phyllis Harris, Ph.D.

Paul Lauritzen, Ph.D.

Jim Lissemore, Ph.D.

James Martin, Ph.D.

Nevin Mayer, M.S.L.S.

Terry Mills, Ph.D.

Mindy Peden, Ph.D.

Debby Rosenthal, Ph.D.

Walter O. Simmons, Ph.D.

Mark Storz, Ph.D.

Andrew M. Welki, Ph.D.

Sheri D. Young, Ph.D.

Evidence that there are sufficient faculty willing and able to teach in the minor

The former FYS faculty learning community that developed and taught the Poverty and Social Justice courses worked together for seven years, longer than any other FYS learning community. In large part, they remained dedicated to the course because they believed in the course content and saw its impact on students who completed the course. They will become the primary faculty for the PV 101 gateway course. They include Penny Harris, Debby Rosenthal, Nevin Mayer, and Mark Storz. The elective courses will, at least initially, be drawn from courses that are already part of the curriculum.

Organization and Administration of the Program

Responsibilities of the Program director

The program director will be responsible for

- Managing students' declaration of Intent of the Poverty Studies minor;
- Advising Poverty Studies minors;
- Certifying completion of minor;
- Maintaining student records in Banner;
- Coordinating the availability of required courses with and among departments;
- Maintaining records of internships and community contact information and providing staff assistance in making arrangements for placements and site visits
- Maintaining a Poverty Studies minor website
- Grant writing for internship program
- Developing relationships with nonprofits and government offices serving those in poverty in greater Cleveland
- Collaborating with Shepherd Higher Education Consortium on Poverty
- Collection and management of data used in assessment and evaluation
- Reporting to Dean of the College of Arts and Sciences

As a new program, the program director would also be expected to

- Work with the JCU webmaster to develop a webpage for the program
- Develop print materials for use by Admissions and student advising
- Work with Admissions on recruitment of students
- Working with Registrar to establish minor and a Poverty Studies designation in Banner
- Work with the CAS Internship Director to identify appropriate placements
- Work on developing syllabus capstone course
- Create framework for assessment and evaluation; develop self-assessment survey and reflective essay questions (See Assessment below.)

Administrative support may be needed for some tasks. Administrative assistance of 25% of time allocated to this program would support the initial needs.

Structure of governance

The Faculty Advisory Committee that developed the proposal will make recommendations about curriculum, internships, program development, student research, and assessment. The committee will meet once per semester, minimum.

Implementation Timetable

If the proposal is accepted, we would begin to implement it in Spring 2016. The introductory course is in place; many of the electives are currently offered, or in the rotation to be offered. The capstone course would need to be developed as soon as possible. The experiential opportunities are already in place.

Assessment

Program Level Methods of Assessment

We will use e-portfolios for assessment. In the gateway course, students will complete a series of assignments relevant to the course that will also serve as foundational assessments we will use to compare to their work at graduation. Each student will submit a portfolio that includes at least one piece of work from each course that demonstrates mastery of the learning goals. As part of the capstone experience, students will complete essays describing how their coursework and community-based learning in the minor has developed their ability to describe, explain, and analyze the complex, systemic nature of domestic poverty, including causes, consequences, and solutions. The portfolios will be reviewed by the Advisory Committee according to a rubric established by the program director. This project will serve to synthesize student learning and will serve as an overall assessment of student success at the program level.

Course Level Methods of Assessment

Each course will identify specific learning outcomes and how these contribute to the overall program learning outcomes and university learning outcomes.

Program Evaluation and Review

After three years, the minor will be reviewed by a committee composed of members of the faculty advisory board and invited external faculty with expertise in Poverty Studies.

Key Indicators of Program Success:

1. Increased number of students enrolling in the minor
2. Indication of student satisfaction via exit interviews.
3. Alumni survey sent every three years to assess program impact on civic engagement , career selection, and concern with poverty issues.

Anticipated Budget

Immediate Costs:

- Faculty-one course release per semester for program director for the first two years to get the program established, develop materials, market the program, recruit students, engage faculty who teach in the minor (\$4000 plus 8% fringe/semester for adjunct hire) Total for 2 years: \$17,280
- Library: \$1000 annually
- Course development funds: request to Faculty Development to earmark one-two course development grants annually for three years for the development of new courses that support the Poverty Studies minor
- Administrative-support for website, possibly internship placement process in two year. Allocating 25% of staff member's time to support the program (\$10,300 estimate for salary and benefits(37.5%))
- Marketing-development of materials to promote program, both internally and through Enrollment; website development, \$500

- Conference travel: \$2500 annually (annual conference attendance support for faculty member; rotate opportunity among those teaching in the program, director)
- Speaker fees- \$1000 to support speakers in the gateway course

Long-term Planning

- Director -one course release annually after year one and two
- Programming: within three years, access to \$5,000/annually to cover stipends and travel for speakers who are experts on Poverty

The Poverty Studies Minor would benefit from our membership in the Shepherd Higher Education Consortium for Poverty. The Consortium offers JCU access to poverty resources at more than 20 universities, a summer internship program with a \$1000 subsidy for a limited number of students, and faculty development workshops for teaching poverty.

Projected Interest in the Program: We can extrapolate John Carroll students' interest in Poverty Studies from several programs and courses we have offered or currently offer. First, the Poverty & Solidarity and Shepherd Consortium summer internship programs that have offered students opportunities for significant immersion within non-profit organizations that serve those in poverty have drawn considerable interest:

	Poverty & Solidarity Program	(2007-2010)
Number of Applicants	Internship Summer	Number of Interns
31	2007	7
21	2008	11
34	2009	12
37	2010	7
	Shepherd Program	(2012-present)
13	2012	2
7	2013	3
10	2014	5
12	2015	4

We theorize that the current Shepherd internships have fewer applicants for a couple of reasons; first, we have significantly fewer placements available. In the Poverty & Solidarity Program, we were able to support 7-12 interns annually; in the Shepherd Program, we support an average of three. Second, because the Shepherd Program stipend is significantly less than the Poverty & Solidarity stipend (\$1400 compared to \$4000), many students cannot afford to give up their summer income to earn only \$1400. Both programs cover the cost of housing and transportation. The Shepherd Program provides a stipend for food as well. Both provide an opportunity for academic credit.

The Sociology and Criminology Department graduates 10-12 students annually in the Human Service, Health, and Social Justice area. Another way to project interest is to examine course enrollment in courses that have significant poverty components. For example, a review of a selection of those courses demonstrates that John Carroll students' interest in poverty is strong:

Course	Title	Semester	Year	Enrollment
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BL 240	Epidemiology	Fall	2011	21
			2012	18
			2013	20
			2014	20
			2015	19
BL 260	Poverty and Disease	Fall	2010	10
			2011	17
			2012	11
			2013	8
			2015	23
PS 261	Child Development	Fall	2010	52
		Spring	2011	50
		Fall	2011	42
		Spring	2012	38
		Fall	2012	49
		Spring	2013	46
		Fall	2013	47
		Spring	2014	45
		Fall	2014	36
		Spring	2015	40
		Fall	2015	42
SC 201	Social Problems	Fall	2010	29
		Spring	2011	31
		Fall	2011	30
		Spring	2012	30
		Fall	2012	30
		Spring	2013	28
		Fall	2013	30
		Spring	2014	30
		Fall	2014	30
		Spring	2015	30
SC 385	Poverty, Welfare & Social Justice in the United States	Fall	2010	20
		Fall	2011	9
		Fall	2012	18
		Fall	2013	12
		Fall	2014	11
		Fall	2015	9
FYS	Poverty & Social Justice	Fall	2010	168
		Fall	2011	157
		Fall	2012	127
		Fall	2013	128
		Fall	2014	123

Similarly, in co-curricular interests, Labre continues to be a strong program among students who want to work with those living on the streets. The Center for Service and Social Action offers students opportunities for service with those living in poverty as well.

A survey of colleges and universities offering Poverty Studies minors revealed that 13 institutions nationally offer undergraduate programs. St. Louis University is the only Jesuit University offering a poverty-focused minor. Notre Dame University and Niagara are Catholic universities also offering poverty minors. We do not necessarily expect that students will choose John Carroll because of the Poverty Studies minor, but we strongly believe that it students will select it because of its close alignment with our Jesuit mission.

Using data from programs at universities in the Shepherd Consortium, of which John Carroll was a founding member, we know that growth in their gateway courses has been rapid. Washington & Lee University (N = 2,153) began offering their introductory course in 1998. Their initial enrollment in three sections of the class was 75. The introductory course was tied to the summer internship program. They developed a minor in 2008 and now have a fairly consistent 25-30 minors. Harlan Beckley, Ph.D., founding director of the Shepherd Program at Washington & Lee, and current executive director of the Shepherd Consortium wrote, "After about five years of the program, we began talk with applicants to W&L and by now a dozen or more new students each year will tell you that the Shepherd Program is a significant factor for them to come to W&L. We definitely attract students through the poverty studies programs."

Elon University (N=5,666) began offering a Poverty & Social Justice in fall 2013; currently they have 36 minors. Middlebury College (N= 2,482) has a more recent program as well; first offering their gateway course in 2013. They had full enrollment the first two times they offered the course, (fall 2013 n= 28; spring 2014 n = 23) with a wait list as long as the course roster. Because the minor is new, they don't have a set number of minors identified. James Calvin Davis, Ph.D., director of the Privilege & Poverty Initiative wrote, "Our internship component is more established, and we tend to have 20 serious applicants for the 5 SHECP positions every year."

Attachments

- a. Letter from the University Budget Committee
- b. Letter from the Director of Academic Finance
- c. Letter from the Enrollment Division
- d. Letter from CAS Dean
- e. Support letters from Chairs of each Department
 - a. Biology
 - b. Communication & Theatre Arts
 - c. Economics & Finance
 - d. Education & School Psychology
 - e. English
 - f. Philosophy
 - g. Political Science

- h. Psychology
 - i. Sociology & Criminology
 - j. Theology & Religious Studies
- f. Letter from Institutional Effectiveness
- g. Letter from Assessment Director
- h. Additional Letters of Support
 - a. Katherine Feely, SND
 - b. Jim Lissemore, Ph.D., Biology
 - c. Jim Martin, Ph.D., Boler
 - d. Debby Rosenthal, Ph.D., English

Poverty and Solidarity Minor						
				Year 1	Year 2	Year 3
				2015-16	2016-17	2017-18
Tuition Revenue:						
TUITION REVENUE ALL COHORTS				\$ -	\$ -	\$ -
Expenses:						
Director payroll				-	-	-
Director fringe at 37.5%				-	-	-
PT Faculty payroll - course release replacement				8,000	8,000	4,000
Faculty fringe at 8%				640	640	320
Staff part-time payroll at 25% time				7,500	7,500	7,500
Fringe at 37.5%				2,810	2,810	2,810
Payroll and fringes (\$)				18,950	18,950	14,630
Operating expenses				5,200	6,200	6,700
Library				1,000	1,000	1,000
Laboratory /Capital				-	-	-
TOTAL Non-Payroll Expenses				6,200	7,200	7,700
TOTAL EXPENSES				\$ 25,150	\$ 26,150	\$ 22,330
PROGRAM CONTRIBUTION				\$ (25,150)	\$ (26,150)	\$ (22,330)

Poverty and Solidarity Minor							Year 1		
Account Description			Admin.			Total			
						-			
Office supplies			100			100			
						-			
Travel -- students and 1 faculty			2,500			2,500			
Printing/publishing /marketing			500			500			
Professional fees/honoraria			1,000			1,000	speakers for PV 101 course		
Travel/visitor			-			-			
						-			
Course development						-			
						-			
						-			
Library resources			1,000			1,000			
						-			
Repair/maintain equipment (other)						-			
						-			
Transfer charges -- copy center			500			500			
Transfer charges -- mail center			500			500			
Transfer charges -- telephone usage			100			100			
						-			
Small capital equipment			-			-			
TOTAL			6,200	0	0	6,200			
Summary									
Operating						5,200			
Library						1,000			
Capital						-			
						6,200			

Poverty and Solidarity Minor								Year 2
Account Description			Admin.			Total		
						-		
Office supplies			100			100		
						-		
Travel -- students and 1 faculty			2,500			2,500		
Printing/publishing /marketing			500			500		
Professional fees/honoraria						-		
Travel/visitor			2,000			2,000		
						-		
Fees -- training/education/workshop						-		
						-		
						-		
Library resources			1,000			1,000		
						-		
Repair/maintain equipment (other)						-		
						-		
Transfer charges -- copy center			500			500		
Transfer charges -- mail center			500			500		
Transfer charges -- telephone usage			100			100		
						-		
Small capital equipment			-			-		
TOTAL			7,200	0	20	7,200		
Summary								
Operating						6,200		
Library						1,000		
Capital						-		
						7,200		

Poverty and Solidarity Minor							Year 3
Account Description			Admin.			Total	
						-	
Office supplies			100			100	
						-	
Travel -- students and 1 faculty			2,500			2,500	
Printing/publishing /marketing			500			500	
Professional fees/honoraria						-	
Travel/visitor			2,500			2,500	
						-	
Fees -- training/education/workshop						-	
Library resources			1,000			1,000	
						-	
Repair/maintain equipment (other)						-	
						-	
Transfer charges -- copy center			500			500	
Transfer charges -- mail center			500			500	
Transfer charges -- telephone usage			100			100	
						-	
Small capital equipment			-			-	
TOTAL			7,700	0	0	7,700	
Summary							
Operating						6,700	
Library						1,000	
Capital						-	
						7,700	



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September 8, 2015

Barbara D'Ambrosia, Ph.D.
Professor of Mathematics
Chair of Faculty Council

Dear Barb :

I am writing this letter to express my very strong support for the proposed interdisciplinary minor in Poverty Studies. This is an area of study that is of great interest to our students and speaks to the heart of the Jesuit mission of this university.

Unlike many of the other new programs that have been developed, this minor has faculty already trained and teaching most of the courses being proposed as part of the curriculum, due to the monies received for faculty development from the 2006 McGregor Foundation Grant. Under this grant 28 faculty participated in the poverty & solidarity learning community and developed or re-designed 37 courses.

The Sociology & Criminology Department's particular participation in this proposed minor entails the offering of three courses: SC 201 (Social Problems) SC 111 (Introduction to Social Justice), SC 273 (Public Health in U.S. Society), and SC 385 (Poverty, Welfare, and Social Justice in the U.S.). All three courses are already taught in a regular rotation on a once- a -year basis, will be continued to be taught, and are taught by full time faculty. In addition, 3 of the 4 courses, under the new integrative core designations, have been or are in the process of being designated ISJ (Issues in social justice) courses.

My particular expertise in the area of sociology is poverty studies. Thus, from a programmatic and curricular perspective, I can assure you that the proposed minor is academically strong providing both the depth and breadth required of any minor.



DEPARTMENT OF SOCIOLOGY
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20700 NORTH PARK BOULEVARD
UNIVERSITY HEIGHTS, OHIO 44118-4581
PHONE 216.397.4381
WWW.JCU.EDU

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in cursive script that reads "Phyllis Brady Harris".

Phyllis Brady Harris, Ph.D.

Professor and Chair, Department of Sociology & Criminology

September 8, 2015

Dr. Barbara D'Ambrosia,
Chair, Faculty Council

Dr. Michael Nichols,
Chair, Committee on Academic Policies
John Carroll University

Dear Dr. D'Ambrosia and Dr. Nichols:

I am writing to indicate my support for the proposed interdisciplinary minor in Poverty Studies. I encourage the members of the Committee on Academic Policies to recommend that the proposed new program be approved by the faculty and made part of the curriculum.

I have been asked to provide information regarding the relationship of the new program to the overall curriculum, the viability of its assessment plan, and the availability of resources to support assessment of the program.

The proposed minor is congruent with our existing academic structure, being comparable in size and structure to other interdisciplinary minors at John Carroll. The learning goals and course of study show a strong alignment with many of our institutional priorities as expressed in the Academic Learning Goals and the University Learning Goals, particularly understanding and promoting social justice and acting competently in a global and diverse world. Many of the listed elective courses will build critical analysis skills, and the structure of the minor lends itself well to cultivating the ability in students to demonstrate an integrative knowledge of the human and natural worlds. The use of service learning and an internship should also improve students' abilities to use collaborative and leadership skills.

This proposal provides a solid framework for a viable assessment plan. It describes program-level goals that are specific, measurable, easily aligned with the Academic Learning Goals, and focused on student learning. The proposal also indicates direct measures of student learning (e-portfolio and capstone essays) that are closely matched to the goals. Data obtained from these measures should enable the program's faculty and director to make curricular changes at appropriate intervals to best ensure student learning.

Assessment of student learning is a routine part of faculty work and every academic program at John Carroll University already is involved in assessment. This program will be no different. As

with all departments and interdisciplinary programs, the program director or a faculty member in the program designated by the director will need to agree to serve as assessment coordinator, coordinating program assessment with my office. *There is nothing in this proposal to suggest that assessment of this program will require additional resources beyond those already provided by the institution in general or my office, in particular.*

If the minor in Poverty Studies is approved, I look forward to the opportunity to work with Dr. Finucane to further develop a formal assessment plan, curriculum map, and assessment instruments and procedures if the proposal is accepted.

I fully support the approval of this new program. Please contact me at x1600 or rbruce@jcu.edu if there is anything else that I can provide to inform your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Robert Todd Bruce". The signature is written in a cursive, flowing style.

Robert Todd Bruce
Director of Academic Assessment



To: Chair of CAP
From: Martha Mondello-Hendren, Registrar
Date: September 8, 2015
Re: Support for Poverty Studies Minor

To Whom it May Concern,

After reviewing the proposal for the Poverty Studies Minor and after having met with the Chair of the Faculty Advisory Committee for the minor, Margaret Finucane, I have concluded that there are no special needs for scheduling, billing, formalizing a degree audit or other exceptions of that would prevent the minor from being implemented. I am also satisfied that if the minor is approved, the minor's specifications will be communicated to the Office of the Registrar in a timely manner for implementation in Banner.

Sincerely,

A handwritten signature in cursive script that reads "Martha Mondello-Hendren".

Martha Mondello-Hendren
Registrar
mhendren@jcu.edu