This Instructor’s Manual introduces the Cornell Prison Education Program, the process of applying to teach in the program, and the logistical issues entailed in prison teaching.

The program brings together Cornell faculty and graduate students to teach a college-level liberal arts curriculum to a select group of men who can earn an Associate’s degree from Cayuga Community College while incarcerated in a local prison.

The program manifests Ezra Cornell’s commitment to founding an institution where “any person can find instruction in any study.”
Introduction

The Cornell Prison Education Program is an accredited college program that operates in two prisons and collaborates with nearby colleges to facilitate transfer credit and, ultimately, college degrees for people in prison who complete the program. We currently offer an Associate’s degree through our partnership with Cayuga Community College in Auburn, NY, to qualified students who satisfy all of the degree requirements and maintain good behavioral records while making satisfactory academic progress.

The program is greatly affected by (1) prison rules/policies, (2) the fact that the project is off-campus (transportation required), and (3) the absence of tuition money. These are real prisons, administrated by the New York state correctional system, and our students are incarcerated adults who typically have several years remaining in prison. These courses are offered inside prison walls (see Figure 1) in the towns of Auburn and Moravia, respectively.

Table of Contents

Introduction
Part 1: Applying to Teach
• Eligibility
• Application Process for 2015
• Fitting into the Curriculum
• Comment on Prison Education
• Discussion
Part 2: Overview of the Degree Program
• Students
• Classrooms/Technology
• Course Materials
• Course Accreditation and Evaluation
Part 3: Other Details
• Carpooling to the prisons
• Students’ School Supplies
• Guest Lecture Series
• Writer’s Bloc Literary Journal

Phil 101: Introduction to Ethics
Phil 1200: Introduction to Ancient Philosophy
Phil 2270: History of Modern Political Philosophy
Phil 4240: Philosophy
Phil 4241: Kant, Heidegger, Wittgenstein
PLBR 2500: Genetics
PLBR 2510: Plant Life Sciences
Psych 1101: Introduction to Psychology
Psych 2800: Introduction to Social Psychology
Psych 4620: Moral Psychology
Sci 2101: Statistics, Part I
Sci 2102: Statistics, Part II
Sociology 1101: Introduction to Sociology
Sociology 1104: Introduction to Race & Ethnicity
Sociology 3400: Social Issues of Food
Spanish 1410: Introductory Spanish
Spanish 3320: Invention and Representation
STSCI 2101: Math that Matters
Theatre 2810: Acting I
Theatre 2870: Acting, Intro
Writing 1300: Basic Practices: Genres of College Writing
Writing 134: An Introduction to Writing in the University
Writing 2020: Legal Writing
Writing 4100: Learning Behind Bars

Figure 3: Two Cornell PhD candidates lead an English Literature seminar at Auburn.
Figure 1: Location of the two prisons in relation to Cornell.
Working inside prisons entails certain constraints: there is no possibility of email or phone calls with the students, no office hours or meeting with students outside the regular class hours, there is no internet availability, and no laptops or cell phones are allowed inside the facilities. Currently, there is no tuition support available for incarcerated adults in the United States (Pell Grants, for instance, are denied to adults in prison). For this reason, the program has to operate almost entirely on grants, private gifts, and donated labor. These basic features of the program impact every aspect of its design.

Prison teaching is one of the most rewarding teaching experiences you will ever have. Cornell faculty and alumni often stay connected with the program for years after participating in a prison course, and many have gone on to start other initiatives elsewhere after seeing the prison system at work for the first time via the Cornell Prison Education Program. The purpose of this document is to describe how to participate in our program as a college educator. Courses are taught in all disciplines, and people of all backgrounds and perspectives are welcome to apply to participate in the prison education program.

Part 1: Applying to Teach

Eligibility. All graduate and undergraduates students are welcome to support classes as Teaching Assistants. (Freshmen are encouraged to wait until their second year on campus to apply). We typically have 25-30 teaching assistants in the prison classrooms each semester. TAs facilitate discussion, tutor students, participate in classroom dialogue, and may help instructors prepare course material.

Qualified graduate students and faculty are eligible to serve as instructors of our credit-bearing courses. Faculty and postdoctoral fellows are welcome to propose courses for the prison program with the awareness that we can only compensate only graduate students at this time. Doctoral students who have passed the ‘A’ exam are eligible to submit a proposal to teach your own course in the prisons. We rely on volunteers to teach some of our classes, others are modestly subsidized at the rate of $3,000 per semester-long course. When you apply to teach, you will be asked whether you would be willing to volunteer, or whether your participation will be contingent on a subsidy. Graduate students in

Appendix A:
Cornell Courses offered through the Prison Education Program
Note: Course offerings are not limited to these particular courses. This listing is provided to give the reader a sense of the range of courses taught at the facility in the past.

AEM 1250: Entrepreneurship
AEP 1300: Conceptual Physics
Amst 1101: Intro to American Studies
Anthro 1485: Intro to American Indian Study
Anthro 1490: Intro to Cultural Anthropology
Anthro 1599: Growing Up and Older in Japan
Anthro 2468: Medicine, Culture and Society
BioG 1130: What is Life?
BioG 2000: Intro to Biology
Bio 1441: Animal Physiology
Chemistry 1150: Intro Chemistry
Comp Lit 204: Global Fictions
CRP 3950: Race, Space & Place
Econ 1110: Introduction to Microeconomics
Econ 1121: Introduction to Macroeconomics
English 1101: Art of Autobiography
English 1104: Creating Writing
English 1122: Personal Writing
English 131: Creative Nonfiction
English 168: Cultural Studies
English 205: World Literature in English
English 206: Novels and other Narratives
English 2271: Shakespeare
English 2601: American Indian Literature
English 2700: The Reading of Fiction
English 2701: What is Literature & Why Do We Read It?
English 2721: Introduction to Drama
English 2745: Prison Literature
English 2750: The American Literary Tradition
English 2754: Contemporary African Literature
English 280: Creative Writing
English 281: Creative Writing
English 2900: World Literatures of Empire
English 383: Narrative Writing

Appendix A: Cornell Courses offered through the Prison Education Program
Note: Course offerings are not limited to these particular courses. This listing is provided to give the reader a sense of the range of courses taught at the facility in the past.

AEM 1250: Entrepreneurship
AEP 1300: Conceptual Physics
Amst 1101: Intro to American Studies
Anthro 1485: Intro to American Indian Study
Anthro 1490: Intro to Cultural Anthropology
Anthro 1599: Growing Up and Older in Japan
Anthro 2468: Medicine, Culture and Society
BioG 1130: What is Life?
BioG 2000: Intro to Biology
Bio 1441: Animal Physiology
Chemistry 1150: Intro Chemistry
Comp Lit 204: Global Fictions
CRP 3950: Race, Space & Place
Econ 1110: Introduction to Microeconomics
Econ 1121: Introduction to Macroeconomics
English 1101: Art of Autobiography
English 1104: Creating Writing
English 1122: Personal Writing
English 131: Creative Nonfiction
English 168: Cultural Studies
English 205: World Literature in English
English 206: Novels and other Narratives
English 2271: Shakespeare
English 2601: American Indian Literature
English 2700: The Reading of Fiction
English 2701: What is Literature & Why Do We Read It?
English 2721: Introduction to Drama
English 2745: Prison Literature
English 2750: The American Literary Tradition
English 2754: Contemporary African Literature
English 280: Creative Writing
English 281: Creative Writing
English 2900: World Literatures of Empire
English 383: Narrative Writing
Recipients of Cornell’s Robinson-Appel Humanitarian Award, CPEP volunteers Rahul and Esther Kwan ('11) made it possible to continue publication of Writer’s Bloc in the 2010-2011 academic year by channeling accompanying funds to this CPEP project. After that, Esther and Adina Rubin-Budick ('13) established the eponymous Writer’s Bloc student organization on campus to promote incarcerated peoples’ self-expression and to educate the general population about incarceration. The student organization funds the publication via SAFC and the organization is run by active TAs in the program.

Figure 2: Ithaca Mayor Svante Myrick gives a guest lecture in the Chapel at Auburn Correctional Facility.

professional programs that have no ‘A’ exam (e.g. JD, MBA, MFA) are welcome to submit proposals as well. Given the restricted funding available, all offers to volunteer teaching services will receive consideration.

Application Process for 2015. The following deadlines are strict. The strictness derives from the advance time required to clear individuals and course materials through security regulations at the prisons.

- January 26, 2015: Spring Semester begins
- May 15, 2015: Spring Semester ends
- June 1, 2015: Early bird Spring 2016 Course Proposals/Applications due
- June 22, 2015: Summer session begins
- July 1, 2015: Early bird Summer 2016 Course Proposals/Applications due
- August 14, 2015: Summer session ends
- August 24, 2015: Fall Semester begins
- October 9, 2015: Spring 2016 TA Applications due
- October 16, 2015: Spring and Summer 2016 Course Proposals/Applications due
- October 23, 2015: Early bird Fall 2016 Course Proposals/Applications due
- December 11, 2015: Fall Semester ends
- January 25, 2016: Spring Semester begins
- March 6, 2016: Early Bird Spring 2017 Course Proposals/Applications due
- March 13, 2016: Fall 2016 TA Applications due
- March 20, 2016: Fall 2016 Course Proposals/Applications due
- May 14, 2016: Spring Semester ends

The main application form is provided by the New York Department of Corrections and Community Supervision (NY-DOCCS) and is available as part of the application packet (PDF) found on our website (http://cpep.cornell.edu/get-involved). Applicants are responsible for the checklist of application components found on the following page. Full consideration will go to those applicants who submit their materials before the above deadlines.
Cornell Prison Education Program - Application Checklist:

1. Current resume or CV.
2. Copy of your Cornell University transcript sent to our office.
3. One academic reference from a Cornell faculty member.
4. Photocopy of state-issued photo ID must be submitted with the NY-DOCCS application.
5. A signed Liability Release Form.
6. (TAs only) A 500-word essay discussing why you wish to become involved in the Cornell Prison Education Program.
7. Tuberculosis (TB) test – schedule a test at Gannett Health Services, and be aware that it takes two trips to the physician over three days to get a reading. We can reimburse TB tests receipts from the Tompkins County Health Department. Prospective instructors may wait until after course approval to complete the TB test. Future TAs are expected to submit their TB test results with their application packet.

Once all materials are submitted, our Curriculum Committee reviews course proposals and applications while the prison administration reviews the NY-DOCCS applications. We strive to give everybody a verdict on the status of his or her application/proposal within a few weeks of the deadline.

Accepted Instructors and Teaching Assistants are required to attend a pre-service orientation at one of the two prisons to receive an NY-DOCCS volunteer service orientation, and supply fingerprints in order to receive an official volunteer ID badge. Finally, all new instructors are required to attend a mandatory meeting on Cornell campus at the beginning of the semester to receive final instructions and orientation from the Cornell Prison Education Program. These final steps typically take place in the days just before the semester begins. Once all of these steps are complete, you are ready to participate in your first prison course as a volunteer.

Fitting into the Curriculum. A range of courses are available to our students, and part of the application process for instructors involves the alignment of one’s academic competencies with the curricular needs of our incarcerated students. The following passage outlines the types of courses offered through the program at present.

Course Accreditation and Evaluation. Our courses are regular credit-bearing courses like any other college courses. As such, they require oversight when they are constructed, conducted, and as final grades are submitted. Some courses may require pre- and post-testing to comply with grants or college standards. A standard three-credit course will require fifteen (15) regular class meetings within the semester. Cornell or prison staff may occasionally, briefly, observe one of your class meetings. A standard 2-page evaluation form is used to collect instructor evaluations from the students. Grades are due on time, generally about one week after classes end.

Part 3: Other Details

Carpooling to the prisons. Instructors and TAs generally travel to the prisons in carpools that are arranged before the semester starts, with some assistance from staff. The bottom line is that instructors are required to ensure that they can make it to class throughout the semester. Prospective instructors who do not own a car should indicate this on the cover page of the application to ensure they will be placed in a car pool.

Students’ School Supplies. For each course, the Cornell Prison Education Program supplies students with a notebook (for notes), notepad (for assignments), and a folder (for class handouts) – so a student enrolled in three classes would receive three of each. Thus, instructors should feel confident that their students have basic school supplies.

Guest Lecture Series. The prison program hosts a special guest lecture series in the prison chapel at Auburn. The guest lecture series has featured prominent Cornell faculty and administrators, visiting scholars, and notable speakers representing various professional fields. The guest lectures enhance our program and provide a means for the Cornell community to be introduced to our incarcerated students at Auburn.

Writer’s Bloc Literary Journal. Undergraduates Rahul Desai (’10) and Julia Woodward (’10) established Writer’s Bloc literary journal with the intent of providing CPEP students with an outlet for their talents and the campus population a lens to their counterparts’ vision and
Classrooms/Technology. Almost all prisons in the United States have school buildings, where federally mandated G.E.D. education and state funded Adult Basic Education (A.B.E.) and vocational education occupy the majority of the classrooms. Our college courses often occur in what are essentially multi-purpose classrooms amongst the other classrooms that are designated to specific teachers/courses by the NYS Department of Corrections. At present, there are no computers, laptops, or other digital technology available to us in these classrooms. Those that exist are for the exclusive use of state-funded programs. Overhead transparencies and DVDs (with prior approval) are the only electronic media that we can facilitate in the classroom. There are chalkboards and (usually) chalk. There are desks in some classrooms and other have tables and chairs. It is important to leave these classrooms as we find them because they are often in use during other shift times when our classes are not in session.

Course Materials. Our students have no access to the Internet or email; course texts are therefore restricted to books and readers. All reading materials have to be approved by the prison, purchased by the program, and then processed into the facility through the package room where they will be x-rayed to ensure that no contraband is included. (This may seem severe, but it is fairly standard prison protocol.) The process of facilitating books/readers is lengthy and thus requires deadlines:

- July 24, 2015 – last day to request course texts for fall semester
- December 15, 2015 – last day to request course texts for spring semester
- May 11, 2016 – last day to request course texts for summer session

These deadlines provide the program with approximately one month to share text titles with the facilities, receive administrative approval, purchase/order the approved books, get them shipped to our office, open the boxes and sort the books, stamp them with Cornell info, pack them in invoiced boxes, deliver them to the prisons, have the books x-rayed by security officers, meet with the students and distribute the books before the first day of class. That’s a lot of work to pull off for fifteen to twenty distinct courses within a one-month window, so we ask that you please respect our course text deadlines.

*Note that guest lecturers and videos (DVDs) may be approved for your class but are subject to the same deadlines as course texts above.

Incarcerated students who do not have any past college experience are required to complete a few mandatory non-credit workshops focused on writing, math, and study skills. Workshop instructors are eligible for the graduate subsidy as described above; the workshops entail college-level coursework and are thus an introduction to the student expectations in the accredited courses that follow. The workshops follow the same semester-long calendar as other courses, and instructors provide students with a pass/fail notation. Students who successfully complete these workshops are subsequently eligible for credit-bearing courses, in pursuit of an Associate’s degree.

The Associate’s degree program, coordinated through Cayuga Community College (CCC), requires that no less than half of the course credit come through CCC courses. The application process is the same for all courses taught through our program (the compensation is the same, the arrangement with TAs is the same, etc.) The main difference is that to teach one of these courses, you must begin with a CCC syllabus and then build a lesson plan on top of it. The CCC syllabi usually consist in a concise description, learning objectives, and grading rubric. The prospective instructor is therefore asked to select suitable readings, exercises, assignments, and classroom activities as appropriate. We are recruiting instructors for the following CCC courses:

- ANTH 101 – Introductory Anthropology
- BIOL 101 – Essentials of Biology
- ART 103 – Essentials of Art
- ENG 101 – Freshman English I
- ENG 102 – Freshman English II
- ENG 201 – World Literature I
- HIST 101/102 – Western Civilization I
- HIST 103/104/105 – American History
- SOC 101 – Introductory Sociology
- PHIL 101 – Logic
- PSY 101 – Introductory Psychology

The CCC requirements to teach one of these courses generally include at least 6 graduate-level courses (and/or Master’s degree) in the relevant area. This means that someone who is, for example, competent to teach Philosophy but whose graduate-level coursework is distributed...
amongst various fields (say, communication, sociology, history, policy) who therefore lacks the required 6 graduate-level courses in a Philosophy department might not be approved by CCC to teach PHIL 101. Aside from this coursework requirement, the criteria for selecting Instructors are otherwise the same.

The remainder of the courses are set up through Cornell University, and this includes various elective courses (see Appendix A). Successful students will require a college-level math course, a health/phys ed course, two English electives, two physical science electives, two behavioral/social science electives, three liberal arts electives, and four free electives. These courses, arranged through Cornell, do not have baseline syllabi like the above courses but there are sample syllabi from the past courses listed in the appendix that are available upon request to refer to. These courses are designed as equivalent first-year and second-year courses.

We offer some third-year courses though these are ineligible for the graduate student subsidy. We do not have a mechanism to grant a four-year degree (yet), and we do not have a funding line dedicated to the upper-division courses (yet). These courses are typically taught by faculty and post-docs on a volunteer basis; we will gladly consider and consider proposals from grad students to teach such courses, given the understanding that there will be no guarantee of a teaching subsidy.

Comment on Prison Education. While many may view their participation in the Cornell Prison Education Program as part of a movement to create change in the prison system, all educators working in the program will be required to follow prison rules strictly. These rules are thoroughly reviewed with invited instructors and TAs before they are allowed to enter the prisons. The point to be understood here is that no matter how frustrating the rules might seem, they must be followed in order for the college program to function effectively. The provision of a college program is the change that we are bringing to the prison system, and your course is tremendously valuable to the men in the prisons. Violations of prison rules jeopardize the program—flaunting the rules is not tolerated and will result in removal from the program. This is the reality of prison work.

Discussion. Instructors and TAs have consistently stated that participating in the Cornell Prison Education Program has been one of the most rewarding experiences of their lives. Please keep this in mind as you navigate the many steps required to be approved to volunteer in prison, from the paperwork to the technological challenges: the reason we are doing all of this is to provide a high-quality college experience inside prison walls. It can be frustrating to deal with rules and red tape, but the result can be extremely rewarding.

Part 2: Overview of the Degree Program

Students. We operate a college program in two state prisons; our students are incarcerated. They must pass an entrance exam developed by Cornell faculty to enter the program. The Auburn Correctional Facility has a rated capacity of 1,821 with about 100 individuals enrolled in our program as of Summer 2015. The Cayuga Correctional Facility has a rated capacity of 1,082 with about 35 individuals enrolled in our program as of January 2015. These students have tested into our program, behaved well, and are required to maintain good behavior in order to continue enrolling in our courses. We refer to our students as students rather than calling them “inmates” or “prisoners” – our mission is limited to education and we aim to honor the difficulty of college-level study in the prison setting by granting our student their earned title.

Many people are still left with the question, “Is it safe?” Instructors and TAs are escorted by correctional officers or prison administrators whenever they move from one place to another inside the prison, and there is always a member of security staff present inside the school buildings, usually just outside the classroom door when class is in session. Most of the people incarcerated at a given prison are locked inside the housing units during class time, and our students are generally amongst the most well-behaved and high-performing individuals at the facility. Our students are ready for college-level work, there has never been a single incident of violence in a Cornell classroom in prison, and we have confidence in our students and instructors to extend our track record as one of the highest quality college-in-prison programs in the United States.
amongst various fields (say, communication, sociology, history, policy) who therefore lacks the required 6 graduate-level courses in a Philosophy department might not be approved by CCC to teach PHIL 101. Aside from this coursework requirement, the criteria for selecting Instructors are otherwise the same.

The remainder of the courses are set up through Cornell University, and this includes various elective courses (see Appendix A). Successful students will require a college-level math course, a health/phys ed course, two English electives, two physical science electives, two behavioral/social science electives, three liberal arts electives, and four free electives. These courses, arranged through Cornell, do not have baseline syllabi like the above courses but there are sample syllabi from the past courses listed in the appendix that are available upon request to refer to. These courses are designed as equivalent first-year and second-year courses.

We offer some third-year courses though these are ineligible for the graduate student subsidy. We do not have a mechanism to grant a four-year degree (yet), and we do not have a funding line dedicated to the upper-division courses (yet). These courses are typically taught by faculty and post-docs on a volunteer basis; we will gladly consider and consider proposals from grad students to teach such courses, given the understanding that there will be no guarantee of a teaching subsidy.

Comment on Prison Education. While many may view their participation in the Cornell Prison Education Program as part of a movement to create change in the prison system, all educators working in the program will be required to follow prison rules strictly. These rules are thoroughly reviewed with invited instructors and TAs before they are allowed to enter the prisons. The point to be understood here is that no matter how frustrating the rules might seem, they must be followed in order for the college program to function effectively. The provision of a college program is the change that we are bringing to the prison system, and your course is tremendously valuable to the men in the prisons. Violations of prison rules jeopardize the program—flaunting the rules is not tolerated and will result in removal from the program. This is the reality of prison work.

Discussion. Instructors and TAs have consistently stated that participating in the Cornell Prison Education Program has been one of the most rewarding experiences of their lives. Please keep this in mind as you navigate the many steps required to be approved to volunteer in prison, from the paperwork to the technological challenges: the reason we are doing all of this is to provide a high-quality college experience inside prison walls. It can be frustrating to deal with rules and red tape, but the result can be extremely rewarding.

Part 2: Overview of the Degree Program

Students. We operate a college program in two state prisons; our students are incarcerated. They must pass an entrance exam developed by Cornell faculty to enter the program. The Auburn Correctional Facility has a rated capacity of 1,821 with about 100 individuals enrolled in our program as of Summer 2015. The Cayuga Correctional Facility has a rated capacity of 1,082 with about 35 individuals enrolled in our program as of January 2015. These students have tested into our program, behaved well, and are required to maintain good behavior in order to continue enrolling in our courses. We refer to our students as students rather than calling them “inmates” or “prisoners” — our mission is limited to education and we aim to honor the difficulty of college-level study in the prison setting by granting our student their earned title.

Many people are still left with the question, “Is it safe?” Instructors and TAs are escorted by correctional officers or prison administrators whenever they move from one place to another inside the prison, and there is always a member of security staff present inside the school buildings, usually just outside the classroom door when class is in session. Most of the people incarcerated at a given prison are locked inside the housing units during class time, and our students are generally amongst the most well-behaved and high-performing individuals at the facility. Our students are ready for college-level work, there has never been a single incident of violence in a Cornell classroom in prison, and we have confidence in our students and instructors to extend our track record as one of the highest quality college-in-prison programs in the United States.
Classrooms/Technology. Almost all prisons in the United States have school buildings, where federally mandated G.E.D. education and state funded Adult Basic Education (A.B.E.) and vocational education occupy the majority of the classrooms. Our college courses often occur in what are essentially multi-purpose classrooms amongst the other classrooms that are designated to specific teachers/courses by the NYS Department of Corrections. At present, there are no computers, laptops, or other digital technology available to us in these classrooms. Those that exist are for the exclusive use of state-funded programs. Overhead transparencies and DVDs (with prior approval) are the only electronic media that we can facilitate in the classroom. There are chalkboards and (usually) chalk. There are desks in some classrooms and other have tables and chairs. It is important to leave these classrooms as we find them because they are often in use during other shift times when our classes are not in session.

Course Materials. Our students have no access to the Internet or email; course texts are therefore restricted to books and readers. All reading materials have to be approved by the prison, purchased by the program, and then processed into the facility through the package room where they will be x-rayed to ensure that no contraband is included. (This may seem severe, but it is fairly standard prison protocol.) The process of facilitating books/readers is lengthy and thus requires deadlines:

- July 24, 2015 – last day to request course texts for fall semester
- December 15, 2015 – last day to request course texts for spring semester
- May 11, 2016 – last day to request course texts for summer session

These deadlines provide the program with approximately one month to share text titles with the facilities, receive administrative approval, purchase/order the approved books, get them shipped to our office, open the boxes and sort the books, stamp them with Cornell info, pack them in invoiced boxes, deliver them to the prisons, have the books x-rayed by security officers, meet with the students and distribute the books before the first day of class. That’s a lot of work to pull off for fifteen to twenty distinct courses within a one-month window, so we ask that you please respect our course text deadlines.

*Note that guest lecturers and videos (DVDs) may be approved for your class but are subject to the same deadlines as course texts above.

Incarcerated students who do not have any past college experience are required to complete a few mandatory non-credit workshops focused on writing, math, and study skills. Workshop instructors are eligible for the graduate subsidy as described above; the workshops entail college-level coursework and are thus an introduction to the student expectations in the accredited courses that follow. The workshops follow the same semester-long calendar as other courses, and instructors provide students with a pass/fail notation. Students who successfully complete these workshops are subsequently eligible for credit-bearing courses, in pursuit of an Associate’s degree.

The Associate’s degree program, coordinated through Cayuga Community College (CCC), requires that no less than half of the course credit come through CCC courses. The application process is the same for all courses taught through our program (the compensation is the same, the arrangement with TAs is the same, etc.) The main difference is that to teach one of these courses, you must begin with a CCC syllabus and then build a lesson plan on top of it. The CCC syllabi usually consist in a concise description, learning objectives, and grading rubric. The prospective instructor is therefore asked to select suitable readings, exercises, assignments, and classroom activities as appropriate. We are recruiting instructors for the following CCC courses:

- ANTH 101 – Introductory Anthropology
- BIOL 101 – Essentials of Biology
- ART 103 – Essentials of Art
- ENG 101 – Freshman English I
- ENG 102 – Freshman English II
- ENG 201 – World Literature I
- HIST 101/102 – Western Civilization I
- HIST 103/104/105 – American History
- SOC 101 – Introductory Sociology
- PHIL 101 – Logic
- PSY 101 – Introductory Psychology

The CCC requirements to teach one of these courses generally include at least 6 graduate-level courses (and/or Master’s degree) in the relevant area. This means that someone who is, for example, competent to teach Philosophy but whose graduate-level coursework is distributed
Cornell Prison Education Program - Application Checklist:

1. Current resume or CV.
2. Copy of your Cornell University transcript sent to our office.
3. One academic reference from a Cornell faculty member.
4. Photocopy of state-issued photo ID must be submitted with the NY-DOCCS application.
5. A signed Liability Release Form.
6. (TAs only) A 500-word essay discussing why you wish to become involved in the Cornell Prison Education Program.
7. Tuberculosis (TB) test – schedule a test at Gannett Health Services, and be aware that it takes two trips to the physician over three days to get a reading. We can reimburse TB tests receipts from the Tompkins County Health Department. Prospective instructors may wait until after course approval to complete the TB test. Future TAs are expected to submit their TB test results with their application packet.

Once all materials are submitted, our Curriculum Committee reviews course proposals and applications while the prison administration reviews the NY-DOCCS applications. We strive to give everybody a verdict on the status of his or her application/proposal within a few weeks of the deadline.

Accepted Instructors and Teaching Assistants are required to attend a pre-service orientation at one of the two prisons to receive an NY-DOCCS volunteer service orientation, and supply fingerprints in order to receive an official volunteer ID badge. Finally, all new instructors are required to attend a mandatory meeting on Cornell campus at the beginning of the semester to receive final instructions and orientation from the Cornell Prison Education Program. These final steps typically take place in the days just before the semester begins. Once all of these steps are complete, you are ready to participate in your first prison course as a volunteer.

Fitting into the Curriculum. A range of courses are available to our students, and part of the application process for instructors involves the alignment of one’s academic competencies with the curricular needs of our incarcerated students. The following passage outlines the types of courses offered though the program at present.

Course Accreditation and Evaluation. Our courses are regular credit-bearing courses like any other college courses. As such, they require oversight when they are constructed, conducted, and as final grades are submitted. Some courses may require pre- and post-testing to comply with grants or college standards. A standard three-credit course will require fifteen (15) regular class meetings within the semester. Cornell or prison staff may occasionally, briefly, observe one of your class meetings. A standard 2-page evaluation form is used to collect instructor evaluations from the students. Grades are due on time, generally about one week after classes end.

Part 3: Other Details

Carpooling to the Prisons. Instructors and TAs generally travel to the prisons in carpools that are arranged before the semester starts, with some assistance from staff. The bottom line is that instructors are required to ensure that they can make it to class throughout the semester. Prospective instructors who do not own a car should indicate this on the cover page of the application to ensure they will be placed in a car pool.

Students’ School Supplies. For each course, the Cornell Prison Education Program supplies students with a notebook (for notes), notepad (for assignments), and a folder (for class handouts) – so a student enrolled in three classes would receive three of each. Thus, instructors should feel confident that their students have basic school supplies.

Guest Lecture Series. The prison program hosts a special guest lecture series in the prison chapel at Auburn. The guest lecture series has featured prominent Cornell faculty and administrators, visiting scholars, and notable speakers representing various professional fields. The guest lectures enhance our program and provide a means for the Cornell community to be introduced to our incarcerated students at Auburn.

Writer’s Bloc Literary Journal. Undergraduates Rahul Desai (’10) and Julia Woodward (’10) established Writer’s Bloc literary journal with the intent of providing CPEP students with an outlet for their talents and the campus population a lens to their counterparts’ vision and
Recipients of Cornell’s Robinson-Appel Humanitarian Award, CPEP volunteers Rahul and Esther Kwan (’11) made it possible to continue publication of Writer’s Bloc in the 2010-2011 academic year by channeling accompanying funds to this CPEP project. After that, Esther and Adina Rubin-Budick (’13) established the eponymous Writer’s Bloc student organization on campus to promote incarcerated peoples’ self-expression and to educate the general population about incarceration. The student organization funds the publication via SAFC and the organization is run by active TAs in the program.

Figure 2: Ithaca Mayor Svante Myrick gives a guest lecture in the Chapel at Auburn Correctional Facility.

professional programs that have no ‘A’ exam (e.g. JD, MBA, MFA) are welcome to submit proposals as well. Given the restricted funding available, all offers to volunteer teaching services will receive consideration.

Application Process for 2015. The following deadlines are strict. The strictness derives from the advance time required to clear individuals and course materials through security regulations at the prisons.

- January 26, 2015: Spring Semester begins
- May 15, 2015: Spring Semester ends
- June 1, 2015: Early bird Spring 2016 Course Proposals/Applications due
- June 22, 2015: Summer session begins
- July 1, 2015: Early bird Summer 2016 Course Proposals/Applications due
- August 14, 2015: Summer session ends
- August 24, 2015: Fall Semester begins
- October 9, 2015: Spring 2016 TA Applications due
- October 16, 2015: Spring and Summer 2016 Course Proposals/Applications due
- October 23, 2015: Early bird Fall 2016 Course Proposals/Applications due
- December 11, 2015: Fall Semester ends
- January 25, 2016: Spring Semester begins
- March 6, 2016: Early Bird Spring 2017 Course Proposals/Applications due
- March 13, 2016: Fall 2016 TA Applications due
- March 20, 2016: Fall 2016 Course Proposals/Applications due
- May 14, 2016: Spring Semester ends

The main application form is provided by the New York Department of Corrections and Community Supervision (NY-DOCCS) and is available as part of the application packet (PDF) found on our website (http://cpep.cornell.edu/get-involved). Applicants are responsible for the checklist of application components found on the following page. Full consideration will go to those applicants who submit their materials before the above deadlines.
Working inside prisons entails certain constraints: there is no possibility of email or phone calls with the students, no office hours or meeting with students outside the regular class hours, there is no internet availability, and no laptops or cell phones are allowed inside the facilities. Currently, there is no tuition support available for incarcerated adults in the United States (Pell Grants, for instance, are denied to adults in prison). For this reason, the program has to operate almost entirely on grants, private gifts, and donated labor. These basic features of the program impact every aspect of its design.

Prison teaching is one of the most rewarding teaching experiences you will ever have. Cornell faculty and alumni often stay connected with the program for years after participating in a prison course, and many have gone on to start other initiatives elsewhere after seeing the prison system at work for the first time via the Cornell Prison Education Program. The purpose of this document is to describe how to participate in our program as a college educator. Courses are taught in all disciplines, and people of all backgrounds and perspectives are welcome to apply to participate in the prison education program.

**Part 1: Applying to Teach**

*Eligibility.* All graduate and undergraduates students are welcome to support classes as Teaching Assistants. (Freshmen are encouraged to wait until their second year on campus to apply). We typically have 25-30 teaching assistants in the prison classrooms each semester. TAs facilitate discussion, tutor students, participate in classroom dialogue, and may help instructors prepare course material.

Qualified graduate students and faculty are eligible to serve as instructors of our credit-bearing courses. Faculty and postdoctoral fellows are welcome to propose courses for the prison program with the awareness that we can only compensate only graduate students at this time. Doctoral students who have passed the ‘A’ exam are eligible to submit a proposal to teach your own course in the prisons. We rely on volunteers to teach some of our classes, others are modestly subsidized at the rate of $3,000 per semester-long course. When you apply to teach, you will be asked whether you would be willing to volunteer, or whether your participation will be contingent on a subsidy. Graduate students in

**Appendix A:**
**Cornell Courses offered through the Prison Education Program**

*Note:* Course offerings are not limited to these particular courses. This listing is provided to give the reader a sense of the range of courses taught at the facility in the past.

AEM 1250: Entrepreneurship
AEP 1300: Conceptual Physics
Amst 1101: Intro to American Studies
Anthro 1485: Intro to American Indian Study
Anthro 1490: Intro to Cultural Anthropology
Anthro 1599: Growing Up and Older in Japan
Anthro 2468: Medicine, Culture and Society
BioG 1130: What is Life?
BioG 2000: Intro to Biology
Bio 1441: Animal Physiology
Chemistry 1150: Intro Chemistry
Comp Lit 204: Global Fictions
CRP 3950: Race, Space & Place
Econ 1110: Introduction to Microeconomics
Econ 1121: Introduction to Macroeconomics
English 1101: Art of Autobiography
English 1104: Creating Writing
English 1122: Personal Writing
English 131: Creative Nonfiction
English 168: Cultural Studies
English 205: World Literature in English
English 206: Novels and other Narratives
English 2271: Shakespeare
English 2601: American Indian Literature
English 2700: The Reading of Fiction
English 2701: What is Literature & Why Do We Read It?
English 2721: Introduction to Drama
English 2745: Prison Literature
English 2750: The American Literary Tradition
English 2754: Contemporary African Literature
English 280: Creative Writing
English 281: Creative Writing
English 2900: World Literatures of Empire
English 383: Narrative Writing
Figure 1: Location of the two prisons in relation to Cornell.
Cornell Prison Education Program
Instructors Manual – Summer 2015

Table of Contents

Introduction
Part 1: Applying to Teach
• Eligibility
• Application Process for 2015
• Fitting into the Curriculum
• Comment on Prison Education
• Discussion
Part 2: Overview of the Degree Program
• Students
• Classrooms/Technology
• Course Materials
• Course Accreditation and Evaluation
Part 3: Other Details
• Carpooling to the prisons
• Students’ School Supplies
• Guest Lecture Series
• Writer’s Bloc Literary Journal

Introduction
The Cornell Prison Education Program is an accredited college program that operates in two prisons and collaborates with nearby colleges to facilitate transfer credit and, ultimately, college degrees for people in prison who complete the program. We currently offer an Associate’s degree through our partnership with Cayuga Community College in Auburn, NY, to qualified students who satisfy all of the degree requirements and maintain good behavioral records while making satisfactory academic progress.

The program is greatly affected by (1) prison rules/policies, (2) the fact that the project is off-campus (transportation required), and (3) the absence of tuition money. These are real prisons, administrated by the New York state correctional system, and our students are incarcerated adults who typically have several years remaining in prison. These courses are offered inside prison walls (see Figure 1) in the towns of Auburn and Moravia, respectively.

Figure 3: Two Cornell PhD candidates lead an English Literature seminar at Auburn.
This Instructor’s Manual introduces the Cornell Prison Education Program, the process of applying to teach in the program, and the logistical issues entailed in prison teaching.

The program brings together Cornell faculty and graduate students to teach a college-level liberal arts curriculum to a select group of men who can earn an Associate’s degree from Cayuga Community College while incarcerated in a local prison.

The program manifests Ezra Cornell’s commitment to founding an institution where “any person can find instruction in any study.”