



Harbor Heritage University

Professional Leadership Certificate Course (PLCC)

A Division of The Federation of International Gender and Human Rights
New York, New York

Syllabus for Curriculum

Society Reimagined: An ATI and Aftercare Program

CIRRICULUM LEAD: Dr. James Fulton, Ph.D.

CONTACT INFORMATION: +1 (443) 760-0262 talk/text/WhatsApp (USA)
HarborHeritageUniversity@gmail.com (main)
James.Fulton1960@Comcast.net (alternative)

ATTENDANCE POLICY: Lack of attendance *directly* affects the curriculum and your certification.

ACCELERATED PROGRAM DESCRIPTION: Harbor Heritage University is a Sovereign, private, accredited University based in Gender and Human Rights Studies. This program offers the use and application of mentored compassion, evidence-based cultural, holistic, naturopathic, and social aspects of Emotional Intelligence in Benevolent work, through a wide range of best practices.

This current HHU Program has an emphasis is on the development, sustainment, understanding and recruitment of cultures, ages, lifestyles and religions of those that are subjected to, currently effected by Gender-Based Violence (GBV) crisis. This program is derived from the need to have real-time solutions, in place in the way of establishing proper peer-based, education, developing a Human and Gender Rights Crisis Care Management System and setting the tone for this reinvestment in society. This is to include but is not limited to those that have survived Domesticated personal and community crisis, violence and trauma to include international measures in History of Drugs and Alcohol in the family presence, Childhood Molestation/Familial Incest, Gang exposure and Human and Sexual Trafficking.

Prerequisites: Successful registration for the program. Student must have completed at least four (4) PLCC programs before taking this course and must have a valid NGO or CBO properly registered in their country of offering, regardless of tax bracket, that works with or services clients in therapy or new survivors of PTSD, Moral Injury Trauma or any Biological, Mental or Emotional Trauma. Corporate CEU's must complete five (5) of the PLCC programs or be working in Transactional or Evidence Based Trauma at least three (3) years prior to taking the course (verifiable).

MEETING TIMES: We will meet once a week (on **Wednesdays at 10AM EST**) and you will be required to adhere to the dates of class, respectively. Your group meeting and participation will be needed for the weekly goals and assignments. Each weekly session should require four (4) to five (5) **hours** of study time and lectures will be solely virtual (via Pre-recorded lecture).

REQUIRED READING: There will be a required reading for class.

1. "Decarceration Strategies: How 5 States Achieved Substantial Prison Population Reductions" - [Link](https://www.prisonpolicy.org/reports/decarceration_strategies.html)
2. "From Mass Incarceration to Smart Decarceration" - [Link](<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711416/>)
3. "Decarceration and Its Discontents: Narratives of Penal Reform" - [Link](<https://www.cambridge.org/engage/api-gateway/societies/assets/orp/resource/item/5cbb0b897e315508e4b525b5/original/decarceration-and-its-discontents-narratives-of-penal-reform.pdf>)

4. "Decarceration: A Comprehensive Strategy for Ending Mass Incarceration in the United States" -
 [Link](<https://www.vera.org/downloads/publications/decarceration-report.pdf>)

It is to be read in no particular order but is required to flow with the teaching instruction. There will be a requirement to read this every week, until you complete the readings in totality.

TUTORING: Hours will vary and will be on a first come first serve basis. Students are welcome to email questions or text me times they would like to meet either via WhatsApp or Zoom. You must notify me by *Friday* (no later than the end of their time together) if you will need me. Our time will be to meet on Saturday or Sunday ONLY, Eastern Standard Time.

MEETING BEHAVIORS: Our behavior should accommodate the rules of this title. You are an advanced Student with diplomatic respects and cultural expectations of respect and dignity as a new leader. You are required and expected to conduct yourself respectfully and with dignity knowing that everyone is not where you are mentally, emotionally or psychologically. You are to remember that this is a learning process; while you maybe a very seasoned person in your (respective) field we are all in this program to learn and grow TOGETHER in advocacy. So, making sure that you are conducting yourself in a positive manner, there will be no vulgar, harassing or sexually suggestive language, conversations, pictures, GIFs, memes, links, videos, text or social media messages passed over this or other Social Media sites, used for this class.

Per Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act of 1990, regarding Fellows with disabilities, all efforts will be made to accommodate the needs of all students needing services; please let me know about ANY needs that are not met.

EVALUATION:	Sharing and Reading Assignment	15%
	Team Meeting Attendance	15%
	Final Dissertation	50%
	Externship	15%
	Required Visits and Internships	5%

REQUIREMENTS: There will be Zoom meetings, prerecorded lectures, Dissertation writing, meeting participation, and requirements of tours, for this Program. All are equally important and will be *required* for completion. Reading assignments MUST be completed prior to meetings and Students should be ready for discussion. There will be other reading offers that will be optional for the Student's introspection; topics will be offered but it is encouraged that all students use self-advocacy to complete the recommendation. Late or incomplete work requires approval (at FIGHR's discretion); failure to do so will marked down your grade ten percent (10%) every day it is late. NO EXCEPTIONS!

TENATIVE COURSE SCHEDULE: (Program is on an accelerated schedule)

Week	Topic	Homework
1	Individualized Assessments	See Lecture
2	Sentencing Reform	See Lecture
3	Alternatives to Incarceration	See Lecture
4	Rehabilitation and Reintegration	See Lecture
5	Supportive Services	See Lecture
6	Pre-Release Preparation	See Lecture
7	Juvenile Justice Reform	See Lecture

8	Data-Driven Decision-Making	See Lecture
9	Community Engagement	See Lecture
10	Continue Evaluation and Adjustment	Final Report