Fond du Lac Tribal and Community College

COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________

2. Date submitted: _____________________________________________

3. Date approved: 3/25/2014 Date revised: 2/4/2015

4. Department/discipline: Corrections

5. Department(s) endorsement(s): _____________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Best Practices in Corrections
   Abbreviated course title (25 characters or less):

7. Course Designator: CORR

8. Course Level: 2025

9. Number of Credits: Lecture: 3 Lab: 0

10. Control Number (on site): 40
    Control Number (online): 0

11. Catalog/Course description:

    Correctional agencies in Minnesota have invested time and energy into aligning with evidence-based correctional practices. These interventions are based on research that supports the core goals of corrections: a reduction in recidivism and improved public safety. Evidence-based practices in corrections is a significant trend in the helping professions that emphasizes the importance in outcomes and reduced recidivism that ultimately have a long-term positive impact on public safety. This course will explore the guiding principles that focus on the risk/need/responsivity factors of offender rehabilitation.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest
Much of the literature on best practices comes from periodicals. The references below provide examples of both lecture topics and study materials for students:


Potential Textbooks such as:


Guest Lecturers can include professionals who can discuss how they use the best practices in their daily work. Examples include:
Probation Agents
Residential Child Care Case Managers
Institution Case Workers
Triba Elders/Spiritual Leaders
Chaplains

14. **Course Content** (Provide an outline of major topics covered in course)

1. Assessment: of risk/needs
2. How to enhance offender motivation
3. Targeting interventions
4. Increase positive reinforcement
5. Provide skill training for staff and how to monitor delivery of service
6. Engaging offenders in ongoing support
7. Measuring feedback/practice
8. How to define outcomes that are measurable
9. Use of motivational interviewing

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the 8 principles of Evidence-Based Practice and the relevance of each one to what works in reducing recidivism. (A,B,C,D)
2. Explain Risk and Need Principles related to offenders and the importance of Assessment and Screening as also demonstrated by completion of a risk/needs assessment tool. (A,B)
3. Demonstrate the skills necessary to build alliance and motivate offenders to change as an effective corrections practitioner through role play scenarios and classroom interviews. (A,B,C,D)
4. Design and conduct an offender case plan focusing on primary criminogenic needs and utilizing core correctional practices. (A,B,C,D)
5. Explain how culture can play a role in forming attitudes and core beliefs which impact the strategies to interact with offenders and change behavior long term. (B,C,D)
6. Explain how what works to reduce recidivism varies depending upon a specific population and individual responsivity factors. (A,C,D)
16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s):

Goal and Outcomes:
  - Goal:
  - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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