The purpose of the internship is to introduce students to the correctional environment. Students will be expected to analyze the correctional setting from their different perspectives outlined. Students will be required to keep a journal of their experiences. Minimum internship is 100 hours or two credits in one correctional facility/ Court & Field Services/ or Residential Treatment Program. Since the different types of agencies have wide differences in correctional characteristics, students will register for two, 2-credit internship opportunities. These opportunities will expose them to the wide-range of employment in the corrections field. The internship(s) will be a skills-based model, and the student will complete in in year one of their program, as well as one in year two.

12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): CORR 2025 Best Practices in Corrections
   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 lecturers).

1. Completion of the following components of the corrections curriculum:
   a. Interpersonal Communication
   b. American Jail and Prison Systems
   c. Clinical Skills
   d. Written Guidelines for Internship Handout.
   e. Agency policies; Inmate handbooks; Institutional Rules; and other agency specific materials.
   f. Bi-weekly lab handouts when required.

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

   1. Experience in a correctional setting
   2. Review of corrections concepts and theories
   3. Assessment of student abilities in a correctional environment

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. Analyze the correctional environment with concepts and ideologies they have been exposed to in the classroom (A,B,C,D)
   2. Demonstrate their skills in a correctional environment. (B,C,D)
   3. Summarize their personal aptitude to the field of corrections. (C,D)
4. Practice mock interviews to exercise their new found corrections knowledge and receive feedback on interview effectiveness. (A,B)

5. Demonstrate proficiency in facility/field experience programming, such as Thinking for a Change and/or Transitioning from Prison to Community. (B,C,D)

6. Describe 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)

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): N/A

Goal and Outcomes:
  - Goal: N/A
  - 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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