Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

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: 4/21/2016                                            Date revised:
4. Department/discipline: Corrections/Law Enforcement/Social Work
5. Department(s) endorsement(s):_____________________________________.
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: New Perspectives in Corrections
   Abbreviated course title (25 characters or less):
7. Course Designator: CORR
8. Course Level: 1500
9. Number of Credits: Lecture: 4__ Lab: 0
10. Control Number (on site): 40
    Control Number (online): 0
11. Catalog/Course description:
    This course provides a trauma-informed perspective of delinquent thinking and behavior,
a strength-based model for mitigating the negative impact of trauma, and an introduction
to restorative justice as an alternative to the traditional focus on retribution. The use of
restorative principles will be examined from the prospective of victim, offender, and
community. Students will examine the literature to compare and contrast a trauma-
informe, strength-based and relationally-oriented approach to the practices of the current
criminal justice system.
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 lecturers).
1. Department of Public Safety study, 2015 (correct citation will be provided);
2. Handout summary of Building Developmental Assets With At-Risk Youth”, 2008, Dean Grace;
3. Little book of Restorative Justice, Howard Zehr;
4. Peace Making Circles (From Crime to Community) Stewart, Pranis, Wedge.

14. Course Content (Provide an outline of major topics covered in course)
   2. Review original Adverse Childhood Experience study (Felliti & Anda), the 2011 Minnesota ACE Study, and 2015 Department of Public Safety ACE Study of youth in detention. Examine the original study hypothesis and conclusion about impact of ACEs on long-term (physical, emotional, behavioral) health.
   3. Examine impact of early trauma on brain development to understand why later physical, emotional and behavioral health outcomes are so predictable. (Understand how trauma “shapes”; thinking and behavior.)
   4. Explore the literature on resilience and examine what we know about how building resilience can mitigate the negative impact of early trauma. (Focus primarily on critical importance of supportive and mentoring relationships.)
   5. Examine how the Restorative Justice Model can correct behavior, rebuild personal and community supports, and strengthen the resilience of at-risk youth.
   6. Explore the role that Historical Trauma has played in the community as a whole and the impact that it has on culture.

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. Explain the relationship of victim, community and offender ad its association to the restorative continuum. (A)
2. Develop an acquaintance with transformative and restorative mediation and the skills to conduct, mediation conferences, and circles. (B)
3. Research, analyze and compare active restorative justice programs in the community and the role of practitioners. (C)
4. Identify ethical issues as they relate to restorative justice practices and protocol. (C)
5. Demonstrate an understanding of restorative justice principles and values and explain the goals of restorative justice. (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

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).

<table>
<thead>
<tr>
<th>College or University</th>
<th>Course Number &amp; Title</th>
<th>Credits Awarded</th>
<th>General Education</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hibbing CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Itasca CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesabi CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leech Lake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCO CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemidji State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of St. Scholastica</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota - Duluth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Tribal College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEsOther</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>