

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**Updated 01/21/16**

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: 04/21/16 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 \_\_\_\_\_

10. Control Number (on site) 40 Control Number (online) \_\_\_\_\_

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-informed, strength-based and relationally-oriented approach to the practices of the current criminal justice system.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

-Department of Public Safety study, 2015 (correct citation will be provided);

-handout summary of Building Developmental Assets With At-Risk Youth”, 2008, Dean Grace;

-Little book of Restorative Justice, Howard Zehr;

-Peace Making Circles (From Crime to Community) Stewart, Pranis, Wedge.

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

- TOPIC: Review traditional perspectives on delinquent youth and youth with mental health problems. Contrast with trauma-informed perspective. Compare and contrast restorative and retributive paradigms.
- TOPIC: 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.
- TOPIC: 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.)
- TOPIC: 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.)
- TOPIC: Examine how the Restorative Justice Model can correct behavior, rebuild personal and community supports, and strengthen the resilience of at-risk youth.
- TOPIC: 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, the student will be able to:

- 1.) Explain the relationship of victim, community and offender and 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](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Does this course require additional material for specific program requirements?  
If yes, please provide.