New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** CCJ 360
2. **Course title:** Foundations of Restorative Justice

3. **Abbreviated title for class schedule** (30 characters or less): Foundations of RJ

4. **Credit hours:** 4
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:**
   Introduces students to the fundamental principles and practices of restorative justice and its application as an alternative to punitive retributive justice. Topics include the history and theory of restorative justice, contributions of traditional and indigenous approaches to justice, and applications for programs and policies. In this class, students learn through experiential learning, collaborative dialog, and group facilitation.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***)**

   A. (course prefix, (space) and number) or or or or

   B. (course prefix, (space) and number) or or or or

   C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:**

9. **Is course repeatable? Yes No X If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:**

11. **Fees: List any course fees:**

12. **Grade Mode: Graded only: Pass/No Pass only: Option: X**

13. **CIP Code: Six-digit CIP code** (check with your Division Director):

14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** and and and and

16. Strategic justification for proposed course:

Rationale: What is the overall strategic rationale for offering this course?

The field of restorative justice is growing rapidly. There is a need for skilled practitioners in the Rogue Valley and beyond. We would be the only university to offer a restorative justice certificate in the state of Oregon and we have a community partnership with Resolve Center for Dispute Resolution and Restorative Justice in Medford.

A. **Alignment**:

1. How does this course align with the unit's mission plan?

The class will encourage critical thinking, discovery, and foster a collaborative learning environment where students practice the techniques of restorative justice in an inclusive and shared safe space

2. How does the course fit into the rest of the unit's curriculum?

This class will augment the CCJ program by adding course offerings that round out the curriculum. Restorative Justice aims to redirect society's retributive response to crime. It blends the theoretical with the practical in a holistic application of content and practice. This is the future of the criminal justice system and the CCJ department at SOU is excited to prepare our students with the skills and principles based on mutual respect, inclusivity, and community resiliency.

B. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 15; Year 2 20; Year 3 35

C. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Dr. Alison Burke or another CCJ faculty member certified (or expert) in RJ practices
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This does not interfere with other teaching obligations
   c. If additional faculty members are needed, how will that need be met?

      NA

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. no

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? yes
   b. Are any other resources needed to support this course? no
      If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? This course may be stacked in the communication department's certificate program.
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

We communicated with the Communication Department about this class and both the chair, Andrew Gay, and faculty member Erica Knotts were in favor of it being offered in their certificate program.

2. Will any of your prerequisites affect other academic programs? no
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____

Signature of Division Director Date

4/29/16

CCJ 360: Foundations of Restorative Justice

Course Description:

This course introduces students to the fundamental principles and practices of restorative justice and its application as an alternative to punitive retributive justice. Topics include the history and theory of restorative justice, contributions of traditional and indigenous approaches to justice, and applications for programs and policies. In this class, students will learn through experiential learning, collaborative dialog, and group facilitation.

Learning Objectives:

1. Provide students with the broad knowledge about restorative justice.
2. Ensure competent practice by including academic study and experiential learning.
3. Develop skills necessary to facilitate respectful dialog and community building for program implementation

Required Text and Readings:

Van Ness, D. and Heetderks Strong, K. (2014) *Restoring Justice: An Introduction to Restorative Justice* 5th Edition

Zehr, H., MacRae, A, Pranis, K. (2015). The big little book of restorative justice: Four classic justice and peacemaking books. Good Books Publishing

Course Format:

Tentative Week Schedule

Foundation and facilitation

1. What: History of RJ
    a. Rj theory
    b. Indigenous
    c. Global
    d. Definition and goals- defining justice
    e. Programs using RJ
    f. Principles and values
    g. Pillars

    Open community building process
    Create collaborative syllabus- group agreements

2. Where: RJ in schools & RJ in CJ
    a. School to prison pipeline
    b. DV,
    c. Violent Offenders,
    d. Drug use
    e. Tribal courts
    f. prison ministries, etc

    PREPARATION

3. How: Corner posts
    a. Shaming and reintegration
    b. Inclusion of offenders, victims
    c. Preparation- trauma informed
        i. harmed and those who caused it (accountability)
    d. bias and privilege

4. Encounter: Victim/ Offender dialogs

5. Encounter: Victim Offender community conferencing

6. Encounter: Circle Processes
    Responsive
    community

7. Amends
    a. Changed behavior
    b. Apology
    c. Restitution
    d. Agreements writing/ making things right
    e. Restorative responses to harm

8. Reintegration
    a. Reentry circles

9. Making it happen
    a. Panels
    b. Implementation

10. Share report with the class