

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	<b>Justice</b>	<b>College/School</b>	<b>CLA</b>
<b>Prepared by</b>	<b>Mike Daku</b>	<b>Phone</b>	<b>907-474-5717</b>
<b>Email Contact</b>	<b><a href="mailto:Mjdaku@alaska.edu">Mjdaku@alaska.edu</a></b>	<b>Faculty Contact</b>	<b>Mike Daku</b>

<b>1. ACTION DESIRED</b> (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/> XXX
------------------------------------------	--------------	--------------------------	------------	-----------------------------------------

<b>2. COURSE IDENTIFICATION:</b>	Dept	<b>JUST</b>	Course #	<b>F320</b>	No. of Credits	<b>3</b>
----------------------------------	------	-------------	----------	-------------	----------------	----------

Justify upper/lower division status & number of credits:	<b>Junior class standing, along with completion of Justice 310 (Principles of Corrections) as a prerequisite. 45 contact hours in the classroom for a total of 3 credits (3+0).</b>
----------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>3. PROPOSED COURSE TITLE:</b>	<b>Correctional Counseling and Rehabilitation</b>
----------------------------------	---------------------------------------------------

<b>4. To be CROSS LISTED?</b> YES/NO	<b>No</b>	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
-----------------------------------------	-----------	---------------	--------------------------	----------	--------------------------

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

<b>5. To be STACKED?</b> YES/NO	<b>No</b>	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
------------------------------------	-----------	---------------	--------------------------	----------	--------------------------

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

<b>6. FREQUENCY OF OFFERING:</b>	<b>Spring</b>
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING</b> (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	<b>Spring 2013</b>
-------------------------------------------------------------------------------------------------------------	--------------------

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/> XX	6 weeks to full semester
-------------------------------------------------	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	----------------------------------------	--------------------------

OTHER FORMAT (specify)	
------------------------	--

Mode of delivery (specify lecture, field trips, labs, etc)	<b>Lecture/Group Discussion/Role Play/ Structured Exercises</b>
------------------------------------------------------------	-----------------------------------------------------------------

<b>9. CONTACT HOURS PER WEEK:</b>	<b>3</b>	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
-----------------------------------	----------	------------------------	--	--------------------	--	--------------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	
----------------------------	--

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring  
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

JUST 320—Correctional Counseling and Rehabilitation  
3 Credits Offered Spring

A study of the various treatment and rehabilitative/restorative methods utilized in correctional settings. Topics include the roles of correctional personnel, the assessment and treatment of juveniles and adults, casework in correctional settings, crisis intervention, and the assessment and treatment of special populations in the correctional setting. Prerequisites: Junior standing, JUST 310 and ENGL F211/ENGL 213x. (3 + 0).

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	
----------------	--	---------------------	--

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:		NO:	X
----------------------------------------------------------------------------------------------------	------	--	-----	---

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		Natural Science, ("X" for Core) Format 8	
------------------------------	--	---------------------------------	--	------------------------------------------	--

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES		NO	X
-----	--	----	---

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X
---------------------------------------	-----	--	----	---

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
-----------------------------------------------------------------------------------------------------------------------	--

How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  X PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

Junior standing, JUST 310 and ENGL F211/ENGL 213x.

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes

Yes/No

If yes, give semester, year, course #, etc.:

JUST 492 Spring 2011 & 2012 (Special Topic)

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Minimal: Needs will include classroom space; faculty is available to instruct the course and has already delivered the course as a special topics class in Spring, 2011 and Spring 2012.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

X

Justice 320 augments an existing course (JUST 310 Principles of Corrections) which is an elective in Justice. Students will be able to access the library materials/collection on corrections issues, just as they have with the JUST 310 course.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This course does not directly impact other departments or disciplines. Justice faculty have spoken with faculty in Psychology, Social Work and Communications, and no concerns were voiced by those faculty members. The implementation of the course allows the Justice Department to better utilize the expertise of its faculty members. This course will positively impact the Justice Department because it augments the proposed minor in Dispute Resolution also housed in the Justice Department.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed curriculum for a new minor in Dispute Resolution systems. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.

The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a restorative justice emphasis in its undergraduate program. Restorative Justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the

Department believes that it is important to adopt a restorative justice emphasis in its undergraduate and minor programs.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course will represent one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on counseling, rehabilitative and restorative issues with offenders. The Justice program is evolving to address restorative issues in the criminal justice field, and Justice 320, Correctional Counseling, meets the need to address these issues with the context of corrections.

This supports course and referenced degree changes are consistent with the UAF strategic plan in that this change enhances the University's ability to educate students, serve diverse communities, prepare students for the workforce, and enhance research opportunities.

*\* SEE next page BACK for Signatures*

APPROVALS: Add additional signature lines as needed.

* [Signature]	Date	[Date]
Signature, Chair, Program/Department of:	[Signature]	
* [Signature]	Date	[Date]
Signature, Chair, College/School Curriculum Council for:	[Signature]	
[Signature]	Date	4/11/13
Signature, Dean, College/School of:	CLA	



Offerings above the level of approved programs must be approved in advance by the Provost.

[Signature]	Date	[Date]
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

[Signature]	Date	[Date]
Signature, Chair Faculty Senate Review Committee:	___ Curriculum Review	___ GAAC
	___ Core Review	___ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	4/11/13
Signature, Chair, Program/Department of:	JUSTICE	
	Date	4-11-13
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		



**ATTACH COMPLETE SYLLABUS (as part of this application).** The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and  any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Justice 320  
Correctional Counseling and Rehabilitation  
3 credits

Mike Daku

Office: 501A Gruening Bldg.

Phone: 474-5717

Office hours: M/W 9:00--12:00

[mjdaku@alaska.edu](mailto:mjdaku@alaska.edu)

Class Meeting Time: TBA




Location: TBA

**Course Description:** A study of the various treatment and rehabilitative/restorative methods used in correctional setting. Topics include the roles of correctional personnel, the assessment and treat of juveniles and adults, casework in a correctional setting, crisis intervention, the assessment and treatment of special populations in correctional settings and the evaluation of treatment and rehabilitation programs/approaches. **Course Prerequisite:** Junior standing, JUST 310 and ENGL F211/ENGL 213x. (3 + 0)

### **COURSE GOALS**

- \*Introduce students to the various treatment modalities utilized in treating offenders.
- \* Expose students to various correctional settings and programs
- \* Review the basic competencies required of the correctional counselor

**STUDENT LEARNING OUTCOMES:** At the completion of the course, students should be able to explain:

-  The role and competencies required in correctional counseling
-  The legal and ethical considerations in correctional work
-  Assessment and Treatment Planning for offenders

- ✚ The theoretical approaches which are implemented in counseling offenders
- ✚ The basic constructs of family, group and substance abuse counseling
- ✚ The issues presented by juvenile, female and sex offender populations
- ✚ How to evaluate the effectiveness of offender treatment
- ✚ Ethical considerations in dealing with the offender population

Required text: Correctional Counseling, Hanser, Robert D. and Mire, Scott M. Pearson, 2011

### Student Grading/Evaluation

- (3) Exams @ 100 Pts. Each
- (5) Chapter Reviews at 20 Pts. Each
- Class Participation @ 100 Pts.

Total Points: 500 Pts.

### Grading Scale:

- 450-500 Pts. = A
- 400-449 Pts. = B
- 350-399 Pts. = C
- 300-349 Pts. = D
- < 300 Pts. = F

### INSTRUCTIONAL METHODS:

Class participation: As you will note, a heavy emphasis has been placed (100 pts.) on class participation. Attendance is vital if you have the expectation of garnering all of the available participation points. During the course of the semester students will have plenty of opportunity to participate in structured activities, role plays, pairing up with fellow students to work on in-class exercises, etc. Student participation is really the life-blood of the course; I highly encourage you to do so. Each class period will consist of lecture time and review of pertinent course materials, followed by hands-on exercises and scenarios to illustrate the therapeutic concepts in working with clients. After each exercise, the instructor will provide feedback to students and evaluation of their therapeutic work.

### Participation Rubric:

Activity	90-100%	80-90%	70-80%	60-70%	0-60%
<b>Positive Attributes:</b>	Almost Always	Frequently	Occasionally	Seldom	Almost Never
Enters into Class discussions					
Offers questions or comments during class					
Offers questions or comments via email.					
Engages in Discussion Boards					
<b>Negative Attributes</b>					



Skips class					
Late for class					
Sleeps in class					
Engages in disruptive behavior (includes cell phone, text, or internet distractions).					

Chapter Reviews: Each student will complete a total of (5) chapter reviews from the text. This will include summarizing each chapter, and writing an analysis of each. The analysis is an application of what you have learned from the chapter, to include a synthesis of what you may already know about counseling or the topic of the chapter, along with an integration of your own ideas regarding a career in correctional counseling. The focus of the reviews should go beyond a mere regurgitation of the chapter. The length of the reviews may vary, but each should be no less than (3) pages, double-spaced. The course schedule will reflect due dates and the selected chapters for review.

Exams: There will be a total of (3) exams which will be a combination of multiple choice and essay. A review will be provided prior to each exam. The exam dates are posted in the course schedule and will normally occur on Thursdays. Make-up exams will be allowed with prior notification to the instructor.

**Plagiarism and academic dishonesty** will not be tolerated, and is subject to disciplinary action per the Student Code of Conduct, Board of Regents policy 09.02.01 (noted on p. 51 2011-12 UAF Catalog).

Course Schedule:

WEEK 1: The Role of the Correctional Counselor

Reading: Chapter 1

Differentiating between Counseling, Guidance and Therapy  
 The Role of the Correctional Counselor  
 Counseling Settings  
 Development of the Counselor

WEEK 2: Legal, Ethical and Cultural Issues

Reading: Chapter 2

**\*\*Chapter 2 Review due Thursday Feb. 7\*\***

Legal/Ethical Issues: Confidentiality/Duty to Warn/Case Notes/Informed Consent

WEEK 3: Assessment, Diagnosis and Treatment Planning

Reading: Chapter 3

Data Gathering  
Assessment  
Classification  
Treatment Planning

WEEK 4: Goal Setting and Implementation

Reading: Chapter 4

**\*\*Exam I Thursday, Feb. 21\*\***

Practical Skills/Interpersonal Skills  
Problem Identification  
Implementation of Goals

WEEK 5: Theoretical Approaches in Counseling

Reading: Chapter 5

**\*\*Chapter 5 Review due: Thursday, Feb. 28<sup>th</sup>\*\***

Common Behavioral Approaches  
Cognitive Approaches  
Reality Therapy  
Gestalt Therapy

WEEK 6: Family Counseling

Reading: Chapter 6

Introduction to Family Systems  
Bowenian Systems  
Behavioral Family Therapy

WEEK 7: Group Therapy

Reading: Chapter 7

Facilitator Skills  
Advantages/Disadvantages of Group Work  
Stages in Group Process

**\*\*Spring Break\*\*:** March 10-16

WEEK 8: Substance Abuse Counseling/Co-occurring Disorders

Reading: Chapter 8

Recognition of and Progression of Substance Abuse  
Screening, Assessment and Diagnosis of Substance Abuse/Dependency  
Denial as a clinical issue  
Relapse Prevention

**\*\*Chapter 8 review due: Thursday, March 28<sup>th</sup>\*\***

WEEK 9: Juvenile Offenders

Reading: Chapter 9

Child Abuse/Neglect as Correlates with Delinquency

Special Issues with Juvenile Offenders: Peers/Subculture/Gangs

**\*\*Exam II: Thursday, April 4\*\***

WEEK 10: Anger Management/Domestic Abuse Counseling

Reading: Chapter 10

Overview of Domestic Battering Groups

Treatment Approaches with Batterers (Category 1, 2 and 3)

WEEK 11: Counseling with Female Offenders

Reading: Chapter 11

Characteristics of Women in Therapy

Empowerment Principles with Women

Cognitive Restructuring

Autonomy Development

Assertiveness Training

WEEK 12: Sex Offender Counseling

Reading: Chapter 12

Four Domains of Sex Offender Treatment

Common Treatment Techniques

Cognitive/Behavioral

Interrogation Oriented Techniques

**\*\*Chapter 12 review due Thursday, April 25\*\***

WEEK 13:

Reading: Chapter 13

Dealing with Special Populations:

HIV/AIDS

Elderly Offenders

Suicide Issues

Grief

WEEK 14: Program Evaluation

Reading: Chapter 14

Quantitative/Qualitative Evaluation

Importance of Evaluation

Data collection

Ethics in Evaluation

**\*\*Chapter 14 review due Thursday, May 2\*\***

Final Exam: TBD

**DISABILITY SERVICES:** Students in need of special accommodations should contact UAF Disability Services at 474-5655, or [www.uaf.edu/disability](http://www.uaf.edu/disability) (208 Whitman Bldg.) Instructor will work with the Office of Disability Services to provide reasonable accommodations to students with disabilities.

**UAF WRITING CENTER:** Additional student support can be available through the UAF Writing Center: 474-5314.