

New Graduate Course Proposal

Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

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Course Title

Course Title: * Restorative Approaches to Justice

Proposed Banner Abbreviation: * Restorative Justice

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Kristine Artello

Members of the Graduate Curriculum Committee:
David Weiss, Program Chair
Richard Wiebe, Department Chair
Randall Grometstein
Eileen Kirk
Kristine Artello

Department / Unit Developing: * Behavioral Sciences

Department Chair: * Dr. Richard Wiebe * rwiebe@fitchburgstate.edu

Academic Dean: Dr. Sara Levine * sleeve@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

- * Yes
 No

Graduate Program * Master of Science in Criminal Justice

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

* This course combines a seminar-style overview of restorative justice and therapeutic jurisprudence. This course explores theories, concepts, and practices of restorative approaches to justice, including mediation, victim-youth conferences (justice circles), advocacy, community organizing, specialized courts, and nonviolent social action campaigns. These concepts and policies are examined in contrast to the traditional criminal justice system and its outcomes. Examples of these practices will come from a global perspective, including many from the United States.

Course Objectives

Rationale and expected outcomes of offering the Course

* This course provides a global perspective of restorative justice practices in a historical and social context. This course examines the development of social control from private disputes to the current system and provides an examination of restorative jurisprudence as the next step in social control. This course fits well into the curriculum because it provides the legal philosophy and justification for the use of these approaches. This course also brings in international examples to show it

is being used.

What are the Learning Outcomes for the Course?

Upon completion of this course, the student should have the knowledge and understanding to complete the following:

- Articulate the development of restorative justice.
- Identify different types of practices involved in restorative justice.
- Articulate case studies to expand on the different types of restorative justice used globally.
- Identify potential areas where restorative practices have worked well.
- Compare and contrast different restorative justice practices.
- Identify ways to integrate restorative justice practices into the traditional criminal justice system.

Number of Credits: * 3

Discipline Prefix or Prefixes: * CJ

Brief rationale if more than one prefix:

Level of Course: * 7000 8000 9000

Brief rationale for level choice: * This course requires the analysis of different legal systems and the integration of restorative jurisprudence in a global context.

The course will be: Requirement Elective

Elective or Requirement Note/Special: Community Justice concentration only

Is there a similar undergraduate course? * Yes No

Does this course affect offerings in any other department or program? * Yes No

Course Enollment

Expected Average Enrollment: * 12

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course? * Yes No

Is this an Extended Campus Course? * Yes No

Which semester will this course be offered for the first time?: * Summer A 2025 as How often thereafter to be offered?: * annually

Course Requirements

Prerequisite course(s) if any:

Additional Requirements Laboratory Hours: Fieldwork Hours: Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: Restorative Justice Syllabus.docx

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3535313438 Kristine Artello 02/25/2025 Requester Signature Date

...3830353138 Sara Levine 02/28/2025 Academic Dean Signature Date

...3336323038 Richard Miebe 02/27/2025 Department Chair Approval Date

...3437323830 Becky Copper Hlenz 02/28/2025 SGOCE Dean Signature Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date

Fitchburg State University
Master of Science in Criminal Justice Program
Professional Studies & Police Program Concentrations

CJ 8250: Special Topics
Restorative Approaches to Justice
Summer 1 2024
Credit Hours: 3.0

Dr. Kristine Artello, JD, MSW
kartello@fitchburgstate.edu
Text: (724) 980-8129
Class: Online
[Appointment Calendar](#)

Course Description

This course combines a seminar-style overview of restorative justice and therapeutic jurisprudence. This course explores theories, concepts, and practices of restorative approaches to justice, including mediation, victim-youth conferences (justice circles), advocacy, community organizing, specialized courts, and nonviolent social action campaigns. These concepts and policies are examined in contrast to the traditional criminal justice system and its outcomes. Examples of these practices will come from a global perspective, including many from the United States.

This course is a shortened timeline. We will still be covering a lot of material and moving quickly. The course starts on May 20, 2024, and ends on June 25, 2024.

Course Objectives

Upon completion of this course, the student should have the knowledge and understanding to complete the following:

- Articulate the development of restorative justice.
- Identify different types of practices involved in restorative justice.
- Articulate case studies to expand on the different types of restorative justice used globally.
- Identify potential areas where restorative practices have worked well.
- Compare and contrast different restorative justice practices.

Required Text

O'Mahony, D. & Doak, J. (2017) *Reimagining Restorative Justice: Agency and Accountability in the Criminal Process*. Hart Publishing. Available for free through Fitchburg Library:
https://fitchburgstate.primo.exlibrisgroup.com/permalink/01FSC_INST/ddgsl/cdi_proquest_ebookcentral_EBC4987829

Course Structure

Each week, you will have lectures, videos, readings, and assignments due. Each week, you will have a task list to help you navigate the course. The lectures are captured using [ScreenPal](#). The recorded lectures are mp4 files. Written assignments should be turned in using doc or docx files only. Discussion Board posts and replies must be posted directly on BB. Please do not upload a document with your posts and replies. Initial posts for discussion board posts are due on Thursdays by 11:59 pm ET. All due dates are on the course schedule at the end of the syllabus.

Grading

The course grade will be based on various graded activities, from discussion boards, quizzes, journal entries, midterm, and final projects.

Type of Assignments	Total Point Value	Weeks Due
Discussion Boards	20	2, 4
Journal Entries	20	2, 3
Midterm	40	3
Discussion Board 3 Presentations and replies	70	5
Final Paper	80	5
Total Points	230	

Fitchburg State University Graduate Grading Scale:

Fitchburg State Grade	Letter Grade Equivalency	100% Point Equivalency
4.0	A	95 - 100
3.7	A-	92 - 94
3.5	A-	89 - 91
3.3	B+	86 - 88
3.0	B	83 - 85
2.7	B-	78- 82
2.3	C+	74 - 77
2.0	C	71 - 73
0.0	F	0-70

ASSIGNMENTS

Assignments are primarily due by 11:59 pm ET on dates listed on the course schedule. All assignments are available from the beginning of the course. You can work ahead if you know you must be away from the course. If you have any questions, please do not hesitate to email me or make an appointment to see me. These assignments are designed to have you practice your critical thinking, writing, and analysis skills while diving more deeply into the course materials.

Discussion Boards 1 and 2:

For each discussion board, each response to each question should be about 300 words, for a total weekly response of a minimum of 1,200 words. (This works out to roughly a 3 pp. typed, double-spaced paper.) Your original post is due on Thursdays by 11:59 pm, and replies are due by Sundays at 11:59 pm. You are expected to lead the conversation on your thread—meaning that you will reply to others who respond to your post no later than 24 hours from their replies. The purpose of this assignment is to have student interactions to increase

your learning. You will respond to 3 students' posts for acceptable work (B). For exemplary work (A), you will respond to at least 6 individuals.

Discussion Board Posts and Replies

As noted above, answers should have an approximate word response of 400 words per question, for a total weekly minimum word count of 1,200 words, with answers posted to Blackboard by the due date noted below. In addition to merely "answering" each question, you may:

- Build on something the author(s) said
- Explain why and how you see things differently from the text
- Pose your own probing or clarifying question(s) and/or point out the reading's lack of evidence
- Share an insight or validate an idea from your own personal experience
- Offer up a reaction or opinion but support it with evidence and not just "thoughts" or "feelings" (Example: "The evidence shows ABC; therefore, based on the evidence, I believe XYZ to be true.")

Journal Entries

Journal entries allow you to reflect on and delve deeper into restorative justice. Research has shown that students who delve deeply into their thinking have deeper learning. They expect approximately 1200 words for each entry. Please make sure you answer the questions fully.

Midterm

This exam will be an essay based on the readings, lectures, movies, podcasts, and other materials presented. The exam will be two essay questions, and you will have 50 minutes to answer them thoroughly using course materials.

Discussion Board 3: Final Case Study Presentation

The presentation will be a case study on restorative practices in an organization or a proposal for a restorative program. You will present the purpose and use of the restorative program, its effectiveness or similar program's effectiveness, and the mechanisms used. It should be 5-7 minutes long. I recommend that you use [ScreenPal](#).

In a 5-7 minute recorded digital presentation, you will

- 1) Identify restorative practice or program or propose a new restorative program.
- 2) Articulate the purpose, process, and focus on the restorative program.
- 3) Apply the theories that support the program.
- 4) Evaluate the effectiveness of the program or similar programs.

Final Case Study/Proposal

In this assignment, you will write a 9-14 page paper (excluding cover and reference pages) using a minimum of 10 scholarly sources, 7 of which must be peer-reviewed journal articles that are no more than 10 years old.

You have two options for this assignment—Existing Program Analysis or Restorative Practice Proposal.

Existing Program Analysis

Option 1 Guidelines:

1. You will identify an existing restorative justice program or practice.
2. You will identify the process used in the restorative justice program.
3. You will apply the agency-accountability framework to the program:
 - a. What fits?
 - b. What doesn't fit?
4. You will then analyze the research on its efficacy.

Restorative Practice Proposal

Option 2 Guidelines

1. You will identify your restorative practice proposal to include the following:
 - a. Purpose of the program (Why should it be used).
 - b. Eligible Population.
 - c. Process used.
 - d. Apply how the agency-accountability framework to the proposed program.
2. You will share evidence of similar programs to show potential effectiveness.

Grading Rubrics

<i>Discussion Board and Journal Questions Grading Rubric</i>		
Exemplary (10 Points)	Acceptable (8-9 Points)	Unsatisfactory (7 and less Points)
Response is original, thought-provoking, and stimulates inquiry and investigation; it demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation	Response is acceptable but does not consistently demonstrate higher order thinking; it demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry	Response is vague, incomplete, or demonstrates a low level of thinking: it demonstrates a lack of understanding of the topic, is superficial, or does not demonstrate critical understanding

Discussion Board 3 --Presentation & Replies Grading Rubric

Criteria Point Value	Exceed Expectations 70	Meets Expectation 56	Needs Work 45	Not Yet Competent 40
RJ program or proposal identified (10 points)	Case study articulated in a sophisticated and nuanced manner	Case study explanation is present and good	Case study is present but needs clarification	Case study is unclear
Theory Explanation & Evidence (10 points)	Empowerment theory was applied in a nuanced and sophisticated manner using evidence to support the analysis.	Empowerment theory was applied in a consistent manner using evidence to support the analysis	Some empowerment theory was presented but needed more analysis and evidence to support it.	Theory or evidence or were unclear or missing
Organization (10 points)	Well done, explicit, and easy to follow for the audience	Presentation had three-part structure as expected and the audience followed along well	Introduction and conclusion are clear but confusion in between	Unclear
Application and language choice (10 points)	Excellent and nuanced application of course materials to the case study and used correct terminology and language	Professional and appropriate terminology	Professional but lacks grasp on terminology	Poor vocabulary
Presentation (10 points)	PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation. The presentation is missing several parts.
Graphics (10 points)	All graphics are attractive (size and colors) and support the theme/content of the presentation.	Most graphics are not attractive, but all support the theme/content of the presentation.	A few graphics are attractive, but a few do not seem to support the theme/content of the presentation.	Very few graphics are unattractive and detract from the content of the presentation.

Criteria Point Value	Exceed Expectations 70	Meets Expectation 56	Needs Work 45	Not Yet Competent 40
Replies (10 points)	All students' posts have a reply which includes a discussion of positive aspects and constructive suggestions or questions.	All students' posts have a reply which includes a discussion of positive aspects and questions.	Some students' posts have a reply which includes a discussion of positive aspects.	A few students' posts have a reply which includes a discussion of positive aspects.

Final Paper Grading Rubric

Criteria	Exceeds Expectations (72-80 points)	Meets Expectations (64-71 points)	Needs Work (56-63 points)	Not Yet Competent (55 or less points)
Program Identification* (20%)	Demonstrates exceptional knowledge of relevant RJ programs or application of RJ to a new program.	Demonstrates advanced knowledge of relevant RJ programs or application of RJ to a new program.	Demonstrates some knowledge of relevant RJ programs or application of RJ to a new program.	Demonstrates minimal/basic knowledge of relevant RJ programs or application of RJ to a new program.
Analysis* (50 %)	Paper goes beyond the assignment to address all questions asked and provides evidence in new contexts or in particularly thoughtful, insightful, and/or original ways Paper shows a nuanced grasp of planning for policy and programs and the ability to integrate the course materials seamlessly into the analysis.	Paper fully meets the parameters of the assignment but does not exceed them (or...) Paper demonstrates a good grasp of differences between policies and programs and applies materials from the course.	Paper does not address some aspects of the assignment (or...) Paper demonstrates a somewhat shaky grasp of differences between policies and programs. Paper uses the course materials minimally and does not integrate them into the analysis.	Paper does not address the assignment (or...) Paper does not appear to understand the differences between policies and programs and does not use any course materials.
Structure Organization (15%)	The organization of paper as a whole is logical and quickly apparent (and) Connections among paragraphs are clearly articulated (and) Transitions between paragraphs are smooth (and) Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and	Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively In all but a few cases, the paragraph's point is expressed in a clear topic sentence	Organization of the paper as a whole can only be discerned with effort (or...) Not all parts of the paper fit the organizational structure (or...) Not all the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point (or)	Organization of the paper as a whole is not logical or discernable (or...) The paragraphs were not used well to organize the paper.

Criteria	Exceeds Expectations (72-80 points)	Meets Expectations (64-71 points)	Needs Work (56-63 points)	Not Yet Competent (55 or less points)
	persuasively, and internal transitions are smooth		Topic sentences are missing or unclear in a number of paragraphs	
Citation (8%)	Paper is clean and appropriately formatted (and) Writer uses no quotes and instead properly paraphrases the course materials and other materials while providing proper citations	Writer uses paraphrased and quoted materials Materials are all properly attributed and cited	In a few places, quotes are used, and all quotes are properly attributed with page numbers. Not all paraphrased materials though not attributed in proper APA 7 th edition format	Quotes are frequent, or not attributed or paraphrased materials improperly cited or not cited at all
Clarity Grammar (7%)	There are no incomplete or run-on sentences (and) There are virtually no spelling or grammatical errors.	There are a few minor spelling or grammatical errors.	There are a number of spelling and grammatical errors	Paper is unacceptably sloppy

Pedagogy

This is a graduate-level course with a heavy emphasis on weekly readings and writing.

Academic Coaching and Tutoring Center

The Academic Coaching and Tutoring Center offers individualized, workshop-based, or in-class support for key student success skills, such as time management, motivation, and concentration. The Academic Coaches are available to support you in your pursuit of academic success. To access services, please visit their website at <https://www.fitchburgstate.edu/offices-services-directory/tutor-center/academic-coach/> or contact the Center's director, Dr. Kat McClelland at (978) 665-3499 or at kmclella@fitchburgstate.edu.

Fitchburg State's Academic Integrity Policy (from the University's Code of Conduct and Discipline Process Handbook)

Every member of the university community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty. A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.) or in association with an oral presentation declares that the work results from that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when using other sources. Talking during an examination or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also violates the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in their courses should consult with the appropriate faculty members before presuming that a single effort will fulfill the requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.

Disability Services

Fitchburg State University encourages students with disabilities to participate fully in all academic programs and student activities. Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The objective of Disability Services is to promote independence, build skills, and facilitate the achievement of educational goals for individuals with disabilities. Several services are available through the office. For comprehensive information about obtaining services, please contact the office's administrative professional at (978) 665-4020, or visit the Web site at www.fitchburgstate.edu/disability.

Email/Text

It is *imperative* that students check their FSU email accounts regularly! I communicate predominantly via email; any updates, important information, additional readings, etc., will most likely be sent out via FSU email. For immediate notification of emergencies or any other matters, students can text me at (724) 980-8129. Texting is the quickest way of getting ahold of me for emergencies. I turn off my phone at night from 8:30 p.m. to 8 a.m.

Blackboard Software

Blackboard will be the sole portal from which this online course will be administered. I will post all grades within one week before the next set of assignments is due. This will allow students to monitor their ongoing grades carefully via Blackboard's Grade Center.

Extra Credit

"Extra credit" will not be available in graduate-level courses.

Disclaimer

This syllabus is not a contract between the student and professor and is subject to change at any time throughout the semester; the student alone is responsible for being aware of such changes.

Course Outline: Weekly Readings, Assignments, and Due Dates

Week	Readings and Topic	Assignments	Due dates By 11:59 pm EST
1 May 20- May 26	Orientation Chapter 1 —Alternative Paradigm to Justice Chapter 2 —Restorative Justice Theory & Concepts	Introduction Board Posts Introduction Quiz	May 23
		Introduction Board Replies	May 26
2 May 28- June 2	Chapter 3 —Theorizing Restorative Justice Chapter 4 —Victims and Offenders: Agency and Accountability in Practice	Discussion Board 1	May 30
		Journal Entry 1	May 31
		Final Case Study Topic due Discussion Board Replies 1	June 2
3 June 3- June 9	Chapter 5 —Restorative Practices at Periphery of Criminal Justice Chapter 7 —Mainstreamed Restorative Justice: Youth Conferencing	Journal Entry 2	June 6
		Midterm Exam	June 9
4 June 10- June 16	Chapter 8 —Restorative Justice and Recidivism Chapter 9 —Reimagining Restorative Justice: Towards Empowerment	Discussion Board 2 Post	June 13
		Discussion Board 2 Replies	June 16
5 June 17- June 25	Case Studies of Justice Approaches to Conflict Resolution	Discussion Board 3 Post	June 20
		Discussion Board 3 Replies	June 23
		Final Case Study Paper or Proposal	June 25

Dates to Remember:

- May 20—Classes officially begin
- May 21—Last day to drop/add
- May 27—Holiday
- June 13—Last day to withdraw
- June 19—Holiday
- June 25—Last day to turn in work

Items in red are assignments counted toward your grade.
Items in blue are assignments used for feedback purposes only.