

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: Experimental Course

2.

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 307
Course Title	Restorative Practices and Restorative Justice in Middle and High School Education
Description	Examination and implementation of theories and practices relating to restorative practices and restorative justice. Application of research findings to effective behavior in educational and community settings.
Pre/ Co Requisites	Upper sophomore
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: In k-12 schools, social work, justice and criminal systems a new and concerted effort is being made to replace a punishment model of discipline with restorative practices that focus on building and sustaining healthy communities and constructive accountability for harm and injury. K-12 school unfortunately continue to play a significant role in sustaining the prison-to-pipeline for children and youth. This course will prepare both current and future educators (administrators, teachers, school counselors, parent coordinators, safety officers and school staff) to implement restorative practices.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Develop an understanding of the core principles of restorative practices and restorative justice and how they differ from traditional or punitive approaches
2. Develop an understanding of the principles and practices of “building community” as it applies to restorative circles
3. Know how to sequence activities to build trust among students so they become more willing to communicate authentically
4. Know how to sequence activities to build trust among students so they become more willing to take the necessary risks to extend and challenge their learning
5. Know how to introduce and lead different types of restorative circles
6. Know how to plan a sequenced restorative circle with essential components for stated purposes
7. Know how to transition into and out of circle time and can switch roles between circle keeper and teacher effectively
8. Know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past
9. Know how to apply restorative questions
10. Develop an understanding of effective communication and experience how it supports classroom discipline and community building

5. Date of Departmental Approval: 3/17/2016