CALIFORNIA STATE UNIVERSITY, EAST BAY  
SEMESTER CONVERSION  
NEW COURSE REQUEST

<table>
<thead>
<tr>
<th>Semester: Fall</th>
<th>Year: 2018</th>
<th>Catalog: 2018-19</th>
<th>Date Submitted to APGS:</th>
</tr>
</thead>
</table>

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course are accessible.

1. **DEPARTMENT** (Name of department which offers the New Course): Criminal Justice

2. **COURSE PREFIX:** CRJ  
   **COURSE NUMBER:** 475

   See 14-15 CIC 10 revised for course numbering policy.

   **FULL TITLE** (In Catalog): Restorative Justice  
   (maximum of 100 characters)

   **SHORTENED TITLE FOR CLASS SCHEDULE** (if full title is over 30 characters): Restorative Justice  
   (maximum of 30 characters)

   **UNIT VALUE** of course: 3  
   (Number of units each student will earn for passing this course.)

3. **CATALOG DESCRIPTION** (Course content; 40 words maximum):

   Critical look at how restorative justice responds to crime by holding offenders accountable for harm committed, repairing harm to victims and community, and promoting skills in offenders to prevent crime recurrence.

   a) **Prerequisite(s):** None  
   (e.g., COMM 100; Consent of instructor; at least a 2.0 GPA.) See 13-14 CIC 19 for prerequisite enforcement policy and 14-15 CIC 28 for additional prerequisite information.

   b) **Co-requisite(s):**  
   (e.g., Concurrent enrollment in BIOL 103)

   c) **Credit Restrictions:**  
   (If yes, please explain, e.g., Not for biology major or minor credit)

   d) **Credit Equivalency:** Is this course replacing another course in your department where both can be considered equivalent for major requirement, articulation, and academic renewal purposes?  
   x Yes: CRJA 4730  
   (If yes, please indicate which course(s))

   e) **Repeatability:**  
   (If yes, please enter total units student can earn, e.g.: Repeatable for a maximum of 9 units: or, May be repeated for credit for a maximum of 6 units when content varies.)

   i. If the answer to e) is yes, can students register for multiple sections of this same course in the same semester?  
   x Yes

   f) **Cross-listing:**  
   Yes  
   x No
   If yes, list primary and secondary departments.  
   Primary:  
   Secondary:

   (A New Course Request must be submitted for each of the two departments. Cross-listed courses are those that are identical, except for the course prefix.)
g) Dual-listing:  
*Yes*  
*No*  
(If yes, a New Course Request form must be submitted for each of the two courses. Dual-listed courses are those that are identical in content with undergraduate and graduate students taught in the same classroom, with the same instructor, and at the same time.)

<table>
<thead>
<tr>
<th>Dual-listed</th>
<th>Course #</th>
<th>Title</th>
</tr>
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</table>

h) Miscellaneous Course Fee:  
*Yes*  
*No*  
(If yes, approval must be obtained from the Campus Fee Advisory Committee, which is handled by the Office of the Vice President, Administration and Finance. Note: all miscellaneous course fees under $50 are covered by the A2E2 fee paid by students.)

i) Grading Pattern:  
*ABC/NC*  
*CR/NC only*  
*A-F or CR/NC (student choice)*  
*A-F only*  

j) Hours per Week of Lecture:  
3  
(If no activity of lab, enter the entire value from question #2 Unit Value).

k) Hours per Week of Lab or Activity (if applicable):  

(If there is an activity or lab component, list only the activity/lab units here and complete the second component column in question 4).

l) Taught entirely on-line, on-ground, or hybrid (both):  
*On-line*  
*On-ground*  
*Hybrid (both online and on-ground)*

If the answer is on-line or hybrid, also respond to the additional three questions below:

i. Describe the strategies for teaching this course either in an on-line or hybrid format. (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

This course will be taught in both on-ground and hybrid formats. Video clips, news articles, documentaries, and experiential learning will be used to generate discussion and analysis about restorative justice practices and their impact on communities and the criminal justice system. As required readings, a textbook related specifically to this topic will be made available to students, in addition to any materials compiled by the instructor.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course. (Discuss how you will ensure that faculty will know how to teach online or in a hybrid format.)

Any instructor teaching this course will be informed of the resources provided by CSU Online, and training materials for Blackboard. The department chair will mentor faculty teaching this course related to online/hybrid best practices.

iii. Assessment of online and hybrid courses. (Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction.)  
*Note:* Assessment of learning is NOT addressed through student evaluations.

Students will be assessed through the use of quizzes and exams to assess knowledge. Critical analysis papers, research papers, and other written assignments will assess student ability to analyze and synthesize material.

m) Offered on state-support or self-support:  
*State-support*  
*Self-support*  

4. COURSE INVENTORY DATA

(All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, be sure to complete an additional New Course Request for that component.)
<table>
<thead>
<tr>
<th>CSU Course Classification System and Faculty Workload Formula</th>
<th>First Component</th>
<th>Second Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructional Format</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>b. Course Classification Number</td>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>c. Class Hours/Week (Instructor Contact Hours)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>d. Student Credit Units (Component units/Units earned)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>e. Workload K-factor (based on CS#)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>f. Weighted Teaching Units = component units times K-factor (d X e = f)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>g. Normal Limit/Capacity (based on CS#. Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 35.)</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

5. SERVICE COURSE: This course is listed as a major or minor course in another program:  
If yes, list program(s):  

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If yes, list program(s):  

GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied.  
(If yes, list the intended area to be satisfied. NOTE that any course that satisfies both GE and/or Code and/or Writing II/WID must be certified as GE and/or Code and/or Writing II/WID through the usual curricular approval processes. Please see 14-15 CIC 38 for more information.)

6. JUSTIFICATION FOR/PURPOSE OF the proposed new course: (Why does this course need to be added? How will this course be used in one or more of your revised majors, options, minors, or certificates? Which one(s) and how?)  
This course is a direct conversion from (list prefix/number): CRJA 4730  
Conversion to replace CRJA 4730  

7. List of all STUDENT LEARNING OUTCOMES (SLOs) for this new course.  
- Compare various theories of justice including retributive, therapeutic, restorative, and community justice.  
- Describe various restorative justice programs in the United States and the world  
- Identify how restorative justice practices can be implemented in policing, the courts, and corrections  
- Explain how restorative justice practices are beneficial for victims, offenders, and communities who are diverse and experience diverse needs  
- Apply restorative justice principles to crime-related problems  

8. RESOURCE IMPLICATIONS: If this course is not replacing an existing quarter-system course, with the addition of this course, is there a need for additional student fees or other resources such as faculty, facilities, equipment, and/or library resources that will not be covered by the department budget. If course is a replacement, enter N/A.)
9. CONSULTATION with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raised no objections (if there were no objections to this curriculum request, type in the following: “All affected academic departments and programs at CSUEB were consulted and there were no objections”):
   “All affected academic departments and programs at CSUEB were consulted and there were no objections”
   b) The following department(s) has (have) been consulted and raised concerns (if there were unresolved objections to this curriculum request, indicate the objecting department or program below, along with the specific concern. If there were no unresolved objections, type in “None”):

10. Certification of DEPARTMENT APPROVAL by the chair and faculty.
    Chair: Dawna Komorosky Date: 11/20/15

11. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.
    Dean/Associate Dean: Date: