

# **PACS 4900: Independent Study – Internship with CU Restorative Justice Program**

**Fall 2020, 3 credits, August 24 through December 16, Section 900**

**Course Meeting Time and Dates Are Variable (In-Person and on Canvas)**

## **Instructor Information**

Faculty Supervisor: Dr. Michael D. English, Associate Director, Peace, Conflict and Security Program

Office Location: Norlin S423 - This is in the same suite as Undergraduate Enrichment Programs (S436)

Office Hours: By appointment. Please schedule using the following [link](#).

Email: [michael.d.english@colorado.edu](mailto:michael.d.english@colorado.edu)

On-Site Supervisor: Rachel Larsen, CU Restorative Justice Program

Office Location: Student Conduct and Conflict Resolution, Center for Community, S485

Email: [rachel.larsen@colorado.edu](mailto:rachel.larsen@colorado.edu)

## **Course Information**

**Prerequisites:** This course is restricted to students enrolled in and completing the PACS Certificate. Students must have completed PACS 2500 and PACS 3700 prior to registering. Exceptions are made at the discretion of the faculty and on-site supervisors.

**Course description:** This is a capstone course for students in the Peace, Conflict, and Security Certificate Program at CU Boulder. The internship program offered through PACS in partnership with CU's Restorative Justice (CURJ) program is an opportunity for students to apply what they have learned about the analysis of conflict and practices of conflict intervention in the context of an organization dedicated to repairing harms caused by events occurring on CU's campus and

within the greater Boulder area. Internships are experiential learning activities where students explore the connections between the theory and practice of study that takes place in the classroom and the practical application of that study in a professional work environment. Students will learn from experienced restorative justice practitioners, while furthering their skills in facilitation and conflict engagement. This internship will be completed under the guidance of an on-site supervisor (Rachel Kay Larsen) and a faculty supervisor (Dr. Michael English), who in combination with the student will create a framework for learning and reflection.

**Course format:** This is a graded, academic course with an internship component. For the on-site portion of the internship, students are required to complete a minimum of 120 hours with CU's Restorative Justice program. This is equivalent to 40 hours per credit taken (3 credits = 120 hours) or 8 hours per week over 15 weeks. Students will complete these hours engaged in activities such as facilitation training, circle processes, employee shadowing, visits to the justice center, etc., as well as completing the CURJ curriculum. In addition to on-site work, students will complete course work for the PACS portion via Canvas that will result in their final letter grade at the end of the semester. This work includes a weekly journal, informational interviews, a resume, and final paper.

## Learning Goals

After completing this course, students will be able to:

- Identify the areas of convergence and divergence between PACS and restorative justice;
- Demonstrate skills in facilitation and community building;
- Apply concepts and practices from PACS to situations experienced on site;
- Create a professional resume showcasing their talents and abilities;
- Describe the skills and experiences gained through their internship.

## Textbooks and Materials

There are no textbooks required for this course. Reading materials will be available to students electronically via Canvas as part of the CURJ curriculum.

## Internship Program Policies

*Internship Contract:* Students are required to fill out an internship contract that details expected duties and academic goals. A draft of the contract is required for admission to the internship program. An email from the internship supervisor can substitute for a signature. The contract will be sent to students prior to the start of the semester and should be returned ASAP. You must have this form complete prior to first day of the term. The completed contract should be emailed to [michael.d.english@colorado.edu](mailto:michael.d.english@colorado.edu).

*International Students:* If you are an international student, please contact CU-Boulder International Student and Scholar Services (ISSS) prior to starting any internship – <http://www.colorado.edu/oie/iss>.

*Internship Hours Log:* Every four weeks students are required to submit a log of their hours. You will submit 4 logs over the course of your internship. This document details how your internship hours were spent. As the internship mirrors a professional work environment, this log must be signed off on by the on-site supervisor and uploaded to Canvas by the due date. This log is mandatory and failure to fill it out will result in an F for this course. The form is available to students on Canvas.

# Assignments

## Overview of Assignments (100 possible points)

- Weekly Journal Entries
  - 30% of grade, posted to Canvas
- Informational Interviews with Restorative Justice Practitioners
  - 30% of final grade, 2 interviews with non-CU practitioners, posted to Canvas
- Updated Resume
  - 5% of final grade, posted to Canvas
- Final Paper
  - 20% of final grade, posted to Canvas
- On-Site Supervisor Evaluation
  - 15% of final grade

## My Policy on Assignments

Please complete the required assignments by the due dates listed in the syllabus. All written work must be submitted electronically through Canvas. Late work is marked down 50% per day it is passed due. Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). More information on accommodations is listed below under the Accommodations Statement section.

## Weekly Journal Entries (30 points, Minimum 250 words, Due Sundays by 23:59)

One of the major things we emphasize in the study and practice of conflict intervention is the ability to critically reflect on our practice. In the case of this internship, you will learn new information about Restorative Justice as well as developing new skills related to facilitation processes. Additionally, you will be applying both your knowledge and skills to try to assist people. Your work during the internship will raise a number of different emotions within you, as

well as provide you with various insights about the process of restorative justice. Your weekly journals are a place to unpack your experiences.

Some questions you might consider are:

- What did I learn about myself from this particular experience or interaction? How was my perception challenged?
- What did I learn about the challenges and/or limitations of restorative justice from this experience?
- What did I learn about the process of facilitation from this experience? Did I do something well that I am proud of? Did I do something poorly that I wish I could improve upon?
- What did I learn from this experience (visiting the justice center, being a community member in a circle process, shadowing a CURJ employee, etc...) that will inform my work or shape my professional ambitions in the future?

### **Informational Interviews (30 points, 2 interviews, Due Week 12)**

You are required to conduct 2 informational interviews with non-CU restorative justice practitioners. An informational interview is a specific type of interview, one that seeks to engage with the interview subject as a professional in their respective field and to discover how this person obtained their particular job. These interviews are meant to help prepare you for the job market by speaking with professionals who can relate insights and experiences with you about what the process is like. They can also provide you with more knowledge about particular types of work within a field, as well as what they see are the benefits and challenges to doing this type of work.

You need to develop a questionnaire of 8 to 10 questions you would like to ask you subject. Please feel free to run your questions past us if you would like feedback on them. Questions you might consider are:

- What path did they take to working in restorative justice?
- In what context do they practice restorative justice?
  - What are the benefits and challenges of working within this setting?
- What educational credentials, if any, were required?
- What should someone who wants to enter the field of restorative justice know before hand?
- What are the most important skills to a restorative justice practitioner?

To save Rachel, Tyler, and the other folks at CURJ from being overwhelmed, I am requiring that you interview folks not related to CURJ. This means you will have to do some research and discover persons working in the field of restorative justice outside of Boulder. **Please make sure to have the faculty supervisor or the on-site supervisor approve your interview subjects before you contact them.** One thing to consider is that these might also be interesting people to chat with about your Internship Project! You are free to connect with these people via skype, phone, or in person.

You will submit a one-page (500 words single-spaced) summary of each interview on Canvas by the end of Week 12. This summary is not meant to be a word by word replay of the interview, but rather a synthesis of the major insights you took away from your conversation. Please also include a copy of your 8-10 interview questions on a separate page (these do not count toward the word total).

### **Updated Resume (5 points, Due Week 15)**

An updated version of your resume is incorporating the skills you have developed as part of the internship is due during the second to last week of class. My assumption is that you already have a resume and that you will be adding in a new portion to reflect your experience with CURJ. However, if you do not have a resume, you will need to build one from scratch. I am willing to assist you with this process if you have not completed it before.

### **Final Paper (20 points, Due Week 16)**

Your final paper for this course is an integrative assignment that asks you to explore your time with the restorative justice internship program as it relates to your broader studies within the PACS program. In this paper you will be asked to make specific linkages to content covered in PACS 2500 and PACS 3700. A more detailed version of the prompt will be posted to Canvas during Week 10.

### **On-Site Supervisor Evaluation Form (15 Points, Due Week 16)**

Your on-site supervisor will evaluate your participation and effort with the on-site portion of the internship. Their evaluation counts as 15% of your final grade. It is your responsibility to have them fill out this form. This form is available under the Week 16 Module in Canvas. Please share it with your supervisor, preferably during Week 14. You must submit this form via Canvas by the end of Week 16.

## **Course Policies**

### **Grading**

Your final grade for this course is determined by the number of points acquired through exams and assignments. There are 100 total points possible. The grading scale is as follows:

100-93=A

92-90=A-

89-87=B+

86-83=B

82-80=B-

79-70=C

69-65=D

64-below=F

It should go without saying at this point that to receive passing marks on your assignments that they should be free of grammatical errors, spelling mistakes, and typos. An internship is about demonstrating your transition from student to professional, and as such, your work will be evaluated not on the basis of trying to please me, but rather the level of effort you put in and the quality of the output.

## **Technologies**

We will use the Canvas platform as part of our course. Please make sure to familiarize yourself with the platform since you will need to submit assignments through it.

## **Email, Office Hours, and Recommendations Policy**

Email: I typically respond to emails within 24 hours. If you do not get a reply within 48 hours, please send me a follow-up email. The answer to most general questions can be found within the syllabus, so please double check it before sending your email. Also, kindly remember that an email is not a text message. Make sure to include your full name, the course and section number you are taking with me, and a detailed explanation of the issue.

Office Hours: Please email me to schedule an appointment. I am happy to meet with you about the course or to discuss any other interests or concerns you may have about PACS.

Letters of Recommendation: At some point, you may need the dreaded letter of recommendation or professional reference. I know how difficult it can be to get these from faculty. I am always happy to support students in this way, but I do have some criteria that you must meet.

Things to keep in mind:

- You have taken at least two courses with me;
- Maintain a B average in my classes;
- Did not have more than 3 unexcused absences;
- You should be able to describe the job, internship, or program you are applying for and your interest in it;
- Provide me with a current copy of your resume (or we can build one if you need it);
- Ask politely.

If this is something you require, please send me an email to get the conversation started.

## **University Mandated Policies**

### **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

## **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

## **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting \(Links to an external site.\)](#)[Links to an external site.](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See the [campus policy regarding religious observances](#) for full details.